NURSING EDUCATION PROGRAM REPORT

SUBMITTED TO

IOWA BOARD OF NURSING

JANUARY 2008
The University of Iowa  
*College of Nursing*  
*Nursing Education Program Report*  
April 8-9, 2008  

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Iowa Board of Nursing
Education Site Visit
Tentative Agenda

April 8, 2008

1:00 — 1:30  Meet with Dean Rita Frantz to finalize agenda  101F NB
1:30 — 3:00  Review of display materials  101M NB
3:00 — 3:30  Meet with Dean Frantz  101F NB
3:30 — 4:00  Meet with Interim Provost Lola Lopes  111 JH

April 9, 2008

9:00 — 9:30  Tour of Nursing Bldg w/ Associate Dean Kathleen Hanson  133 NB
9:30 — 10:00 Meet with Program Directors  133 NB
10:00 — 10:30 Meet with Area Chairs  133 NB
10:30 — 11:30 Open meeting with Faculty  133 NB
11:30 — 12:30 Lunch  TBD
12:30 — 1:00  Meet with Students  101 NB
1:15 — 1:45  Tour Hardin Library for Health Sciences  HLHS
2:00 — 2:30  Tour Nursing Clinical Education Center  NCEC
2:45 — 3:15  Exit Report with Dean Frantz  101F NB
College of Nursing  
List of Appendices for the Nursing Education Program Report  
January 2008

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<td>Strategic Plan for the University of Iowa and College of Nursing Philosophy and Mission Statement, and Strategic Plan</td>
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<td>Proposal to the Graduate College Doctorate of Nursing Practice</td>
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<td>Proposal to Transition the MNHP Program to the Entry into Practice MSN, Academic Council and Faculty Organization Minutes of March 2006</td>
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College of Nursing
List of Exhibits for the Nursing Education Program Report
Site Visit
April 8-9, 2008

Exhibit A: Affiliation Agreements
Exhibit B: Contractual Agreements for Preceptors
Exhibit C: Evaluation Tools and Outcomes to Support Evaluation Plan
Exhibit D: Résumé and Educational Transcripts of the Head of Program and Faculty
Exhibit E: Current Syllabi of Program Courses and Clinical Rotation Schedules
Exhibit F: Personnel Policies
http://www.uiowa.edu/~our/opmanual/#hum
Exhibit G: All Pertinent Faculty Committee meeting minutes for the past two years
On the College of Nursing Intranet:
https://myteam.uiowa.edu/sites/CONIntranet/Group%20Meetings/Forms/AllItems.aspx
Exhibit H: Graduate, RN-BSN, BSN Student Handbooks
http://www.nursing.uiowa.edu/students/resources/handbooks.htm
Exhibit I: Brochures
Exhibit J: College of Nursing Catalog
http://www.registrar.uiowa.edu/registrar/catalog/CollegeofNursing/index.html
Exhibit K: Faculty Handbook
http://provost.uiowa.edu/faculty/fachandbk/
Exhibit L: Faculty Organizational Bylaws
Exhibit M: Five current student files from each type of program
Exhibit N: Five graduate files for each type of program

NOTE: Many exhibits are located on the University of Iowa website, the College of Nursing website and the College of Nursing Intranet. A computer and access to all material will be provided to all sites.
Exhibit A: Affiliation Agreements
Exhibit B: Contractual Agreements for Preceptors
Exhibit C: Evaluation Tools and Outcomes to Support Evaluation Plan
  Basic BSN Program Evaluation Tool
  http://survey.uiowa.edu/wsb.dll/whetston/Part_I.htm
  http://survey.uiowa.edu/wsb.dll/whetston/Part_IA.htm
  http://survey.uiowa.edu/wsb.dll/whetston/PartIIA.htm
  http://survey.uiowa.edu/wsb.dll/whetston/Part_IIC.htm
  http://survey.uiowa.edu/wsb.dll/whetston/Part_III.htm

Master’s Program Evaluation Course Audit
  http://survey.uiowa.edu/wsb.dll/jcloughe/MSN_Part_I.htm
  http://survey.uiowa.edu/wsb.dll/jcloughe/Part_IA.htm
  http://survey.uiowa.edu/.wsfb.dll/jcloughe/Part_IIB.htm
  http://survey.uiowa.edu/wsb.dll/jcloughe/Part_III.htm

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  https://myteam.uiowa.edu/sites/CONIntranet/Group%20Meetings/Forms/AllItems.aspx?RootFolder=%2fsites%2fCONIntranet%2fGroup%20Meetings%2fFaculty%20Org%2fMinutes&View=%7b94CE918A%2dA9CB%2d4E63%2dBB56%2d8F0EADA7905D%7d
  Academic Council:
  https://myteam.uiowa.edu/sites/CONIntranet/Group%20Meetings/Forms/AllItems.aspx?RootFolder=%2fsites%2fCONIntranet%2fGroup%20Meetings%2fAcademic%20Council%2fMinutes&View=%7b94CE918A%2dA9CB%2d4E63%2dBB56%2d8F0EADA7905D%7d

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Exhibit J: College of Nursing Catalog
  http://www.registrar.uiowa.edu/registrar/catalog/CollegeofNursing/index.html
Exhibit K: Faculty Handbook
  All UI Faculty: http://provost.uiowa.edu/faculty/fachandbk/
  Nursing Faculty:
  https://myteam.uiowa.edu/sites/CONIntranet/Faculty%20%20Academic/Forms/AllItems.aspx?RootFolder=%2fsites%2fCONIntranet%2fFaculty%20%20Academic%2fFaculty%20Policies%2c%20Bylaws%2c%20Handbook&View=%7b2501C709%2d0689%2d4512%2dBF3%2d617621D40157%7d

Exhibit L: Faculty Organizational Bylaws
  https://myteam.uiowa.edu/sites/CONIntranet/Faculty%20%20Academic/Faculty%20Policies,%20Bylaws,%20Handbook/Faculty%20Organization%20Bylaws%20revised%20February%202008.pdf

Exhibit M: Five current student files from each type of program
Exhibit N: Five graduate files for each type of program
<table>
<thead>
<tr>
<th>NAME AND CREDENTIALS</th>
<th>LICENCE NUMBER AND EXPIRATION DATE</th>
<th>TITLE</th>
<th>TEACHING RESPONSIBILITIES</th>
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<tr>
<td>Ayres, Lioness</td>
<td>113364 15-Dec-07</td>
<td>Assistant Professor</td>
<td>Nursing Theory Construction I Public Health Nursing Practicum</td>
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<td>Ballard, Pamela</td>
<td>58503 15-Jul-09</td>
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<td>Berg, Mary</td>
<td>82237 15-Nov-09</td>
<td>Asst Prof (Clinical)</td>
<td>Primary Care: PNP Clinical Applications II Parent-Child Nursing Practicum Clinical Apps for Health Assess &amp; Promotion PNP III Intensive Practicum</td>
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<td>Brighton, Veronica</td>
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<td>Communication for Health Professionals Health Assessment Across the Lifespan Psych MHN Practice w/ Individuals</td>
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<td>Buckwalter, Kathleen</td>
<td>51934 16-Jan-08</td>
<td>Professor &amp; Director, John A. Hartford Center for Geriatric Nursing Excellence</td>
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<td>Butcher, Howard</td>
<td>100957 15-Aug-10</td>
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<td>Contemporary Nursing Practice Issues Psych/Mental Health Nursing Theory I Research for Evidence Based Practice I</td>
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<td>Clark, M. Kathleen</td>
<td>078369 15-Sep-10</td>
<td>Lecturer</td>
<td>Communication for Health Professionals Psych/Mental Health Nurs Practice</td>
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<td>Clinton, Patricia</td>
<td>48490 15-Apr-08</td>
<td>Professor &amp; Director, Masters Program</td>
<td>Primary Care: Infants, Children, and Adolescents I and II Pharmacotherapeutics in Nursing</td>
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<td>Clow, Toni</td>
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<td>Assoc Prof &amp; Director, Undergrad Program</td>
<td>Clinical Nursing Internship Human Development &amp; Behavior</td>
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<td>Cowen, Perle</td>
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<td>Dupic, Carol</td>
<td>057694 15-Dec-09</td>
<td>Lecturer &amp; Northwest Iowa Regional Faculty Coordinator, RN-BSN Program</td>
<td>Community Health Nursing Practicum</td>
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<td>Daack-Hirsch, Sandra</td>
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<td>Parent-Child Nursing Honors Independent Study Honors Seminar</td>
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<td>End of Life Care for Adults, Older Adults &amp; their Families</td>
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<td>Professor &amp; Area Chair</td>
<td>Dissertation Research Seminar I</td>
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<td>Care of the Frail Elderly Health Promotion &amp; Interv - Primary Care Pharmacotherapeutics for Adv Clinical Practice</td>
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<td>Huber, Diane</td>
<td>53218 15-Mar-08</td>
<td>Professor</td>
<td>Health Systems, Policy and Economics Practicum for Leadership &amp; Care Mgmt</td>
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<td>Hyndman, Margaret</td>
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<td>Research for Practicing Nurses</td>
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<td>McCarthy, Ann Marie</td>
<td>71425 15-Sep-10</td>
<td>Professor &amp; Chair, Parent Child Family</td>
<td>Chair, Parent Child Family</td>
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<td>*McKay, Sherry</td>
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<td>Health Assessment and Basic Concepts of Care (Clinical Lab)</td>
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<td>Nelson, Pat</td>
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## DEMOGRAPHIC DATA

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## NCLEX® PASSING PERCENTAGE FOR FIVE (5) YEARS
(FOR FIRST-TIME TESTERS)

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## ADVANCED PRACTICE CERTIFICATION EXAMINATIONS FOR FIVE (5) YEARS

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*FNP, AGNP, students can sit for either the ANCC or AANP exam. Psych Mental Health students sit for ANCC. The # of Candidates follow.

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**NOTE:** The pass rate for all but PNCP is self-reported at 100% by students; lack of data is due to lack of reporting by certifying agencies.
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<td>1121 S. Gear Ave.</td>
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<td>Maternal Child Health Clinic/Ottumwa Pediatrics</td>
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Expires 6/30/07
### The University of Iowa
**College of Nursing**

**Analysis of Expenditures by Funding Sources**

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<th>FY 04-05</th>
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<td>6,352</td>
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<td>68,606</td>
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<td>68,295</td>
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**State Allocation Subtotal** $8,268,941 100.0% $7,841,976 100.0% $7,668,056 100.0% $7,416,787 100.0% $7,075,301 100.0%

<table>
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<tr>
<th>Organized Activities &amp; Auxiliary Enterprises</th>
<th>FY 06-07</th>
<th>%</th>
<th>FY 05-06</th>
<th>%</th>
<th>FY 04-05</th>
<th>%</th>
<th>FY 03-04</th>
<th>%</th>
<th>FY 02-03</th>
<th>%</th>
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<tr>
<td>Salaries &amp; Fringe</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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**Organized Activities Subtotal** $1,294,940 100.0% $1,062,321 100.0% $763,459 100.0% $964,347 100.0% $870,005 100.0%

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<th>Non-Federal Restricted</th>
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<th>%</th>
<th>FY 05-06</th>
<th>%</th>
<th>FY 04-05</th>
<th>%</th>
<th>FY 03-04</th>
<th>%</th>
<th>FY 02-03</th>
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<td>98,918</td>
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<td>66,732</td>
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**Non-Federal Restricted Subtotal** $1,274,212 100.0% $664,162 100.0% $626,437 100.0% $701,196 100.0% $724,843 100.0%
The University of Iowa  
College of Nursing  
Analysis of Expenditures by Funding Sources

### Federal Restricted

|                  | FY 06-07 |  | FY 05-06 |  | FY 04-05 |  | FY 03-04 |  | FY 02-03 |  |
|------------------|----------|  |----------|  |----------|  |----------|  |----------|  |
| Salaries & Fringe| 1,395,879| 60.3% | 1,418,888| 61.9% | 1,389,152| 51.1% | 1,251,813| 43.6% | 1,597,979| 54.6% |
| General Supplies | 93,016   | 4.0%  | 142,680  | 5.2%  | 176,246  | 6.0%  | 80,695   | 2.8%  | 86,749   | 3.0%  |
| Printing         | (6,392)  | -0.3% | 6,515     | 0.2%  | 20,264   | 0.7%  | (854)    | 0.0%  | 2,803    | 0.1%  |
| Travel           | 110,079  | 4.8%  | 113,674  | 4.2%  | 100,902  | 3.4%  | 105,050  | 0.4%  | 12,179   | 0.4%  |
| Postage          | 6,066    | 0.3%  | 5,914    | 0.2%  | 5,462    | 0.2%  | 4,015    | 0.1%  | 3,792    | 0.1%  |
| Telecommunications| 5,975   | 0.3%  | 8,646    | 0.3%  | 7,144    | 0.2%  | 2,803    | 0.1%  | 12,179   | 0.4%  |
| Building Repairs | -        | 0.0%  | -        | 0.0%  | -        | 0.0%  | -        | 0.0%  | -        | 0.0%  |
| Other Expenditures| 203,379| 8.8%  | 448,976  | 16.4% | 379,351  | 12.9% | 743,028  | 25.9% | 642,321  | 21.9% |
| Equipment & Improvements| 11,878| 0.5%  | -        | 0.0%  | 99,176   | 3.4%  | 10,183   | 0.4%  | 25,553   | 0.9%  |
| Student Aid      | 494,209  | 21.4% | 587,501  | 21.5% | 772,835  | 26.2% | 672,530  | 23.4% | 478,228  | 16.3% |

Federal Restricted Subtotal $2,314,089 100.0% $2,732,794 100.0% $2,950,532 100.0% $2,870,504 100.0% $2,928,551 100.0%

|                  | FY 06-07 |  | FY 05-06 |  | FY 04-05 |  | FY 03-04 |  | FY 02-03 |  |
|------------------|----------|  |----------|  |----------|  |----------|  |----------|  |
| Student Aid      | 494,209  | 21.4% | 587,501  | 21.5% | 772,835  | 26.2% | 672,530  | 23.4% | 478,228  | 16.3% |

### Total College of Nursing

|                  | FY 06-07 |  | FY 05-06 |  | FY 04-05 |  | FY 03-04 |  | FY 02-03 |  |
|------------------|----------|  |----------|  |----------|  |----------|  |----------|  |
| Salaries & Fringe| 10,041,020| 76.3%| 9,727,814| 79.1%| 9,326,557| 77.7%| 9,066,194| 75.8%| 8,829,870| 76.1% |
| General Supplies | 1,267,170| 9.6% | 718,131  | 5.8% | 524,818  | 4.4% | 449,812  | 3.8% | 588,995  | 5.1%  |
| Printing         | 15,398   | 0.1% | 34,653   | 0.3% | 42,688   | 0.4% | 23,996   | 0.2% | 41,381   | 0.4%  |
| Travel           | 318,915  | 2.4% | 346,520  | 2.8% | 328,514  | 2.7% | 340,696  | 2.9% | 232,933  | 2.0%  |
| Postage          | 27,093   | 0.2% | 29,809   | 0.2% | 26,986   | 0.2% | 27,942   | 0.2% | 38,214   | 0.3%  |
| Telecommunications| 31,523  | 0.2% | 25,111   | 0.2% | 24,026   | 0.2% | 29,954   | 0.3% | 33,646   | 0.3%  |
| Building Repairs | 192      | 0.0% | -        | 0.0% | -        | 0.0% | -        | 0.0% | 2,379    | 0.0%  |
| Other Expenditures| 510,535| 3.9% | 703,440  | 5.7% | 711,840  | 5.9% | 1,122,660| 9.4% | 1,127,506| 9.7%  |
| Equipment & Improvements| 173,939| 1.3% | 52,811   | 0.4% | 118,447  | 1.0% | 51,837   | 0.4% | 113,118  | 1.0%  |
| Student Aid      | 766,397  | 5.8% | 662,964  | 5.4% | 904,608  | 7.5% | 839,743  | 7.0% | 590,658  | 5.1%  |

Total College of Nursing $13,152,182 100.0% $12,301,253 100.0% $12,008,484 100.0% $11,952,834 100.0% $11,598,700 100.0%
Appendix A: Organization Charts
Appendix B: College of Nursing Job Descriptions
Appendix C: Financial Reports
Appendix D: Student Handbooks
Appendix E: Affiliation Agreement and Cooperating Agency Survey Form
Appendix F: Ace Forms
Appendix G: Community Across the Curriculum Report
Appendix H: Accreditation Letters
Appendix I: Strategic Plan for the University of Iowa and College of Nursing Philosophy and Mission Statement, and Strategic Plan
Appendix J: Proposal to the Graduate College Doctorate of Nursing Practice
Appendix K: Alumni Surveys
Appendix L: Academic Council Curriculum Evaluation Plan
Appendix M: Proposal to Transition the MNHP Program to the Entry into Practice MSN, Academic Council and Faculty Organization Minutes of March 2006
Appendix N: Academic Council and Faculty Org Minutes of April 2007 on Informatics Reconfiguration
Appendix O: Dean Frantz’s Curriculum Vitae
Appendix P: Reconfiguration Proposal
Appendix Q: Program Goals and Essential Content and BSN Outcomes Assessment Plan
Appendix R: College of Nursing General Catalog
Appendix S: Sample Plans of Study
Appendix T: Faculty Development Program and CON Professional Development Participation
Appendix U: Faculty Workload Guidelines
Appendix V: Dual Advising Plan
Appendix W: BSN Graduation Profile
Appendix X: Preceptor Guidelines
Position: Dean

**Basic Function and Responsibility:**
Chief executive and academic officer of the College of Nursing, responsible to the University of Iowa Executive Vice President and Provost for the education, research, and service missions of the College.

**Characteristic Duties and Responsibilities:**

- Is the Principal external spokesperson for the College, reflecting and enhancing its preeminent national standing, while negotiating and advocating on its behalf.
- Provides educational leadership and vision for academic programs that are innovative, cost effective, and consistent with high standards.
- Supports the research mission of the College to increase research funding and scholarship.
- Promotes a research environment conducive to interdisciplinary research that facilitates translational research into the community and practice environments.
- Provides strong leadership recruiting outstanding and diverse faculty, staff, and students and creating and environment in which they can flourish.
- Formulates financial plans for the College in consultation with various collegiate constituencies.
- Establishes and maintains productive relationships with University administration, alumni, advisory boards, and other external constituencies to secure the support and resources necessary for the College to fulfill its teaching, research, and service mission.
- Leads faculty and staff in the procurement of revenue from multiple alternative sources, including faculty practice, contracts, and gift monies.
- Directs the College’s strategic planning process, developing a vision, in collaboration with faculty and staff, for the College’s future.
- Demonstrates progressive leadership, administrative expertise, and financial acumen.
- Interacts productively with representatives of business and industry, community partners, state leaders, legislators, and officials at all governmental levels.
- Works cooperatively with nursing leaders in practice settings to provide educational experiences for students and practice opportunities for faculty.
- Establishes and maintains collegial relationships among the health science Colleges and other academic units.
Qualifications:

- National/international recognition as a scholar with a research doctorate in Nursing or related discipline and an academic record that merits appointment as a full professor with tenure.
- Demonstrated capacity to foster an environment in which excellent teaching and scholarship can flourish, as well as, an appreciation for the importance of developing and promotion clinical programs in a state which relies heavily on nursing care.
- Demonstrated knowledge of administrative and fiscal management within the complex, changing health care field.
- Strong record of faculty development, including a thorough understanding of competitive research funding.
- Demonstrated commitment to promoting a diverse environment.
- Active membership and leadership in professional organizations
- Demonstrated interpersonal skills and relationships that inspire, motivate, and reward excellent performance.
- Demonstrated commitment to excellence, as well as, national leadership in nursing education and research.
- Demonstrated record of fundraising.
- Experienced in shared governance with faculty.
- Academic experience in a doctoral extensive university.
- Demonstrated record of external funding.
- Experience facilitating faculty in obtaining external funding.
- Demonstrated knowledge of institutional perspectives on academic programs.
- Demonstrated ability to champion nursing research, education, and service in a research extensive institution, among a wide range of constituencies.
- Extensive professional experience beyond the terminal degree, including teaching research, clinical practice, and administrative experience.
- Administrative experience in an academic school of nursing as a chairman, associate dean, dean, or other position of leadership.
- Demonstrated record in working successfully/partnering with practice partners.
- Demonstrated record of productive interaction with representatives of business and industry, community and state leaders, legislators, and officials at all governmental levels.
- Registered Nurse and eligible for licensure in the State of Iowa.

Reports to:

The University of Iowa Executive Vice President and Provost
ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

The Associate Dean for Academic Affairs is responsible to the Dean and provides creative leadership in the promotion of excellence in undergraduate and graduate nursing education. The role encompasses administration of academic and student affairs and communication among faculty with respect to the nature of nursing and the structure of educational programs and is ultimately accountable for their quality and currency. The Associate Dean for Academic Affairs will provide impetus, guidance and support to faculty as they design and implement educational programs that meet the needs of a changing society and health care system.

The Associate Dean For Academic Affairs

- Provide leadership for developing, monitoring, implementing, and evaluating graduate and undergraduate curricula, including elective courses, promotion of innovation and inquiry in nursing education; administration and coordination of education programs.
- Provide information about the undergraduate and graduate curricula for prospective students, University admissions and registrar’s office, state, regional, and national accrediting bodies, student recruitment activities, and cooperating colleges in Iowa.
- Provide leadership for establishing and maintaining programs for faculty programs and curriculum development.
- Collaborate with College of Nursing Academic Council.
- Represent the College of Nursing at state, regional, national, international and professional meetings, and legislative activities.
- Oversee student services offices and functions including the management of schedules, records, and reports within the College, approval of College other support systems; academic advancement; admissions, progressions, graduate; disciplinary actions; student grievances.
- Serve as official liaison between the College of Nursing and other University units including: Center for Credit Programs, Registrar, Admissions, Special Support Services, University Counseling Center, Undergraduate Advising Center, Orientation Center, and Liberal Arts Advisory Offices. In addition, serve as official liaison for coordination of educational programming at the University Hospitals and Clinics.
- Participate in decision making to establish direction, policy and procedures, student advising and community meetings.
- Assumption of responsibilities of the Dean as delegated.
- Provide review and approval of College of Nursing other support systems as directed or delegated.
- Participate in undergraduate and graduate teaching, research, continuing education, student advising and community activities based on the needs of the College.
- Provide leadership to establish policies and programs that demonstrate a commitment to an inclusive environment that attracts and retains a diverse workforce and nurtures a culture where every employee feels valued and is able to function at his/her best..

Qualifications

Doctorally prepared in nursing or related discipline. Leadership in undergraduate and graduate teaching. Demonstrated scholarship in an area of nursing practice. Full Professorship. Participation in professional organizations and community activities. Preferably, experience in academic administration and demonstrated ability to motivate faculty and lead teams in a dynamic environment. Eligible for current licensure as a nurse in Iowa.
The University of Iowa, College of Nursing
Education E-Learning Coordinator
Job Description

GENERAL CLASS DESCRIPTION:
Under general supervision, provides consultation and e-learning support services to the College of Nursing faculty in the delivery of their curriculum using web-based e-learning methods and applications. Consultation will include recommendation and instruction in optimal education e-learning teaching method(s).

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

1. Provide consultation and e-learning support services to the College of Nursing faculty in the delivery of their curriculum using web-based e-learning methods and applications. Consultation includes recommendation and instruction in optimal education e-learning teaching method(s).

2. Provide e-learning consultation and support for the delivery of materials over distance technologies, (i.e, Polycom, on-line or e-learning technologies, ICN, and other related technologies).

3. Provide all levels of ICON (course management system) e-learning consultation and support to faculty and staff. Work one-on-one with faculty members in the College to help them in accomplishing their web-based instructional technology goals.

4. Schedule, update and process records for the usage and inventory of instructional media materials, equipment and systems.

5. Demonstrates respect for all members of the University community in the course of performing one’s duties and in response to administrators, supervisors, coworkers, and customers.

6. Welcomes the richness of talent from a diverse workforce and recognizes that diversity brings stimulation, challenge, and energy that contribute to a productive and effective workplace.

7. Represents the interests of the University and of unit leadership in the use of resources to meet service and productivity demands within unit goals and budgets; strives to promote continual process and quality improvement.

8. Seeks opportunities to enhance one’s own professional knowledge, skills, and abilities as they relate to one’s current position and/or to prepare for potential future roles and overall career development.

9. Other duties as assigned.
**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Basic understanding of operating systems, hardware configurations, and software.
- Basic understanding of network concepts.
- Ability to independently install and troubleshoot local software applications, hardware, and peripherals at the desktop level.
- Ability to learn new software applications.
- Knowledge of portable computers, peripherals, servers, local area networks, and standard office software programs.
- Skill in accessing and inputting data across networks.
- Knowledge of multimedia equipment and its use in the classroom.
- Knowledge of and skill in performing routine functions of media technology, equipment and multimedia systems.
- Knowledge of media production methods and equipment.
- Skill in the operation, set-up and use of instructional media technology equipment and systems.
- Skill in providing customer service.
- Ability to communicate effectively, both orally and in writing, with staff, students and the public.
- Ability to work in a team-oriented service and support work environment.
- Ability to maintain effective working relationships with others.
- Ability to establish goals, schedule work and set deadlines for completion of tasks.
- Ability to interpret and explain policies and procedures.
- Ability to accurately maintain a system of records.

**Supervision**

This position reports to the College of Nursing, Manager of Technology Services.

**MINIMUM ELIGIBILITY REQUIREMENTS:**

A Bachelor's degree in a related field is necessary. An equivalent combination of education and related experience may also serve to meet this minimum requirement. Up to 1 year experience in IT Support Services is necessary. One – three years experience in IT Support Services is desirable.
The University of Iowa
College of Nursing
Assistant in Instruction
Position Description

Basic Function:
To facilitate class discussions, deliver class lectures, and supervise nursing students in
the simulation laboratory as they are learning to care for clients.
Duties include but are not limited to the following:
Attend class lectures related to the didactic portion of the course. With regard to lecture
attendance. Instructors may be asked to:
   a) Take notes as a means of gaining fluency in content and becoming a good
      resource for students.
   b) Monitor the clarity of the lecture and provide feedback regarding points
      needing clarification.
   c) Monitoring whether lecture content is appropriately represented in exam items.

Assist with examinations as assigned. Responsibilities may include:
   a) Assist in writing exam items.
   b) Review and edit exams for content and presentation.
   c) Proctor exams.
   d) Coordinate collating and transporting exams with area secretaries as needed.
   e) Assist students who utilize Student Disability Services (SOS) in scheduling
      and coordinating their examinations.
   f) Supervise the administration of make-up exams, with scheduling assistance
      from the secretarial staff.
   g) Assist in grading exams.
   h) Allow students to review their error listings during office hours and by
      appointment.
   i) Assist with data entry for the analysis of test statistics.
   j) Review student appeals in consultation with instructor.
   k) Instructors for laboratory courses will grade laboratory guides and quizzes and
      evaluate performance examinations for the students assigned to their sections.

Assist with maintenance of course websites as assigned. Responsibilities may include:
   a) Assist in initial development and updating of website.
   b) Assist in daily maintenance, including posting announcements on CON intranet

Provide assistance with equipment and supplies. Responsibilities include:
   a) Monitoring the inventory of supplies and notifying faculty if supplies are low.
   b) Assisting with the set-up and breakdown of supplies and equipment for
      laboratories.
      Meet weekly with faculty to plan evolving course content, review student progress, and
      address student issues as needed.

Maintain office hours. Typically, Instructors are responsible to:
   a) Be available to respond to student questions.
   b) Hold office hours weekly and by appointment (may need to negotiate space as
      needed).
   c) Check and respond to e-mail questions daily during the week.
      Utilize resources available at the Center on Teaching, including attending relevant
      workshops.
Interact appropriately with both faculty and students (e.g., demonstrating dependability, initiative, seeking guidance, communicating professionally, oral communication competency).

Education Required:
Experience Required:
Desirable Qualifications:
Bachelors of Science degree in Nursing
Minimum 3 years of acute care patient experience, preferably part of that in critical care.
Teaching experience desirable.
### Analysis of Expenditures by Funding Sources

**The University of Iowa**  
College of Nursing

<table>
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<th>FY 03-04 $</th>
<th>%</th>
<th>FY 02-03 $</th>
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State Allocation Subtotal $ 8,268,941 100.0% $ 7,841,976 100.0% $ 7,668,056 100.0% $ 7,416,787 100.0% $ 7,075,301 100.0%

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<th>Organized Activities &amp; Auxiliary Enterprises</th>
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<th>%</th>
<th>FY 05-06 $</th>
<th>%</th>
<th>FY 04-05 $</th>
<th>%</th>
<th>FY 03-04 $</th>
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Organized Activities Subtotal $ 1,294,940 100.0% $ 1,062,321 100.0% $ 763,459 100.0% $ 964,347 100.0% $ 870,005 100.0%

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<th>%</th>
<th>FY 02-03 $</th>
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Non-Federal Restricted Subtotal $ 1,274,212 100.0% $ 664,162 100.0% $ 626,437 100.0% $ 701,196 100.0% $ 724,843 100.0%
The University of Iowa  
College of Nursing  
Analysis of Expenditures by Funding Sources

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<th>FY 06-07</th>
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Students are responsible for knowing and adhering to the policies and procedures contained in this handbook.
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The College is organized into three areas of study: Adult and Gerontology; Systems and Practice; and Parent, Child and Family. Each of the areas of study is guided by a chairperson. All courses are assigned to a faculty member responsible for the course. The undergraduate director and undergraduate faculty are responsible for the undergraduate curriculum.

**College of Nursing Administration**

**Dean**

Dr. Rita Frantz, PhD, RN, CWCN, FAAN

**Interim Associate Dean for Academic Affairs**

Dr. Kathleen Hanson, PhD, RN

**BSN Program Director**

Professor Toni Clow, MA, RN, CPNP, ARNP

(335-7052)

**Adult & Gerontology Area Chair**

Dr. Keela Herr, PhD, RN, FAAN

**Systems and Practice Chair**

TBA

**Parent, Child, & Family Area Chair**

Dr. Ann Marie McCarthy, PhD, RN, PNP, FAAN

**BSN Student Services**

Linda Myers (335-7015)

**BSN Program Secretary**

Jan Zinkula (335-7016)
Introduction

This handbook has been developed to provide College of Nursing faculty, staff, and undergraduate students with information and answers to questions concerning the nursing major and the College of Nursing. Included in this reference guide is information about:

1. Earning your Bachelor of Science in Nursing Degree
2. Registration
3. Grading and related matters
4. Clinical course and health science student requirements
5. Special Opportunities for nursing students
6. Preparing for commencement
7. College of Nursing policies and competencies
8. University policies
9. College of Nursing student resources

We urge you to read through this material carefully, and refer to it throughout your time at the College of Nursing for answers to your program and academic questions. Feel free to contact the Office of Student Services, 37 Nursing Building, if you have questions about topics not covered in this handbook, or suggestions for additions.

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The University of Iowa requests personally identifiable information for the purpose of maintaining records. No persons outside the University are routinely provided this information, except for items of directory information, such as name and local address. If you fail to provide required information, the University may not be able to advise you appropriately.
THE UNIVERSITY OF IOWA
COLLEGE OF NURSING

Philosophy Statement

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention, and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of the College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master’s level prepares graduates to function in multiple roles including advanced practice and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student’s educational goals. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the educational process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, College, and University resources to further their own learning.

We believe that learning is a continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.

In order to fulfill the scholarship mission of the College, we are committed to the development of nursing as an academic discipline through scholarly activities that advance the science of nursing. The dual aims of nursing research are to further the health of the public and improve the care of individuals across the life span. Nursing research focuses (1) on the role of nursing care in the promotion of health and well-being, (2) the prevention of disease, (3) the care of the sick at the level of the individual, family, and community, (4) the effectiveness of specific interventions targeted health outcomes, and (5) the organizational and setting factors that affect the effectiveness of health care delivery. In our commitment to the science of nursing, we acknowledge the reciprocal relationship between theory and research in knowledge development, value both naturalistic and controlled approaches to inquiry, support both basic and clinical research, encourage interdisciplinary and collaborative research efforts, and promote the translation and dissemination of research findings into practice.
SECTION I
Earning Your Bachelor of Science in Nursing

A. **Baccalaureate Degree Requirements**

A minimum of 128 semester hours including requirements in general education, pre-nursing, elective, and nursing must be satisfactorily completed for the awarding of the Bachelor of Science in Nursing degree. These courses include:

*General Education Program Requirements (15 s.h.)*

1. One course (3 s.h.) in Statistics, 22S:025 Elementary Statistics or 22M:015 Mathematics for the Biological Sciences. (It is strongly recommended that a junior/senior level statistics course be chosen to meet this requirement. Please note that an upper-level statistics course such as 22S:101 Introduction to BioStatistics or 22S:102 Introduction to Statistical Methods will satisfy the requirement for admission into the University of Iowa MSN program. In the UI graduate nursing program, this must be taken within 5 years of admission.)
2. Two courses (6 s.h.) in Humanities, Philosophy, or Fine Arts
3. One course (3 s.h.) in Foreign Civilization and Culture
4. One course (3 s.h.) in either Cultural Diversity or selected Anthropology courses.

*Note:* The College of Nursing does not allow double count courses for General Education Program Requirements. Different courses in each category must be taken. Each current semester’s Schedule of Courses contains a listing of the approved courses available in each category of General Education Program Requirements.

*Foreign Language Requirement*

Foreign Language (8 s.h.) (2 college semesters or 2 high school years of same language)

Required of all entering freshmen beginning Fall, 1990. May be satisfied by 2 years of high school study in the same foreign language. All students admitted to The University of Iowa in the fall semester, 1992, or thereafter, who graduated from high school prior to or in May 1986, are waived of this requirement. Transfer students with 24 or more semester hours of credit who graduated from high school prior to 1991 are waived of this requirement.

*High School Level Requirements*

1. A minimum of four years of high school English.
3. A minimum of three years of high school science including one year of biology, one year of chemistry and a half year of physics.
4. At least two years of the same foreign language.
5. A minimum of three years of social studies.

*The Office of Admissions identifies High School deficiencies. Students must complete high school deficiencies prior to admission to the College of Nursing.*

*Prerequisite Requirements (typically 24-28 s.h.)*

1. Rhetoric 010:001 & 010:002, or 010:003 4-8 s.h.
2. Animal biology 002:002 4 s.h.
3. Microbiology 061:164 or 061:190 4 s.h.
4. Anatomy 060:110 3 s.h.
5. Psychology 031:001 3 s.h.
6. Human Development & Behavior 096:030 3 s.h.
7. General Chemistry 004:007 3 s.h.
Nursing Major Requirements (71 s.h.)

- Perspectives on Health Care Systems 096:050 3 s.h.
- Art & Science of Nursing 096:051 3 s.h.
- Pathophysiology I & II 096:114 & 115 6 s.h.
- Pharmacotherapeutics in Nursing 096:124 3 s.h.
- Communication for HP 096:126 2 s.h.
- Nursing Research 096:143 3 s.h.
- Contemporary Nursing Practice Issues 096:159 3 s.h.
- Health Assessment Across Lifespan 096:127 4 s.h.
- Basic Concepts of Nursing Care 096:134 4 s.h.
- Complex Concepts of Nursing Care 096:135 4 s.h.
- Parent-Child Nursing 096:139 3 s.h.
- Psych-Mental Health Nursing 096:155 3 s.h.
- Gerontological Nursing 096:141 3 s.h.
- Public Health Nursing 096:153 3 s.h.
- Nursing Leadership & Care Mgmt 096:157 3 s.h.
- Core Clinical Practicum 096:136 4 s.h.
- Parent-Child Nursing Practicum 096:140 3 s.h.
- Psych-MH Nursing Practicum 096:156 3 s.h.
- Public Health Nursing Practicum 096:154 3 s.h.
- Gero Nursing Practicum 096:142 3 s.h.
- Clinical Nursing Internship 096:158 5 s.h.

Elective Credit Requirements (approximately 15-19 s.h.)

Elective coursework includes any courses beyond required nursing courses and general education requirements to fulfill the 128 semester hour requirement for graduation. Please note that additional courses in chemistry and physics are required for students planning to apply to the Anesthesia program or other advanced nursing programs. This would currently be counted as elective credit.

Clinical demands and availability of resources dictate that the undergraduate BSN student program will take three years (six full semesters) to complete once admitted to the College of Nursing.

B. Residency Requirements

Meeting one of the following conditions will satisfy The University of Iowa requirement for credit earned in residency:
1. final 30 consecutive semester hours in residence, or
2. 45 of the last 60 semester hours in residence, or
3. a total of 90 semester hours in residence.

NOTE: Students should check at the Office of Graduation Analysis, 1 Jessup Hall, to answer any questions about Residency requirements for graduation.

C. Maximum Schedule

The maximum permitted registration is 18 semester hours in a regular semester, 9 semester hours in a summer session. Permission must be received from the Associate Dean in the College of Nursing to register for more hours than the maximum.
D. **College Level Examination Program (CLEP)**

The College Level Examination Program (CLEP) offers students the opportunity to earn credit for college-level achievement obtained outside the college classroom. Two types of tests are available (1) general tests, each of which covers a broad content area that corresponds to several introductory-level college courses and (2) subject tests that relate to the subject matter in a single college course. There are numerous CLEP general and subject tests, not all of which are accepted by the College of Nursing. Refer to the “Credit by Examination” table at the following web site for specific information: [http://www.uiowa.edu/admissions/misc/CLEP_06.04.pdf](http://www.uiowa.edu/admissions/misc/CLEP_06.04.pdf)

The College of Nursing awards credit that can be applied to the 128 s.h. required for graduation as General Education Program Requirements, requirements in the major or minor, or to elective credit, for specified scores on the following CLEP Tests: Natural Sciences (a “general test”); Analysis and Interpretation of Literature; American Government; Calculus; Educational Psychology; Introductory Psychology; Macroeconomics; Microeconomics; Introductory Sociology. Students are not permitted to CLEP General Chemistry.

Evaluation and Examination Service (303 Jefferson Building) administer CLEP tests on campus. Test fees vary and are subject to change each year. Call 335-0356 for more information.

E. **Transfer Student Information**

Students who transfer to The University of Iowa from another college or university come with varied backgrounds and experiences. Therefore, their transition to the College of Nursing is accommodated on an individual basis. It is important for students interested in the College of Nursing program to contact the Office of Student Services as soon as they begin their transfer plans. Transcripts are reviewed on an individual basis, and an analysis of the student's proposed program at The University of Iowa should be done prior to actual enrollment.

Students who have completed the sequence of pre-nursing course work from a cooperating post-secondary institution whose courses have been approved by The University of Iowa College of Nursing, may apply directly to the College of Nursing. Completion of the transfer sequence at a cooperating post-secondary institution does not guarantee admission to the College of Nursing; admission requirements for transfer students are the same as for all other College of Nursing applicants. Prospective transfer students who want more information about this plan should contact the cooperating post-secondary institution of their choice.

The following state institutions and independent colleges participate in the cooperating college transfer plan: Iowa State University, The University of Northern Iowa, and Upper Iowa University; and Briar Cliff, Morningside, Loras, Luther, Clarke, Simpson, and Wartburg colleges. Participating community colleges are located in Ottumwa, Mason City, Marshalltown, Calmar, Estherville, Sheldon, Waterloo, Davenport, Cedar Rapids, Sioux City, Council Bluffs, Creston, Burlington, Ankeny, Muscatine, Clinton, Bettendorf, Boone, Carroll, Des Moines, Clarinda, and Fort Dodge. For information regarding other colleges and universities, the student should contact the Office of Student Services in the College of Nursing for information.

F. **Center for Credit Program Courses**

Students can enroll and complete courses offered by the Center for Credit Programs that count toward the Bachelor of Science in Nursing Degree. These courses typically are offered on a non-semester schedule. Tuition and fees are assessed for these courses in addition to the regular University tuition and fee charges. Should a student desire to take one of the Center for Credit Program courses, the student should talk with his/her advisor and the Office of Financial Aid to identify the details of how the course will affect their degree progress and financial aid.
G. **Computerized Testing Program (ATI)**

The College of Nursing has contracted with Assessment Technologies Incorporated (ATI) to administer computerized testing throughout the curriculum to ascertain student knowledge and enhance preparation for the National Council Licensure Exam for Registered Nurses (NCLEX®). Computerized exams are directly associated with specific content areas in the curriculum. Course fees will be charged and directly appear on the student’s U-Bill to cover the cost of these exams. In addition to the computerized testing, students will receive review books for each content area where computerized testing is administered.
H. Sample Undergraduate Curriculum Model (Fall)

NOTE: This is a sample plan of study subject to changes based on resource availability. Every effort will be made to accommodate each plan of study, however, circumstances beyond our control could necessitate schedule changes.

Additional college level chemistry is required for students planning to apply to the Anesthesia program or possibly other advanced nursing program. Microbiology (61:164) is offered at The University of Iowa only during the spring semester.

### FRESHMAN YEAR (33 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (10:1 or 10:3)</td>
<td>4</td>
<td>Rhetoric (10:2 if needed)</td>
<td>4</td>
</tr>
<tr>
<td>Psychology (31:1)</td>
<td>3</td>
<td>Human Development &amp; Behavior (96:30)</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Animal Biology (2:2)</td>
<td>4</td>
<td>Microbiology (61:164)</td>
<td>4</td>
</tr>
<tr>
<td>Perspectives on Hlth Care (96:50)</td>
<td>3</td>
<td>Anatomy (60:110)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (4:7)</td>
<td>2</td>
<td>Art &amp; Science of Nsg. (96:51)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR (33 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Concepts of Care (96:134)</td>
<td>4</td>
<td>Pathophysiology II (96:115)</td>
<td>3</td>
</tr>
<tr>
<td>Hlth Assess Across Lifespan (96:127)</td>
<td>4</td>
<td>Pharmacotherapeutics (96:124)</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiology I (96:114)</td>
<td>3</td>
<td>Complex Concepts of Care (96:135)</td>
<td>4</td>
</tr>
<tr>
<td>Communication for HP (96:126)</td>
<td>2</td>
<td>Core Practicum ++(96:136)</td>
<td>4</td>
</tr>
<tr>
<td>General Ed. Course</td>
<td>3</td>
<td>General Ed. Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
<td><strong>Total Credit Hours</strong></td>
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</tr>
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</table>

### JUNIOR YEAR (32 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Child Nursing** (96:139)</td>
<td>3</td>
<td>Parent-Child Nursing** (96:139)</td>
<td>(3)</td>
</tr>
<tr>
<td>Psych-MH Nursing** (96:155)</td>
<td>3</td>
<td>Psych-MH Nursing** (96:155)</td>
<td>(3)</td>
</tr>
<tr>
<td>Gerontological Nursing** (96:141)</td>
<td>(3)</td>
<td>Gerontological Nursing** (96:141)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum++</td>
<td>3</td>
<td>Practicum++</td>
<td>3</td>
</tr>
<tr>
<td>General Ed. Course</td>
<td>3</td>
<td>Nursing Research (96:143)</td>
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</tr>
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<td>General Ed. Course</td>
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<td>General Ed. Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

** Students register for no more than two theory courses and one practicum in any one semester. Theory class must be pre- or co-requisite to the practicum.

++ Students are limited to one clinical course in any given semester.

### SENIOR YEAR (30 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Contemporary Issues (96:159)</td>
<td>3</td>
<td>Nsg. Ldrshp/Care Mgmt (96:157)</td>
<td>3</td>
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<tr>
<td>Practicum++</td>
<td>3</td>
<td>Clinical Internship++ (96:158)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

** Students will choose three practica from Parent-Child, Psych-Mental Health, Gero or Public Health Practica.

Total Semester hours needed to graduate= 128
# Sample Undergraduate Curriculum Model (Spring)

**NOTE:** This is a sample plan of study subject to changes based on resource availability. Every effort will be made to accommodate each plan of study, however, circumstances beyond our control could necessitate schedule changes.

Additional college level chemistry is required for students planning to apply to the Anesthesia program or possibly other advanced nursing program. Microbiology (61:164) is offered at The University of Iowa only during the spring semester.

## Fall Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Rhetoric (10:1 or 10:3)</td>
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</tr>
<tr>
<td>Psychology (31:1)</td>
<td>3</td>
</tr>
<tr>
<td>Int to Animal Biology (2:2)</td>
<td>4</td>
</tr>
<tr>
<td>Pers Hlth Care Sys. (96:50)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (4:7)</td>
<td>3</td>
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**Total Hours:** 16

## Spring Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>(Micro not at Iowa)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
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**Total Hours:** 6

## Fall Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Basic Concepts of Care (96:134)</td>
<td>4</td>
</tr>
<tr>
<td>Hlth Assess Acxrss Lfspn (96:127)</td>
<td>4</td>
</tr>
<tr>
<td>Pathophysiology II(96:115)</td>
<td>3</td>
</tr>
<tr>
<td>Communication for HP (96:126)</td>
<td>2</td>
</tr>
<tr>
<td>General Ed Course</td>
<td>3</td>
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**Total Hours:** 16

## Spring Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Parent-Child Nursing** (96:139)</td>
<td>3</td>
</tr>
<tr>
<td>Psych/MH Nursing** (96:155)</td>
<td>3</td>
</tr>
<tr>
<td>Gerontological Nursing** (96:141)</td>
<td>(3)</td>
</tr>
<tr>
<td>Public Health Nursing** (96:153)</td>
<td>(3)</td>
</tr>
<tr>
<td>Practicum++</td>
<td>3</td>
</tr>
<tr>
<td>General Ed. Course</td>
<td>3</td>
</tr>
<tr>
<td>General Ed. Course</td>
<td>3</td>
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**TOTAL HOURS:** 16

## Fall Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Nursing Research (96:143)</td>
<td>3</td>
</tr>
<tr>
<td>Parent-Child Nursing** (96:139)</td>
<td>(3)</td>
</tr>
<tr>
<td>Psych/MH Nursing** (96:155)</td>
<td>(3)</td>
</tr>
<tr>
<td>Gerontological Nsg.** (96:141)</td>
<td>3</td>
</tr>
<tr>
<td>Public Health Nursing** (96:153)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum++</td>
<td>3</td>
</tr>
<tr>
<td>General Ed. Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours:** 15

## Spring Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Issues (96:159)</td>
<td>3</td>
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<tr>
<td>Practicum++</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total Hours:** 16

## Fall Semester Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nsg. Ldrshp/Care (96:157)</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Internship++ (96:158)</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours:** 14

**TOTAL SEMESTER HOURS:** 128

**Students register for no more than two theory courses and one practicum in any one semester. Theory class must be pre- or co-requisite to the practicum.**

**Students are limited to one clinical course in any given semester. Students will choose three practica from Parent-Child, Psych-Mental Health, Gero or Public Health Practica.**
SECTION II

Registration

A. Early Registration

Early registration for enrolled students begins each November and April. Students may make an appointment to meet individually with advisors or attend the group advising session. Students should follow these procedures when preparing a schedule of courses:

1. Check your Degree Evaluation for information on the completion status of all of your course work, including general education program requirement courses, and total hours completed.
2. Check ISIS for your earliest date and time to register.
3. Refer to ISIS and your specific information about days and times of courses.
4. Choose at least one alternate lab or discussion time for those courses having more than one section.
5. Make an appointment in advance of your registration time with an advisor in the Office of Student Services to develop or revise your plan of study.
6. Make an appointment in advance of your registration time with your faculty advisor to discuss courses that will be beneficial to you in your development as a professional nurse.
7. Students may register by computer at any Instructional Technology Center (ITC) or from a computer at home using the web ISIS computer system.

B. Senior Standing

Senior standing in the College of Nursing is defined as being in the last two semesters of required course work in the College of Nursing.

C. Pre-Requisites and Conditions

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Pre- and Co-requisites (Courses are Pre-Requisite unless noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:030</td>
<td>Human Development &amp; Behavior (same as 153:030)</td>
<td>031:001 Elementary Psychology preferred</td>
</tr>
<tr>
<td>96:050</td>
<td>Perspectives on Health Care Systems</td>
<td>Ability to communicate via e-mail and use the Web</td>
</tr>
<tr>
<td>96:051</td>
<td>Art &amp; Science of Nursing</td>
<td>None</td>
</tr>
<tr>
<td>96:108</td>
<td>Basic Aspects of Aging</td>
<td>None</td>
</tr>
<tr>
<td>96:109</td>
<td>Leadership U</td>
<td>Admission to the College of Nursing</td>
</tr>
<tr>
<td></td>
<td>(same as 42:112 and 7C:112)</td>
<td>Maximum of 6 s.h. permitted to count toward degree</td>
</tr>
<tr>
<td>96:112</td>
<td>Human Sexuality</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>061:064 Microbiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>060:110 Human Anatomy</td>
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<td></td>
<td></td>
<td>004:007 General Chemistry</td>
</tr>
<tr>
<td>96:115</td>
<td>Human Pathophysiology Cell/Neuro/Immune</td>
<td>002:002 Animal Biology</td>
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<tr>
<td></td>
<td></td>
<td>061:064 Microbiology</td>
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<td></td>
<td>060:110 Human Anatomy</td>
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<td>004:007 General Chemistry</td>
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<td>Course Name</td>
<td>Prerequisites</td>
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<tr>
<td>96:124</td>
<td>Pharmacotherapeutics in Nursing</td>
<td>Successful completion of either 096:114 or 096:115</td>
</tr>
<tr>
<td>96:126</td>
<td>Communication for Health Professionals</td>
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</tr>
<tr>
<td>96:127</td>
<td>Health Assessment</td>
<td>Admission to the College of Nursing</td>
</tr>
<tr>
<td>96:134</td>
<td>Basic Concepts of Care</td>
<td>Admission to the College of Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-requisite: 96:114 or 96:115</td>
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<tr>
<td></td>
<td></td>
<td>Co-requisite: 96:127 Health Assessment</td>
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<tr>
<td>96:135</td>
<td>Complex Concepts of Care</td>
<td>96:127 Health Assessment and</td>
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<tr>
<td></td>
<td></td>
<td>96:134 Basic Concepts of Care and</td>
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<tr>
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<td></td>
<td>Successful completion of either 096:114 or 096:115</td>
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<tr>
<td></td>
<td></td>
<td>Co-requisite: 96:136 Core Clinical Practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-requisite: 96:124 Pharmacotherapeutics in Nursing</td>
</tr>
<tr>
<td>96:136</td>
<td>Core Practicum</td>
<td>96:126 Communication for Health Professionals and</td>
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<td>96:127 Health Assessment and</td>
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<td></td>
<td></td>
<td>96:134 Basic Concepts of Care</td>
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<tr>
<td></td>
<td></td>
<td>Successful completion of either 096:114 or 096:115</td>
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<td></td>
<td></td>
<td>Co-requisite: 96:135 Complex Concepts of Care</td>
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<td>Parent-Child Nursing</td>
<td>96:135 Complex Concepts of Care and</td>
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<td></td>
<td>96:136 Core Clinical Practicum</td>
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<td>96:124 Pharmacotherapeutics in Nursing</td>
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<td>96:140</td>
<td>Parent-Child Practicum</td>
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<td>96:136 Core Clinical Practicum</td>
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<td>96:124 Pharmacotherapeutics in Nursing</td>
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<td>Pre or Co-requisite: 96:139 Parent-Child Nursing</td>
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<td>96:141</td>
<td>Gerontological Nursing</td>
<td>96:135 Complex Concepts of Care and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96:136 Core Clinical Practicum</td>
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<td></td>
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<td>96:124 Pharmacotherapeutics in Nursing</td>
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<td>96:142</td>
<td>Gerontological Practicum</td>
<td>96:135 Complex Concepts of Care and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96:136 Core Clinical Practicum</td>
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<tr>
<td></td>
<td></td>
<td>96:124 Pharmacotherapeutics in Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre or Co-requisite: 96:141 Gerontological Nursing</td>
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</table>
96:143 Research for Nursing Practice
Admission to the College of Nursing
96:050 Perspectives on Health Care Systems
Approved Statistics Course

96:150 Independent Study
Admission to the College of Nursing

96:151 Honors Independent Study
Admission to the College of Nursing
Honors Program

96:152 Honors Seminar
Admission to the College of Nursing
Honors Program

96:153 Public Health Nursing
96:135 Complex Concepts of Care and
96:136 Core Clinical Practicum
96:124 Pharmacotherapeutics in Nursing

96:154 Public Health Practicum
96:135 Complex Concepts of Care and
96:136 Core Clinical Practicum
96:124 Pharmacotherapeutics in Nursing
Pre or Co-requisite: 96:153 Public Health Nursing

96:155 Psych-Mental Health Nursing
96:135 Complex Concepts of Care and
96:136 Core Clinical Practicum
96:124 Pharmacotherapeutics in Nursing

96:156 Psych-Mental Health Practicum
96:135 Complex Concepts of Care and
96:136 Core Clinical Practicum
96:124 Pharmacotherapeutics in Nursing
Pre or Co-requisite: 96:155 Psych-Mental Health Nursing

96:157 Nursing Leadership & Care Management
Senior standing in the College of Nursing

96:158 Clinical Internship
Final Semester in the College of Nursing

96:159 Contemporary Issues
Senior Standing in the College of Nursing
D. Procedures for Adding, Dropping and Withdrawing from Courses

Prior to the first day of classes, students may access the ISIS Registration System to change courses selected earlier in the registration period.

Once classes have begun, courses may be added during the first two weeks of the semester or first four days of the summer session with the approval signatures of both the advisor and instructor on a Change of Registration form. Courses may be dropped at any time during the first ten weeks of the semester or first five weeks of the summer session with the approval of the advisor and instructor on a Change of Registration form.

Special courses that meet on a different schedule or start or end at times other than the beginning and end of the semester, and are so listed on ISIS, may be added with the necessary signatures at any time during the first one-fifth of the duration of the course. Similar proportional deadlines will operate during the usual eight-week summer session and for other special sessions courses.

A dean's approval (College of Nursing) is needed for all courses added after the second week of the semester (first four days of the summer session) and for all courses dropped after the tenth week (fifth week of the summer session). Undergraduate students in the College of Nursing will be assigned a mark of W (Withdrawn) for any course in any college dropped after the second week.

For courses that begin or end at times other than the beginning and end of the semester, students may drop these courses any time within the first one-fifth of the duration of the course without being assigned a mark of W.

Students may not drop the same course with a mark of W more than twice. Special courses, which may be repeated, are exempt from this rule.

E. Dropping Courses for Non-Attendance

In order to provide vacancies in crowded classes, instructors are permitted to drop the names of any students from their classes who have not attended any class session during the first eight calendar days of the semester (four calendar days of the summer session) unless the students have offered acceptable reasons to the instructor prior to the eighth calendar day of the course for beginning the course late. These drop actions will be made without the assignment of a mark of W.

Students whose names are not dropped automatically from course registrations and who do not attend class remain registered in the course and receive a grade of F unless the student initiates a drop. Note: Students who have not attended class during the first eight calendar days of the semester may have had their names dropped, but should not assume that this has occurred.

F. Late Registration

Students are not permitted to register after the second week of classes during regular semesters and after the first one and one-half weeks of the summer session.
G. Withdrawal of Registration

A student who withdraws registration prior to the opening of classes must obtain a Withdrawal Card from the Office of Student Services. The completed card is then submitted by the student to the Registrar's Office.

NOTE: When the withdrawal includes a clinical nursing course the approval of the Executive Associate Dean must be obtained prior to registering in the required clinical nursing courses.

The Executive Associate Dean for Academic Affairs must sign student withdrawal cards for students enrolled in the College of Nursing.

Students may withdraw their registrations at any time prior to the end of the twelfth week of the semester or sixth week of the summer session. Withdrawal after the above deadline will result in the automatic assignment of an F in each course.

Students who self-withdraw may not be reinstated after the deadline for withdrawal for the session in which they withdrew.

A student in good academic standing who withdraws registration during the final four weeks of a regular semester, or during the final two weeks of an eight-week summer session, respectively, will not be permitted to enroll for the session immediately following without specific approval from the Executive Associate Dean.

A student on scholastic probation who withdraws registration at any time without good cause will be considered as having been dismissed for poor scholarship.

Students whose registrations have been voided by the Registrar's Office for nonpayment of account may not register again without paying their debts in full and being reinstated for all classes.

H. Transfer Credit

Only 64 semester hours of degree credit is accepted by transfer from a two-year college toward meeting the 128 semester hours required for graduation. If a student earns more than 64 semester hours of degree credit from a two-year post secondary institution, the credit and grades are used in computing the grade-point averages and may be used to satisfy course requirements, but the credit does not count toward the total hours needed for graduation.

There is no limit to the number of credit hours that may be transferred from four-year institutions; however, a student must satisfy the College of Nursing residency requirements regardless of the amount of transfer work accepted.

Once enrolled in the College of Nursing, students should seek prior certification of the transferability of courses to be taken at either two-year or four-year institutions from the Office of Admissions in Calvin Hall. If prior approval is not secured before taking courses at another institution, the transfer credit may not be accepted.

Students must report all work done at other institutions, whether before first admission to Iowa or after first admission. Failure to have an official transcript sent from other institutions to the Office of Admissions may result in disciplinary action and in the loss of registration privileges.

Departments may restrict the use of transfer credit that may be applied toward the requirements of a major, minor or certificate program. Students should consult with the specific department to determine the acceptability of transfer credit.

I. Vocational Technical Credit

Vocational Technical credit may be transferred to The University of Iowa but will not count for credit toward the Bachelor of Science in Nursing.
SECTION III

Grading and Related Matters

A. Grading System

The following grading system is used at The University of Iowa:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point for Each Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>4.33</td>
</tr>
<tr>
<td>A = Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>3.33</td>
</tr>
<tr>
<td>B = Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>2.33</td>
</tr>
<tr>
<td>C = Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C -</td>
<td>1.67</td>
</tr>
<tr>
<td>D +</td>
<td>1.33</td>
</tr>
<tr>
<td>D = Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>D -</td>
<td>0.67</td>
</tr>
<tr>
<td>F = Failing</td>
<td>0</td>
</tr>
<tr>
<td>I = Incomplete</td>
<td>___</td>
</tr>
<tr>
<td>N = Nonpass</td>
<td>___</td>
</tr>
<tr>
<td>O = No Grade Reported</td>
<td>___</td>
</tr>
<tr>
<td>P = Pass</td>
<td>___</td>
</tr>
<tr>
<td>R = Registered</td>
<td>___</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>___</td>
</tr>
<tr>
<td>W = Withdrawn</td>
<td>___</td>
</tr>
</tbody>
</table>

Other marks on the Permanent Academic Record:

# = Second Grade Option
* = Honors Credit
= = Grade has been changed from initial assigned grade

B. Grade Point Average

The cumulative GPA is computed by:
1. Multiply the number of semester hours in each course by the appropriate grade point;
2. Totaling the grade points earned to date; and then,
3. Dividing the sum in (2) by the number of hours taken, excluding courses in which grades of I, N, O, P, R, S, or W have been given. Grades of F are included in hours attempted and are used in computing the GPA.

Although grades of A + have a value of 4.33 in calculating a student's grade-point average, the cumulative GPAs displayed at the bottom of the permanent record are truncated so as not to exceed 4.00. A grade point calculator is available at http://www.nursing.uiowa.edu/students/gpacalc.htm

C. Satisfactory Grade Point Average

To remain in good scholastic standing in the College of Nursing, the student must maintain a grade-point average of 2.00 (on a 4-point scale) each semester in:
1. All Nursing courses
2. Cumulative GPA (combined nursing courses, general education requirements & elective coursework)
D. **Withdraw (W)**

Undergraduates will receive the mark of W for any College of Nursing course dropped after the second week of the semester or first one and one-half weeks of the summer session. For further information, see “Dropping and Adding of Courses.”

E. **Incompletes (I)**

A grade of I may be reported only if (a) the unfinished part of the student's work (other than in research, thesis, or independent study) is small; (b) the work is unfinished for reasons acceptable to the instructor; and (c) the student's standing in the course is satisfactory. Courses may not be repeated to remove incompletes. Incomplete grades must be removed by completing the unfinished part of the work.

Failure to remove the incomplete during the next session for which the student is registered (except that students with incompletes from spring semester are exempt from the need to complete the work during the succeeding summer session) will result in an F being assigned to replace the I. All special reports to the registrar removing incompletes must reach the registrar on or before the deadline for removing incompletes for the semester in which the student is registered. No extensions to prevent the assigning of an F will be made. Instructors may allow students to make up incompletes at any time subsequent to the deadline, even if the incomplete has been changed to an F. In such cases, special report to the registrar forms must be sent for approval to the dean for the college since the instructor now is changing a grade.

F. **Pass – Nonpass (P/N)**

Students in the College of Nursing have the option of taking only elective courses P/N. The instructor assigns a standard letter grade, which is converted automatically in the Office of the Registrar. Grades of A+, A, A-, B+, B, B-, C+, C, and C- are converted to P; grades of D+, D, D-, or F are converted to N. Nursing students taking courses in other colleges of the University are subject to the grading policies of those colleges. Students from other colleges taking courses in the College of Nursing are subject to College of Nursing grading policies.

Guidelines for Pass – Nonpass:

1. If students are in good academic standing, they may register for P/N during early registration or before the end of the second week of classes (or first one and one-half weeks of the summer session). For courses that start or end at times other than the beginning and end of the semester, students may register for P/N at any time during the first one-fifth of the duration of the course. The signatures of both the advisor and the instructor must be obtained on a P/N form, and the form must be submitted to the Registration Center, 17 Calvin Hall, before the deadline. A P/N registration may not be changed after the deadline.
2. The grades of P and N are not used in computing the grade-point averages; the grade of N does not count as hours earned for graduation.
3. P/N grading may be used in elective courses only. Courses used to satisfy the General Education Program Requirement may not be taken P/N. Prerequisites for the nursing major may not be taken P/N. Course work in the nursing major is not available on a P/N basis. No courses accepted towards a minor may be taken P/N.
4. A maximum of 12 semester hours of P grades from all Colleges is accepted towards the baccalaureate degree. Transfer students admitted to the University with fewer than 56 semester hours of credit may earn the maximum of 12 semester hours of P grades. Those admitted with 56 or more semester hours are limited to eight semester hours.
5. A maximum of 4 semester hours may be taken P/N in any one session.
G. **Satisfactory/Fail (S/F)**

Certain courses are offered S/F and are so designated in the Schedule of Courses. All students registered for these courses receive either an S or an F.

Guidelines for Satisfactory/Fail:

1. Special forms are not necessary to register for S/F courses, since all students enrolled in such courses automatically receive either an S or an F.
2. The grade of S is not used in computing the grade-point averages, but the grade of F is used. The grade of F does not count as hours earned for graduation.
3. Credit with the grade of S may be applied toward the General Education Program Requirements or toward requirements in the major or minor.
4. A maximum of 12 semester hours with the grade of S is accepted toward the baccalaureate degree.

H. **Audit (R)**

Students in the College of Nursing may register as auditors if the advisor and the instructor of the course grant approval. In addition to obtaining the signatures of the advisor and instructor, a student must register for zero credit in the course to be audited. To add a course for audit after the opening of the semester, a student must register for zero credit on a change-of-registration form. Any change from credit to audit or from audit to credit must be made within the first two weeks of the semester (first one and one-half weeks of the summer session), using a change-of-registration form and obtaining the necessary signatures.

Courses offered for zero credit only will be graded on the Registered-Withdrawn basis. Courses offered for zero credit as well as for credit hours, when taken for zero credit, will be graded R or W. The mark of R will be assigned if the student's attendance and performance are satisfactory; if unsatisfactory, the mark of W will be assigned.

Courses completed with a mark of R will not meet any college requirement and will carry no credit toward graduation. Auditing may not be used as a second-grade-only option.

I. **Second Grade Only Option (#)**

Students may repeat courses taken at The University of Iowa, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as The University of Iowa cumulative and total cumulative grade-point averages. Under the provisions of this option, the Office of the Registrar marks the permanent record (with the symbol #) to show that a particular course has been repeated. Both grades remain on the permanent record, but only the second one is used in calculating the grade-point averages and hours earned.

A student who wishes to use this option registers in the usual manner for the course that is to be repeated or adds it during the regular period for adding courses (the first two weeks of the semester or the first one-and-one-half weeks of the summer session). The student also must file for the option in the Office of Student Services, 37 Nursing Building. Unless this is done, both grades continue to be counted in the grade-point averages.

**Restrictions that apply to Second Grade Only Option are:**

1. The second-grade-only option may be used only once per course.
2. The second-grade-only option may not be used if obvious regression has occurred.
3. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/nonpass the first time, it may be taken pass/nonpass or for a grade the second time.
4. The second-grade-only option may not be used if the first grade was assigned as a result of disciplinary action.
5. Students may apply this provision to a maximum of 12 semester hours. If the second-grade-only option is to be used for a clinical nursing course, the policies for re-entry will also apply.
J. **Duplication**

Duplication occurs when a student (a) takes the same course more than once or (b) takes a course that duplicates the content of a satisfactorily completed course. Duplication is assessed by the Office of the Registrar at the time of graduation analysis and affects the total number of hours required for graduation. Hours earned by duplication do not count toward the total number of hours required for graduation. Grades for both courses, however, are used in computing the grade-point averages. A student may repeat a nursing course one time only.

K. **Regression**

Regression occurs when a student takes a lower-level or prerequisite course after having satisfactorily completed a more advanced course in the same or related subject. At the time of graduation analysis, the Office of the Registrar determines whether regression has occurred. Hours earned by regression do not count toward the total number of hours required for graduation.

L. **Mid Semester Reports**

At mid-semester, instructors have the opportunity to report grades for students whose work is below a C (2.0). The Office of the Registrar distributes any reports it receives to advisors and individual students. Grades are not recorded on the student’s permanent record.

M. **Scholastic Requirements**

1. The student must achieve a grade point of 2.0 (C) or higher in each of the required courses in the nursing major noted below to remain in good scholastic standing. These courses include:

   - 96:050 Perspectives on Health Care Systems
   - 96:051 Art & Science of Nursing
   - 96:114 Human Pathophysiology: Organ Systems
   - 96:115 Human Pathophysiology: Cellular, Neuro, Immune
   - 96:124 Pharmacotherapeutics in Nursing
   - 96:126 Communication for Health Professionals
   - 96:127 Health Assessment Across the Life Span
   - 96:134 Basic Concepts of Nursing Care
   - 96:135 Complex Concepts of Nursing Care
   - 96:136 Core Clinical Practicum
   - 96:139 Parent-Child Nursing
   - 96:140 Parent-Child Nursing Practicum
   - 96:141 Gerontological Nursing
   - 96:142 Gerontological Nursing Practicum
   - 96:143 Research for Nursing Practice
   - 96:153 Public Health Nursing
   - 96:154 Public Health Nursing Practicum
   - 96:155 Psychiatric/Mental Health Nursing
   - 96:156 Psychiatric/Mental Health Nursing Practicum
   - 96:157 Nursing Leadership and Care Management
   - 96:158 Clinical Nursing Internship
   - 96:159 Contemporary Nursing Practice Issues
2. A student may repeat Non-Clinical Nursing Courses one time only. The following courses are considered Non-Clinical Nursing Courses:

   96:050 Perspectives on Health Care Systems
   96:051 Art & Science of Nursing
   96:114 Human Pathophysiology I
   96:115 Human Pathophysiology II
   96:124 Pharmacotherapeutics in Nursing
   96:126 Communication for Health Professionals
   96:127 Health Assessment Across the Life Span
   96:134 Basic Concepts of Nursing Care
   96:138 Complex Concepts of Nursing Care
   96:139 Parent-Child Nursing*
   96:141 Gerontological Nursing*
   96:143 Research for Nursing Practice
   96:153 Public Health Nursing*
   96:155 Psychiatric/Mental Health Nursing*
   96:157 Nursing Leadership and Care Management
   96:159 Contemporary Nursing Practice Issues

*Students are permitted to register for no more than two of the noted theory courses during one semester.

3. One clinical nursing course may be repeated. If a student receives lower than a 2.0 (C) in a second clinical course, he/she will be dismissed from the college. The following courses are considered Clinical Nursing Courses:

   96:136 Core Clinical Practicum**
   96:140 Parent-Child Nursing Practicum**
   96:142 Gerontological Nursing Practicum**
   96:154 Public Health Nursing Practicum**
   96:156 Psychiatric/Mental Health Nursing Practicum**
   96:158 Clinical Nursing Internship**

**Students are permitted to enroll in only one clinical course during a semester.

3. The student must maintain a 2.0 or higher cumulative GPA each semester to remain in good academic standing in the College of Nursing.

N. Re-Entry Policies

For the student who drops, fails, or interrupts the sequence of required clinical nursing courses:

1. At the time of withdrawal from a clinical nursing course (or sequence), faculty must provide specific information regarding evaluation of the student's potential to succeed and recommendations concerning re-entry into the appropriate clinical nursing course. Clinical course status forms must be filed by course faculty on all students whether they leave for academic or other reasons.

The clinical course status form with the course faculty recommendation regarding re-entry must be filed in the Office of Student Services. The Associate Dean must also sign this form.
2. **If faculty recommendations are favorable and space is available in the appropriate clinical nursing course, the student would re-enter the appropriate clinical nursing course within one calendar year.** One month prior to the anticipated re-entry the student must confirm in writing to the Office of Student Services an intent to enroll. At the same time, the student must provide written documentation that actions have been taken to comply with any recommendations made at the time the student dropped, failed, or interrupted the sequence of required clinical nursing courses. Failure to provide documentation or comply with the recommendations may delay or cancel re-entry. Students must be informed of the course faculty recommendation(s) in an exit interview. If course faculty recommendation is favorable, the student must indicate at the time of the exit interview a desire to return.

The student who wishes to re-enter a clinical nursing course or the sequence after more than one calendar year (but less than two academic years) has elapsed, must petition the designated faculty committee in writing for permission to re-enter that clinical nursing course or sequence. This petition must be submitted no later than May 1 for fall semester re-entry or December 1 for spring semester re-entry. If more than two calendar years have elapsed, the student must re-apply for admission to the College of Nursing through the Admissions Office in Calvin Hall.

3. In the event that space is not available to accommodate all students recommended for re-entry into a particular clinical nursing course or sequence or in unusual circumstances, priority for re-entry will be based upon recommendations of a faculty committee designated by Academic Council.

**O. Probation**

1. A student who fails to meet any of the previously stated requirements will be placed on probation. The two types of scholastic probation are designated as follows:
   a. Probation - nursing major courses
   b. Probation – all college work attempted (combined nursing, general education requirements and elective coursework).

2. A student placed on probation will be notified of his/her probationary status prior to the first day of classes for the session immediately following the semester in which the deficit in scholastic requirement occurred. The student may choose to use his/her academic advisor or other undergraduate teaching faculty to assist him/her in exploring concerns, identifying problems and planning actions to meet his/her goals. A formal recommendation delineating appropriate activities may be specified for the student. The student will be informed in writing of the action, which must be successfully completed to be returned to good scholastic standing.

3. The student shall be returned to good academic standing and will be so notified in writing when he/she has:
   a. achieved a cumulative GPA of 2.0 or higher in the area of probation - nursing, or all college work attempted, or
   b. achieved a 2.0 or higher in the specified required clinical nursing course as designated.

4. The maximum probationary period is one calendar year with the following exceptions:
   a. Should the student need and not be able to re-enroll in a required clinical nursing course two successive semesters within the calendar year, the two earliest semesters the student is allowed to re-enroll in the course will be considered the probationary period.
   b. Students required to repeat any courses to achieve a 2.0 grade point may not exceed 12 semester hours of second grade option credit. Being placed in any situation, which would require the student to exceed 12 semester hours of second grade option credit, would diminish the length of the student's probationary period.
   c. The probationary period begins the first academic session following the one in which the grade point average drops below a 2.0 for all types of probation except probation in a required clinical nursing course. For the student placed on probation for failure to maintain a grade point of 2.0 in a specific required clinical nursing course, the probationary period will begin the first semester the student is allowed to re-enroll in the required clinical nursing course. **Determination of when or whether a student is allowed to re-enroll in a required clinical nursing course is dependent upon the course faculty recommendation, projected course enrollment, and approval of the Associate Dean.**
P. **Dismissal for Poor Scholarship**

1. **Student on probation - nursing or all college work attempted:**

   The student who does not achieve a 2.0 cumulative GPA in the area upon which probation was based within the probation period and within the second grade option policy will be dismissed from the College. In addition, failure to follow formal recommendations regarding their scholastic achievement may result in a noncontinuation of probation. After the period of probation, however, the student may petition for an additional semester on probation. The petition should be submitted in writing to the chairperson of the Academic Council. When acting on the petition, recommendations concerning extension of probation will be sought whenever possible from appropriate faculty in the area of probation and the Scholastic and Scholarship Committee. The student will be notified in writing of the decision made concerning the request for an extension of probation.

2. **Student on probation - specific required clinical nursing course:**

   The student who does not receive a minimum of a 2.0 in the designated required clinical course will be dismissed from the College after the period of probation.

3. **A student on scholastic probation who cancels registration at any time without good cause will be considered as having been dismissed for poor scholarship.**

Q. **Re-Admission Policies**

The student dismissed from the College due to poor scholarship may petition the Academic Council in writing for permission to be re-admitted to the College of Nursing after an interval of one calendar year from the date of last enrollment in the College of Nursing. The petition must present evidence that changes have occurred which indicate that the student has improved his/her chances for scholastic success in the College of Nursing. A student granted re-admission will be re-admitted on probation for one semester.

R. **Classroom Misconduct**

In accordance with the The University of Iowa “Code of Student Life”, ([http://www.uiowa.edu/~vpss/policies/policies.htm](http://www.uiowa.edu/~vpss/policies/policies.htm)) the following applies to dismissal from the classroom.

Misconduct in a classroom or other instructional setting, is willful failure to comply with a reasonable directive of the classroom instructor or other intentional conduct that has the effect of disrupting University classroom instruction or interfering with the instructor’s ability to manage the classroom. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. Instructors who impose a one-day suspension are asked to report the incident to appropriate departmental, collegiate, and Student Services personnel.

S. **Professional Misconduct:**

All students in the College of Nursing are expected to comply with professional and ethical standards in all aspects of student life – in classes, clinical experiences, as advisees, toward their peers, and toward faculty and administration. As such they will honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid academic misconduct, and be honest in interactions with faculty, students, and co-workers. Professional conduct thus includes demonstration of the following:

1. Appropriate interpersonal skills
2. Adherence to confidentiality
3. Appropriate behavior in clinical agencies and the College of Nursing
4. Respect for differences among patients and colleagues
5. Competent, compassionate and respectful patient care

Failure to demonstrate these attributes on one or more occasions can constitute grounds for potential suspension or dismissal from the College of Nursing.

26
Recognizing and Avoiding Plagiarism in The University of Iowa College of Nursing

1. What is Plagiarism?

Plagiarism involves the use of other people's intellectual material and/or efforts in place of your own work, and representing these materials/efforts as being your own work. In other words, "plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging the source" (From “Defining and Avoiding Plagiarism”, by the Council of Writing Program Administrators, obtainable at the Internet from http://www.wpacouncil.org)

2. Examples of Plagiarism

(a) Presenting part or all of another student's lab report or other written assignment as your own.

(b) Use of an essay, review, report, or other material purchased or obtained free from any kind of 'writing service' or database (such as are found on the Web) to complete a class assignment.

(c) Copying from an unpublished or published source, including your textbook, lab manual, or other class material.

(d) Comments:
   (1) A source does not have to be copied verbatim (word for word) to be plagiarized. The use of small sections of a source, stitched together with bits of your own prose without scholarly or peer attribution, is plagiarism. Likewise, using material that has been modified by substituting synonyms, altering punctuation, or changing rhetoric in ways that do not alter the original passage in any substantial way, particularly paraphrasing, without attribution to the source, is also plagiarism.

   (2) The basis of, and evidence for, plagiarism is the illegal use of material, not your intent. A charge of plagiarism is not automatically nullified by claims such as "I didn't know I was copying", or "I didn't know I couldn't copy that material." or "I didn't intend to plagiarize."

   (3) Increasingly, our information comes from the Internet. It is important to realize that the concept of plagiarism is exactly the same when applied to material from the Internet as it is for printed material. “I got it from the Web” is never a valid excuse for failing to appropriately cite material and attribute the original thinking of another as such.

   (4) A person who supplies an exercise that is illegally copied is as guilty as the copier. The argument "I just let so-and-so look at my paper as an example of how they are written" is not accepted as a defense in a case in which two papers are so similar that they are judged to share a common source, unless it can be clearly demonstrated that a fellow student has purloined another student’s original work by copying, downloading, or pilfering materials without the student’s knowledge.

3. Why is plagiarism bad?

Plagiarism is bad for two reasons.

Firstly, plagiarism is cheating. You are here to learn a particular body of skills and materials, and to be assessed on how well you have learned. Any form of cheating impedes your learning and misrepresents your capacity to perform. There may be a short-term gain from cheating (better grades) but in the long term it benefits no one. Cheating--including plagiarism-- cannot be tolerated if the University is to fulfill its educational mission.

The second reason is that the products of intellectual work are property, just as other products of work are property. To use another person's work without crediting that person is intellectual theft. This is a major issue in the academic and commercial worlds, where ideas and the presentation of ideas are used for professional credit and/or material benefit.
4. What are the penalties for plagiarism?

Penalties for first offenses of plagiarism, or any other form of cheating, can include reduction in grade (up to an F in the course) at the instructor's discretion, and disciplinary probation. A second offense can result in suspension from the College, the third in expulsion from the University (see Chapter IX of the CLAS Student Academic Handbook, available at http://www.clas.uiowa.edu/students/academic_handbook/)

5. Is any use of other people's language or work plagiarism?

No. Here are some major exceptions.

(a) Technical terms and language: No matter how specialized a term is, once it has been coined to describe a particular situation, it becomes common property.

(b) “Common knowledge”: repeating “boilerplate” phrases such as “The purpose of this report is to analyze heredity in Drosophila” would not ordinarily be counted as plagiarism, since such sentences may turn up repeatedly in reports written independently. However, statements expressing scientific ideas, data, or conclusions do not fall under this exception.

(c) Quotations: It is legitimate to cite another person's work verbatim if it is presented as a direct quotation. To do so, you must—

   (1) —enclose the material in quotation marks;
   (2) —cite the author and source.

For example, here is a correctly presented quotation from your text:

“.... the biological species concept hinges on reproductive isolation, with each species isolated by factors (barriers) that prevent interbreeding, thereby blocking genetic mixing with other species.”


Realize that we use quotations only occasionally, to 'dress up' a report, not to form the main body of a report. A report, essay, or other assignment that consists largely of quotations shows a capacity to read, but it does not necessarily show a good understanding of the material at hand.

6. If I use a lot of notes from source material when I prepare an assignment, how can I make sure I don't plagiarize?

Many people inadvertently (but still illegally!) plagiarize by the following poor work habits. They copy notes verbatim from a source as they read, put the notes aside, and later compile the assignment by reading and typing directly off those notes.

Avoid this error by studying material to understand it. Follow these steps:

(a) As you read your source material, **condense it in your own words** and write those as notes. Do this paragraph by paragraph if the material is difficult. Acknowledge the influences of secondary sources in shaping your own original thinking (analysis).

(b) Write commentaries on the material as you read it. Does it make sense? Do other sources agree or disagree with it? Can you think of better ideas or interpretations? And so on. Use it as you go. Review notes frequently to determine why you agree or disagree with the sources and where your original conclusions depart from the analyses of others.

(c) Make an outline of your assignment, then write a rough draft without consulting your sources.

(d) Go back to the source material to check facts and to make sure that you've expressed major ideas correctly.
(e) This procedure is a guarantee against plagiarism. Even more important, you will know your subject material when you are done, you will have had practice in writing, and your assignment will be easier for your audience to follow.

Finally, when in doubt, check with your instructor. You can never go wrong by taking this simple step.

7. Is recycling of my own earlier writing a form of plagiarism?

Technically, it is not. However, if you quote your own earlier writing it is considered proper to place it in quotation marks and cite its source. Furthermore, “Submitting the same paper in more than one course without the knowledge and approval of the instructors involved” is considered a form of cheating (see Chapter IX of the CLAS Student Academic Handbook, cited above). If you are taking this course a second time and are assigned to do a report on the same lab exercise that you had written on before and wish to incorporate material from your own earlier report, consult your lab instructor before you prepare the report.

8. Is mis-citing material a form of plagiarism?

An incomplete reference or one with a typo (e.g. in page numbers) is not an offense. However, deliberately citing the wrong sources is a serious offense, because it makes it harder for the reader to check up on the accuracy of the information that you present. Thus you may lose points on a paper for careless attribution of sources. If (as once happened) the sources cited bear no relation to the material quoted in the text, the paper will get a zero.
### Misconduct

**Guidelines for Managing Academic and Professional Misconduct, Student Performance Deficiency, And Possession or Use of Drugs and Alcohol**

PD = Program Director  
AD = Associate Dean

<table>
<thead>
<tr>
<th>Subject</th>
<th>Faculty Actions to be Taken</th>
<th>Student Actions to be Taken</th>
<th>End Result</th>
</tr>
</thead>
</table>
| 1. Academic Misconduct  
- Cheating  
- Plagiarism*  
2. Classroom Misconduct | 1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.  
2. Inform Program Director (PD) who will assist faculty to complete Academic Misconduct Report (AMR) form (available from secretary or 101 NB).  
3. PD notifies Associate Dean (AD).  
4. PD meets with student as designated in informal complaint process.  
5. AMR form is completed by faculty (typed) and forwarded to AD.  
6. Student is requested to meet with AD.  
7. AD shares outcome of meeting with student with PD.  
8. PD informs faculty of outcome of meeting with student and AD.  
9. When satisfactory outcomes have not been obtained, the AD notifies the PD.  
10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals | 1. Meet with faculty member for response to allegation.  
3. Meet with AD regarding action and rights/responses.  
4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. Warning  
2. Potential suspension from the College of Nursing.  
3. Potential dismissal from College of Nursing.  
4. Potential dismissal from University (See *Operations Manual, IV-1: General Regulations Applying to Students.*) |

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*Plagiarism*: The act of using another’s work — whether text, idea, image, software, or other creative expression — without acknowledging the source. This includes not only 직접적인 quotes but also paraphrasing. It is important to give credit to the original author by properly citing and referencing their work. Failure to do so can result in serious academic consequences, including but not limited to suspension or dismissal.

**AMR (Academic Misconduct Report)**: A form used to document instances of academic misconduct. It is completed by faculty members and submitted to the appropriate academic authorities for review and decision-making. The form typically includes details of the incident, evidence, and recommended actions, ensuring a standardized and documented process for handling such cases.
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</thead>
<tbody>
<tr>
<td>1. Professional Misconduct</td>
<td>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</td>
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<td></td>
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<tr>
<td></td>
<td>2. Inform Program Director (PD) who will assist faculty to complete Professional Misconduct Report (PMR) form (available from secretary or 101 NB).</td>
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<td>3. PD notifies Associate Dean (AD).</td>
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<td>4. PD meets with student as designated in informal complaint process.</td>
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<td>5. AMR form is completed by faculty (typed) and forwarded to AD.</td>
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<td></td>
<td>6. Student is requested to meet with AD.</td>
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<td>7. AD shares outcome of meeting with student with PD.</td>
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<td></td>
<td>8. PD informs faculty of outcome of meeting with student and AD.</td>
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<td>9. When satisfactory outcomes have not been obtained, the AD notifies the PD.</td>
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<td></td>
<td>10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals</td>
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<tr>
<td></td>
<td>1. Meet with faculty member for response to allegation.</td>
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<td></td>
<td>2. Meet with PD to respond to Professional Misconduct Report.</td>
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<td></td>
<td>3. Meet with AD regarding action and rights/responses.</td>
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<td>4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.</td>
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<td>5. The student may contact and/or meet with the University Ombudsperson at any time in the process.</td>
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<tr>
<td></td>
<td>1. Warning</td>
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<td>2. Potential suspension from the College of Nursing.</td>
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<td>3. Potential dismissal from College of Nursing.</td>
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<td>4. Potential dismissal from University (See <em>Operations Manual, IV-1: General Regulations Applying to Students</em>).</td>
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<td>Subject</td>
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</table>
| 4. Student Performance Deficiency | 1. Inform student of deficiencies.  
- Course objectives not met  
- Course expectations not met  
2. Provide information regarding necessary steps to be taken by student to correct deficiencies.  
3. Warn student of consequences of deficiencies.  
4. Dismiss student from clinical practice setting (as appropriate).  
5. Provide student an opportunity to respond orally or in writing.  
6. Inform PD who may assist faculty in completing written documentation of student encounters demonstrating deficiencies. Copies of this document should be forwarded to AD.  
7. PD notifies AD as appropriate.  
8. PD meets with student as appropriate.  
9. Supporting documentation is forwarded to AD.  
10. Student is requested to meet with AD as appropriate.  
11. AD shares outcome of meeting with student with PD. AD places completed AMR form in student file.  
12. PD informs faculty of outcome to meeting with student and AD.  
13. Faculty completes "Re-entry Recommendation Form" and forwards for student file, as appropriate.  
14. When satisfactory outcomes have not been obtained the AD notifies the PD.  
15. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. | 1. Meet with faculty member regarding deficiencies and steps to be taken to correct deficiencies.  
2. Meet with PD regarding written documentation of performance deficiencies and recommendation.  
3. Meet with AD regarding recommendation of the College and student rights/responses.  
4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. Performance deficiencies are reflected in course grade  
a. Reduction in course grade, or  
b. Failure in course  
1) Decision for Repeating course  
2) Probationary status  
(see Scholastic Performance Policies)  
2. Formal notification of student’s status sent from AD |
<table>
<thead>
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</tr>
</thead>
</table>
| 5. Possession or use of drugs and alcohol, which may involve physiological or psychological hazards. | 1. Inform student of allegation (possessing or using alcohol/drugs). Provide student an opportunity to respond orally or in writing.  
3. Inform PD who will assist faculty to complete AMR form (available from secretary or 101 NB).  
4. PD notifies AD.  
5. PD meets with student as designated in informal complaint process.  
6. AMR form is completed by faculty (typed) and forwarded to AD.  
7. Student is requested to meet with AD.  
8. AD shares outcome of meeting with student to PD. The AD places completed AMR form in student file (to be removed upon graduation).  
9. The PD informs faculty of outcome of meeting with student and AD.  
10. When satisfactory outcomes have not been obtained, the PD notifies the AD.  
11. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. | 1. Meet with faculty member to respond to allegation.  
2. Meet with PD to respond to allegation.  
3. Meet with AD regarding complaint procedures within the college and options available to student.  
4. When satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. See Operations Manual, IV-1: General Regulations Applying to Students. Chapter 1, Section 1.1.a.12. 13. & 14. See also Student Services Website: www.uiowa.edu/~vpss/policies/policies go to: II. B.-D.  
Any student found to have violated this policy will be irrevocably dismissed from the College of Nursing and any professionally licensed student who violates this policy will be reported to the Iowa Board of Nursing, as indicated by Board protocol. |

Channels of Communication are Program Director/Associate Dean/Dean
V. Grievance Procedure

Student complaints concerning actions of faculty members are pursued first through the communication channels as outlined or the assistance of the University ombudsperson(s).

1. Informal Complaint Mechanism

   The student should first attempt to resolve the issue with the faculty member involved.
   a. If a satisfactory outcome is not obtained, the student may take the matter to the director of the undergraduate program.
   b. If a satisfactory outcome still is not obtained, the student may take the matter directly to the Associate Dean for Academic Affairs.
   c. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.

2. Formal Complaint Mechanism

   If a student complaint concerning faculty actions cannot be resolved through the informal mechanisms available, the student may file a formal complaint, which will be handled under the procedures established for dealing with alleged violations described in the statement on Ethics and Academic Responsibilities as specified in section III-15 of the University Operations Manual. A copy of these formal procedures can be obtained from the Office of Student Services (30D NB), or it can be found on the web: http://www.uiowa.edu/~our/opmanual/iii/15.htm.

   If your complaint involves sexual harassment, you need not follow these procedures. The University policy on sexual harassment and consensual relationships in the instructional context can be found in “Policies and Regulations Affecting Students” (available at the Campus Information Center, Iowa Memorial Union, in the Office of Affirmative Action, 202 Jessup Hall [telephone 335-0705] and in September as a supplement to The Daily Iowan).

   The Office of the University Ombudsperson (C108 Seashore Hall, telephone 335-3608) responds to problems and disputes brought forward by all members of the University community--students, staff, and faculty--that appear irresolvable through existing channels. Before consulting the ombudsperson, ordinarily an attempt should be made to resolve problems by following the procedures described above.
SECTION IV

Clinical Course and Health Science Student Requirements

A. Core Performance Standards

Applicants to the College of Nursing are expected to have the capability to complete the entire nursing curriculum and achieve the degree Bachelor of Science in Nursing. The nursing curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. Therefore, College of Nursing students must meet the following performance standards:

- Possess and use critical thinking skills sufficient for clinical judgment. **Example**: identify cause-effect relationships in clinical situations, develop nursing care plans.

- Demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. **Example**: establish rapport with patients/clients and colleagues.

- Communicate sufficiently for interaction with others. **Example**: explain treatment procedures; initiate health teaching; observe patient/client responses; document and interpret nursing actions and patient/client responses.

- Administer cardiopulmonary procedures and other clinical procedures necessary for nursing care; calibrate and use equipment, position patients/clients.

- Possess** tactile abilities sufficient for performing physical assessment. **Example**: perform palpation functions of physical examination and those related to nursing interventions.

Applicants who may not meet these standards are encouraged to contact the Executive Associate Dean for Academic Affairs. Personal interviews may be requested.

*Examples not all-inclusive.

**Possess is defined as having the ability with or without an assistive device.
B. Prerequisite Requirements to 96:134 Basic Concepts of Nursing Care

The following requirements must be completed prior to enrollment in the first clinical nursing course 96:134 Basic Concepts of Nursing Care:

1. Health Screening Requirements:

   Reports of the following must be on file at Student Health Service 10 days prior to opening of classes:
   a. the results of a physical examination
   b. urine analysis
   c. immunizations for tetanus, diphtheria, and poliomyelitis
   d. tuberculin skin tests
   e. hepatitis B vaccine

   NOTE: The physical examination and immunizations must have been completed or brought up to date within six months prior to enrollment in 96:134, Basic Concepts of Nursing Care.

   In addition to the above, Student Health Service and The University of Iowa Hospitals and Clinics require that students in the health science programs must have reports of the results of the following on file at Student Health prior to clinical experience at The University of Iowa Hospitals and Clinics:
   - chest x-ray if previously positive tuberculin test or a new reactor
   - annual tuberculin screening
   - rubella testing for males and females (Those individuals not immune will be required to accept immunization or have no contact with patients)

2. CPR Certification: May be obtained from a number of local or home community agencies.

   All students are required to be certified in CPR before they begin 96:134, Basic Concepts of Nursing Care. This certification must be for the professional rescuer, and must include all of the following: one person and two person CPR for adult and infant/child.

   Students can use the American Red Cross or the American Heart Association classes to fulfill the CPR requirement. These two associations have different offerings. If you take a class from the American Red Cross, you must complete CPR for the Professional Rescuer to receive your certification. The Johnson County American Red Cross is located at 120 N. Dubuque St., Iowa City, Iowa. Phone: (319) 337-2119

   To be certified through the American Heart Association, students must take either Module C, which is one person and two person CPR for adults and child/infant or they must take a combination of Modules that equal this.

   **CPR certification requires annual renewal.** Students may take CPR courses in their home communities through a local chapter of the American Red Cross or the American Heart Association as long as the courses meet the content and certification requirements identified above. Annual renewal is required by the College of Nursing and many hospital/agencies that provide clinical experiences for nursing students. **Although your card may reflect a two-year valid period, the College of Nursing and our associated agencies require yearly renewal.**

   Students without current CPR certification will have blocks placed on registration until proof of certification is submitted to the Office of Student Services.
3. **First Aid Certification:** All students are required to be certified in First Aid, within 6 months prior to beginning 96:134 Basic Concepts of Nursing Care. Please note, that although the Red Cross Standard First Aid course includes CPR, it is one-person rescue only. It does not include infant/child or two person CPR and is therefore insufficient for the CPR requirement.

To obtain First Aid Certification contact:

Your local chapter or the Johnson County American Red Cross at:

120 N. Dubuque St.
Iowa City IA 52240
(319) 337-2119

OR

The University of Iowa, Department of Exercise Science offers a 2 semester hour course (027:056 First Aid and CPR).

Failure to meet this qualification will result in cancellation of registration of clinical courses in the College of Nursing.

4. **Professional Liability Insurance:** All students in the College of Nursing must show annual verification that they have obtained and currently hold professional liability insurance with coverage of at least $1,000,000 single occurrence limit. This requirement serves as an act of professionalism and to protect students’ personal assets.

Professional liability insurance covers error, negligence, or omission that may occur during the practice of nursing. It pays for court costs and legal fees whether or not individuals are liable for the charges made against them. **This insurance must be renewed annually and maintained until graduation.** Students voted during the Spring 2006 semester to approve a miscellaneous U-Bill fee to cover the cost of insurance. A fee is charged directly to the student U-Bill to cover the cost of professional liability insurance, which in turn is purchased by the College of Nursing for all students. This program is being implemented throughout the 2006-2007 academic year.

5. **Hepatitis B Vaccine:** The following are ways that students may obtain the vaccine:

The series consists of 3 injections and a titer and may be obtained at cost, at Student Health Service. This applies to all University of Iowa health science students. It is recommended that immunity status be determined after the third dose. A fourth dose may be necessary.

Students who are employed at UIHC in a patient contact area are eligible to receive the vaccine at no charge through Staff Health Screening Service in Boyd Tower Clinic D (phone 356-3631). Students who are employed by a research project at The University of Iowa that involves contact with human blood and tissue may be able to receive the vaccine at no charge through University Employee Health Clinic, Clinic A, 1st Floor Boyd Tower (356-3631). Note: Arrangements to receive the vaccine must be made in advance. Currently the wait for a new appointment is several months, but all attempts will be made to provide initial Recombivax on as timely a basis as possible by working people in for short appointments.

The vaccine is not covered under the student insurance plan.

6. **Mandatory Health Insurance:** All students in the College of Nursing must show annual verification that they have obtained and currently hold health insurance for health professions students, underwritten by Blue Cross and Blue Shield of Iowa, or equivalent to it, providing $250,000 lifetime benefit covering required immunizations, hospitalization, surgery, maternity, emergency illness or injury, and well-baby care (to age 7). Entering students in the College of Nursing are provided information about this requirement.

7. 
Influenza Vaccine (Optional): Influenza causes substantial morbidity and mortality, particularly in high-risk groups such as the elderly, young children, immunosuppressed persons, and persons with chronic illness. The Centers for Disease Control and Prevention (CDC) estimates that in the U.S. alone, influenza kills on average 36,000 people and hospitalizes over 226,000 annually. Since 1981, the CDC has recommended influenza vaccination for all healthcare workers (HCWs). The rationale for these recommendations is to reduce the chance that HCWs serve as vectors for healthcare-associated influenza due to their close contact with high-risk patients and to enhance BOTH HCW and patient safety. Vaccination of health care providers and health care students is an important component of influenza prevention programs. The following address provides information on the importance of this effort: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5502a1.htm. It is required that all students who participate in clinical experiences at UIHC receive the influenza vaccine.

8. Joint Commission of Accreditation of Healthcare Organizations (JCAHO) Requirements: JCAHO is the regulatory body which governs requirements for some of the health care organizations where our students participate in their clinical experiences. Effective Summer of 2004, JCAHO established requirements that all students who have/will have patient contact are required to have a criminal background check as well as other documentation of orientations and training relative to patient safety. Cost of the background check will be assumed by the student and be completed during the admissions process. Information is included with the admissions offer regarding meeting this requirement.

C. Mandatory Reporter Training in Recognition and Reporting of Abuse

The issue of family violence became increasingly visible as a social and family issue in the decade of the seventies. The general topic of violence in the family actually subsumes five specific types of abuse/neglect: child physical abuse, child neglect, child sexual abuse, spouse abuse, and dependent adult abuse/neglect. A general definition of violence is an act carried out with the intention, or perceived intention of physically hurting another person. Although each of the different forms of violence had a distinct definition they are all based on this concept.

Nurses are identified as mandatory reporters of child and dependent adult abuse/neglect in the Iowa Code. Nurses are required to obtain two hours of training in the recognition and reporting of child and dependent adult abuse within the first six months of employment and every five years thereafter. Both nursing students and nursing faculty at The University of Iowa need to have basic information about child, spouse, and dependent adult abuse/neglect in a systematic manner on a regular basis. This content is provided through lectures with slides/overhead transparencies in classes and in-service programs which are provided throughout the year.

Each semester, students in the first semester of study will complete 414:198:001 UIHC Compliance Training. This electronic course includes a module for training for Mandatory Child and Dependent Adult Abuse. Completion of this is reported on the student official transcript.

Upon completion of the mandatory reporter training, participants should be able to:
1. discuss information regarding reporting criteria utilized within the health care delivery setting;
2. detect and report child and dependent adult abuse;
3. satisfy the Iowa Code related to mandatory reporter training.
D. **Past Felony Conviction**

ANY INDIVIDUAL WHO HAS EVER BEEN CONVICTED OF A FELONY SHOULD NOTIFY THE IOWA BOARD OF NURSING IMMEDIATELY.

Chapter 147.3 of the Iowa Code provides for a licensing board to consider past felony convictions of applicants. Previous conviction does not automatically bar an individual from eligibility for licensure. However, the board must determine if the felony relates directly to the practice of the profession before a license is issued.

Individuals considering enrollment or currently enrolled in nursing education programs preparing registered nurses or licensed practical nurses should contact the Iowa Board of Nursing if they have had a prior felony conviction or are unsure of their status. Early action on the part of the individual allows the board to determine eligibility for licensure in a timely manner.

Questions pertaining to felony convictions may be directed to the Iowa Board of Nursing Enforcement Unit at 515-281-6472.

E. **Professional Conduct - College of Nursing Professional Conduct Policy (Effective 5/03)**

Increased education, participation in professional activities, research, and professional demeanor in practice and in public all help contribute to the image of nurses as professionals. The University of Iowa College of Nursing prepares nurses for professional nursing practice and as leaders. Thus professional conduct is an essential component of nursing education at the University of Iowa.

**Rationale**

Professional conduct includes behavior, attire, and grooming. Although personal taste and the cultural milieu in which individuals live and work influence all three attributes, a professional nurse “professes” special knowledge that only the nurse can provide for clients/patients (hereafter client). Personal taste and conduct of a professional reflect concern and respect for the client and inspire confidence in the professional’s special knowledge and skills. Unkemptness, eccentric personal appearances, conduct, or dress that is too casual may provoke unease, lack of confidence, or even a negative image of nurses as workers who have nothing special or important to contribute to the client’s health care.

Nurses are intimately involved with clients during the healthcare process, providing a very personal physical and emotional service as well as interacting collegially with other members of the health care team. Everything possible must be done to gain the confidence of clients, their families, and colleagues. While this is true for the profession in general, it is the expectation at the College of Nursing that a student must assure clients and colleagues they have the necessary skills to provide care and input. It is, therefore vital for members of the College of Nursing to maintain appropriate conduct and a professional appearance.

**Policy Dissemination and Expectations**

1. The faculty, students, and staff alike are responsible for maintaining a professional climate consistent within the College of Nursing and in all practice and laboratory environments.
2. The faculty will assume primary responsibility for the dissemination and oversight of the policy and serve as role models for all students.
3. All students will receive the Professional Conduct Policy at orientation and are expected to comply with its principles.

**Policy Principles and Rationale: Dress and Decorum**

1. There is no requirement that students at The University of Iowa College of Nursing adhere to a uniform dress code (except for the Uniform Policy for undergraduate students). Students, however, are to dress appropriately, be well groomed, and behave in a manner that is consistent with expectations of students and members of a professional discipline. Appropriate dress and behavior are expected to vary with the location and nature of the student’s educational activities.
2. Students should be recognized as students of nursing in all settings and consider their adjustments in dress, grooming and behavior thoughtfully in each setting. In every setting (patient care area or associated area),
students represent themselves as students of the College of Nursing and of a professional discipline that is one member of the interdisciplinary healthcare team.

3. When students are assigned to clinical activities in the community, outside of UIHC or the VAMC, they are representatives of The University of Iowa College of Nursing. Hence, attire and behavior should promote a positive impression for the individual student, the specific course, and the institution. Specific dress requirements may be set by community-based clinical activities. These requirements typically will be included in written course materials, but if any doubt exists, it is the responsibility of the student to inquire.

4. When students interact with clients/patients, families, and health care professionals, “traditional” attire and identifying clothing, such as a white coat with a name badge, are appropriate. Uniforms will be worn in accordance with the uniform policy. Students are expected to identify/introduce themselves as nursing students at all times and must assume responsibility for clarifying their role to clients. Name badges that identify the individual as a nursing student facilitate appropriate recognition and must be worn in clinical settings.

5. The Nursing Clinical Education Center (NCEC) is located within The University of Iowa Hospitals and Clinics (UIHC) complex. Because of this location, specific standards of dress/appearance are required as follows:
   a. When attending class in the NCEC classroom and conference rooms (outside the simulation and laboratory rooms), students are to wear clothing that is clean, neat, and not suggestive or disrespectful of others (no shorts, nor shirts with inappropriate logos or messages). Tops should cover the midriff and should not reveal cleavage, sweat pants are not acceptable nor are flip flops. Student should have their College of Nursing ID Badge on and visible.
   b. When attending and participating in classes in the simulation rooms or laboratory rooms in the NCEC, no jeans or open toed shoes are permitted in addition to the above standards.

6. Clients should be addressed with the appropriate title (Mr., Mrs., Ms., Miss, etc.) and surname unless they request to be addressed by a first name.

7. It is expected that students in clinical areas will address faculty members by their surname by the appropriate abbreviation of marital status or credential (Professor, Mr., Ms., Dr.); however when in non-clinical areas, students may address faculty members in accordance with preferences of individual faculty members.

8. Students should also be aware that faculty judgments about the appropriateness of attire will prevail.

F. Uniform Policy

1. Personal Appearance

   All professional contacts regardless of setting require attire and conduct that enhances the nursing students’ ability to carry out specific functions, and gain the trust and confidence of the patient/client.

   Students should recognize that eccentric attire may interfere with their ability to establish proper working relationships with patients/clients. The personal taste of professionals must reflect concern for their clients. Several surveys indicate that patients/clients react negatively to things such as, but not limited to, jeans and untrimmed hairstyles.

   When employed, The University of Iowa College of Nursing student shall not wear the student uniform nor any symbols which identify the wearer as a student of the University, sign his/her name as a student, or hold himself/herself out to be practicing as a nursing student.

   b. Long hair must be pulled back for hygienic purposes.
   c. Hair must be neat, clean, and groomed.
   d. Facial hair must be neatly trimmed or shaven.
   e. Jewelry
      1. Students may wear only one single set, small, plain, post earrings in the ear lobes.
      2. Only one band type finger ring without gemstones may be worn.
      3. No other visible body piercing jewelry is acceptable. No visible tattoos.
   f. Nails
      1. Nails should be manicured, clean and short.
      2. No nail polish shall be worn.
   g. The fragrance of cologne, perfume, aftershave lotions, hair spray, or other scented cosmetics should be unnoticeable by patients/clients.
2. Professional Attire - The College of Nursing uniform will consist of the following:
   a. A yellow polo shirt (short or long sleeve) with the embroidered University of Iowa College of Nursing logo.
   b. White tailored slacks/pants (a below knee length skirt is an approved option)
   c. A white lab coat
      (1) The hem of the pant should touch the top of the shoe and extend no longer than the top of the sole.
      (2) Only designated approved uniform color and style may be worn.
      (3) A white T-shirt or long-sleeved turtleneck may be worn under the polo shirt. This should not have any commercialized symbols or screen-printing visible on it.
      (a) The official College of Nursing photo ID badge should be worn on the left side, directly opposite and in line with the patch.
      (b) Plain white or light hose must be worn with clean, polished white leather shoes. White socks may be worn with the pants.
      (c) Clogs are permissible; however, any shoe resembling an athletic shoe/ tennis shoe/ sneaker is not permissible.
         i. A lightweight, matching color or white washable cardigan sweater may be worn as an option with the uniform, provided the sweater does not interfere with the care given to the patient/client. ID badge should be worn on the left side of the sweater.
         ii. A lab coat may be worn with appropriate dress when the student is in patient/client areas. The lab coat is optional while wearing the student uniform. The name pin (photo ID) should be worn on the left side of the lab coat.
         iii. Examples of inappropriate dress would be:
            a. Jeans
            b. Shorts
            c. T-shirts
            d. Sweatshirts
   iv. Maternity uniform policy
      a. Student will wear the appropriate size College of Nursing approved uniform dress or tunic.
      b. This maternity uniform shall meet all criteria as previously stated.
3. Changes in uniform requirements may be made by site clinical instructors in accordance with clinical agency policies.

G. Transportation

Access to transportation, (i.e., a personal vehicle, public transportation (bus), car pool, or car rental) is necessary during the last 4 semesters of the program for the clinical experiences.

H. Photo Identification Badges

College of Nursing photo identification badges are ordered by the Office of Undergraduate Student Services prior to the first day of class in the College of Nursing. These photo ID badges will be distributed during the College of Nursing Orientation. Students must wear their photo identification badges at all times while engaged in direct or indirect patient/client care activities as a student of the College of Nursing. If original badge is lost or name is changed requiring a new badge, a $10.00 fee will be charged.
I. **Standard Precautions**

The Centers for Disease Control (CDC) recommend the following practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens.

**Hand Care:**

1. Wash hands with soap and water frequently.
2. If health science student, wash hands before and after all patient care. Wash hands immediately after exposure to blood and/or body fluids and after removing disposable gloves.
3. If working with heavy cleaning activities, each individual should have his/her own pair of utility gloves to wear during at-risk activities, and wash and disinfect gloves after each use.
4. Avoid chapped and cracked hands if possible. Use a water-based hand lotion frequently. Petroleum-based products, such as Vaseline™, break down latex.

**Other Precautions:**

Protective Barriers should be worn at all times when working with blood or blood products or body fluids or waste that may contain blood.

1. Protective eyewear should be worn whenever there is a risk of eye splash.
2. Gowns, boots, and masks should be worn when risk of contamination to clothes, feet or face.

Individuals with open or draining lesions should not work directly with other people (health care students, food services) while lesion is open or draining.

Do not recap, shear, or break needles at any time.

Discard needles and sharp objects in protective containers immediately.

Sterilize or disinfect reusable equipment that is to be used for more than one person. Do not share equipment between roommates or friends.

Place items that contain blood in a red biohazard plastic bag, which you can get from Student Health Service or Housekeeping. Return red bag to Student Health Service so that bag can be incinerated.

Do not pick up broken glass with bare hands. Wear utility gloves or sweep it up. Dispose of broken glass in container that does not allow others to be cut.

Resuscitation: Mouthpieces or resuscitator bags should be used whenever resuscitation is carried out.
PROTOCOL FOR STUDENTS WHO ARE EXPOSED TO BLOOD OR BODY FLUIDS WHILE ENROLLED AT THE UNIVERSITY OF IOWA

Purpose

The purpose of this policy is to delineate a clear mechanism by which all University of Iowa students can receive immediate evaluation, testing, initiation of necessary prophylaxis, and follow-up for exposures to blood and body fluids. This includes any exposure to blood/body fluids that may occur in such locations as residence halls, classrooms, and health care settings.

These recommendations were not developed to address sexual exposures. Certain sexual exposures may warrant individual consideration of this protocol.

Policy

The University of Iowa Student Health Service will provide initial screening, evaluation, testing, and initiation of necessary prophylaxis, follow-up, and referral when indicated for students who have had an exposure to blood or body fluids. In this process, Student Health Service will rely on the student’s supervisor for information on the source; will consult with other caregivers when the student chooses or is located off-campus; and will consult with the Division of Infectious Diseases (Internal Medicine) as needed and for annual program review.

Definition

Possible blood borne pathogen exposure: Any student having exposure to blood or other body fluid should check with Student Health Service. Possible exposure to a blood borne pathogen will include: needle stick, any sharps injury, exposure to an individual’s blood or other body fluids to non-intact skin, to eye, nose, mouth, or through a human bite that breaks the skin.

PROCEDURE

Student will:

Immediately

1. wash/irrigate area thoroughly.
2. identify source (patient).
3. inform supervisor or other responsible person in unit/agency.
4. telephone Student Health Service (SHS) Triage Nurse or Physician - (319) 335-8392 - for screening and advice. If SHS is closed, telephone UIHC-ETC - (319) 356-2233, and ask to speak to the ETC Triage Nurse/Staff Physician.
5. report to Student Health Service or other provider off-campus as advised by Triage Nurse.
6. fill out Blood and Body Fluid Exposure Report, and, if applicable, Agency’s Incident Report, State of Iowa Employers Work Injury report (if forms not available at site, may be faxed by SHS).

Complete Follow-up

1. send completed forms and completed treatment records back to SHS within one week.
2. accept responsibility for follow-up needs of incident.
Student Health Service will:

1. see student on priority basis.
2. initiate additional wound care as needed.
3. provide care and treatment whenever necessary according to policy as modified from UIHC Infection Control Policy Protocol for Evaluation and Treatment of Hospital Staff Members Potentially Exposed to Bloodborne Pathogens in consultation with Division of Infectious Diseases.
4. make appointments for all follow-up visits prior to the student leaving the clinic.
5. complete and file forms as indicated.
6. provide student with education regarding need for follow-up visits for testing, how to avoid future exposures, symptoms of possible infection, safer sex practices.
7. review program yearly with Division of Infectious Diseases.

Student Health Service Triage Nurse or Physician/ETC/COD will:

1. evaluate incident to determine level of risk and referral level need.
2. if source person is known HIV positive, or at high risk for HIV positive, refer student for immediate evaluation and follow-up (must be done within 3 hours).
3. communicate with student and supervisor regarding immediate care, referral and follow-up needs.
4. fax essential form(s) to student if student is off-campus or does not have forms.

Student’s Supervisor/Attending M.D./Preceptor will:

1. provide release time for student as necessary.
2. investigate source person.
3. communicate information on source person to student and Student Health Service.
4. if off-campus, identify local treatment center to provide initial work-up and follow-up care following Student Health Service protocol.

If seen at ETC, ETC will:

1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. access student immunization history through INFORMM.
3. send report to Triage Nurse, SHS, in the morning of the next SHS clinic day.
4. transfer the student to Student Health Service for follow-up care.

For students receiving training at College of Dentistry (COD), COD will:

1. offer the student initial evaluation to be done at COD (or) Student Health Service.

If student chooses to have evaluation done at COD, COD will:

1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. transfer the student to Student Health Service for follow-up care.
3. transfer all final records to Student Health Service.
Any UI Health Science Student at Off-Site Locations Exposed to Blood or Body Fluids

The Student Will:

- Wash/Irrigate Area
- Identify Source Patient
- Inform Preceptor

Preceptor will:
- Identify local treatment center for initial work-up (may be SHS).
- Provide immediate release time to go to local treatment center
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results
- Inform local treatment center of source patient results

Go immediately to Student Health Service when the clinic is open and request to see the triage nurse OR go to local treatment center health clinic (Mon-Fri 8-5). If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

SHS or Local Treatment Center will:
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

Fill Out Forms:
- BBP Exposure Report
- Agency Incident Report
- If applicable, State of IA Work Injury Report

BBP = Blood Borne Pathogen
PEP = Post-Exposure Prophylaxis
SHS = Student Health Service
Any Nursing Student at UIHC Exposed to Blood or Body Fluids

The Student Will:

1. Wash/Irrigate Area
2. Identify Source Patient
3. Inform Preceptor

Preceptor will:
- Provide immediate release time to go to SHS
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results

Go immediately to Student Health Service when clinic is open and request Triage Nurse OR go to UI ETC at any other time. If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

SHS MD/Triage Nurse/ETC will:
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

Fill Out Forms:
- BBP Exposure Report
- UIHC Incident Report
- If applicable, State of IA Work Injury Report

BBP = Blood Borne Pathogen
PEP = Post-Exposure Prophylaxis
SHS = Student Health Service
**J. Clinical Orientation Items**

Although the information below applies specifically to undergraduate students, faculty may also find it helpful in planning learning experiences related to clinical. Access to transportation, (i.e., a personal vehicle, public transportation (bus), car pool, or car rental) is necessary during the last 4 semesters of the program for the clinical experiences.

<table>
<thead>
<tr>
<th>Orientation Item</th>
<th>Faculty/Student Responsibility</th>
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</thead>
<tbody>
<tr>
<td>1. CPR Certificate</td>
<td>Students are responsible for getting this and renewing it every year. It is “tracked” through the Office of Student Services and recorded in the ICON Student Services course for each student.</td>
</tr>
<tr>
<td>2. First Aid Certificate</td>
<td>Students are responsible for getting this. It is &quot;tracked&quot; through the Office of Student Services and recorded in the ICON Student Services course for each student.</td>
</tr>
<tr>
<td>3. Professional Liability Insurance</td>
<td>The University of Iowa College of Nursing purchases a group coverage for all students. Charges for this insurance will be billed to the student U-Bill annually.</td>
</tr>
<tr>
<td>4. Health Screening Requirements</td>
<td>If an agency requires additional health screening such as blood or urine testing for drugs, the faculty is responsible for notifying the student and tracking the compliance. The student must pay for these additional exams.</td>
</tr>
<tr>
<td>5. Mandatory Reporting of Child/Dependent Adult Abuse</td>
<td>This training is offered as a component of 414:198:001 UIHC Compliance Training course completed during the first semester of nursing education.</td>
</tr>
<tr>
<td>6. Safety Training, Fire, Chemicals, Back Safety</td>
<td>Most acute care facilities require this YEARLY. Faculty are responsible for arranging and tracking this training for their students.</td>
</tr>
<tr>
<td>7. Standard Precautions</td>
<td>All students in 96:134 Basic Concepts of Nursing Care will receive the training in standard precautions.</td>
</tr>
<tr>
<td>8. Blood &amp; Body Fluid Exposure Reporting</td>
<td>Review the Student Health website for reporting procedures if there is an occurrence @UIHC or off campus. <a href="http://www.uiowa.edu/~shs/exposure.htm">http://www.uiowa.edu/~shs/exposure.htm</a></td>
</tr>
</tbody>
</table>

**Student Health Service (SHS)**
University of Iowa
319/335-8392 (Triage Nurse)
Fax 319/335-7274

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**Health Science Students**
Protocol for Reporting Blood & Body Fluid Exposure
- Clean wound thoroughly
- Identify source (patient)
- Inform supervisor
- Call SHS Triage Nurse @ 319/335-8392
- If SHS is closed, call UIHC ETC 319/356-2233 and ask to speak to Staff Physician
- Obtain medical care as advised
- Accept responsibility for follow-up

**NEED TO KNOW**
Your Social Security Number
Name & phone number of your supervisor
Nearest Fax #, if off-campus
Information on incident
For complete protocol, see SHS homepage [http://www.uiowa.edu/~shs/exposure.htm](http://www.uiowa.edu/~shs/exposure.htm)
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<tbody>
<tr>
<td>9. Electronic Charting</td>
<td>At UIHC the INFORMM system orientation is provided by UIHC staff for all students in 96:136 is scheduled the first 3 weeks of the semester. Faculty receive this schedule one week prior to the start of the semester. Faculty must inform the College of Nursing security officer, Jan Zinkula, 30D NB, of UIHC clinical sites they plan to utilize at least 3 weeks before clinical experiences begin. Faculty utilizing other agencies are responsible for determining orientation requirements for electronic charting.</td>
</tr>
<tr>
<td>10. Medication dispensing systems</td>
<td>Faculty are responsible for arranging orientation in each agency using such systems, including the Pyxis system at UIHC.</td>
</tr>
<tr>
<td>11. TB masks/respirators</td>
<td>Faculty are responsible for notifying students of potential for exposure on clinical units. Mask &quot;fit testing&quot; will be arranged through student health as appropriate. Students will be responsible for costs associated with fit testing.</td>
</tr>
<tr>
<td>12. Latex allergy</td>
<td>1. The College of Nursing student should identify any latex allergies that a student has to the Nurse Manager on the clinical unit prior to a clinical rotation. 2. The College of Nursing student will provide written documentation of the latex allergy and any related requirements 3. Students should be tested in a timely manner if an latex allergy is suspected but unverified. Any allergy testing expenses will be incurred by the student/student insurance. 4. Once the student's latex allergy status is determined, and documentation is provided, the department of nursing (clinical unit) will supply gloves and/or other precautions during the student clinical rotation. We recognize that there may be situations when an allergy is suspected and the student is in process of being evaluated but needs to be on the clinical unit. UIHC will provide gloves, etc. during an interim period in which the student is being tested. 5. For questions call the Director of Nursing Education, Department of Nursing at UIHC at 356-3959 6. Students at agencies other than UIHC need to contact nurse managers before clinical experience begins.</td>
</tr>
<tr>
<td>13. Agency contracts/agreement</td>
<td>Faculty are responsible for checking whether or not the College of Nursing has a current contract with each agency used for student experiences. This information can be obtained from the Office of Academic Affairs prior to beginning clinicals.</td>
</tr>
<tr>
<td>14. Accident on the clinical site</td>
<td>Students who are injured in the clinical area at UIHC should report to Student Health for follow-up/treatment. In general, all students need to report injuries to Student Health, even if accident occurred at an off campus clinical site.</td>
</tr>
<tr>
<td>15. Statement of Confidentiality</td>
<td>Signed during Orientation for New Students and kept in student file in the Office of Student Services</td>
</tr>
<tr>
<td>17. Criminal Background Check/Abuse Registry Check</td>
<td>All students who have or will have patient contact will be required to have a criminal background check and abuse registry check. Cost for the background check and abuse registry check will be assessed as a course fee to the student’s first clinical course and charged to the student’s U-Bill.</td>
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</table>
SECTION V

Special Opportunities for Nursing Students

A. Four Year Plan

The College of Nursing participates in The University of Iowa’s Four-Year Graduation Plan. Participating students sign an agreement during First Year Student Orientation. One “checkpoint” exists in the four-year plan for the Bachelor of Science in Nursing. Students must take no more than one year to complete pre-requisite courses and must earn admission into the College of Nursing and begin study no later than their third semester at the University. Failure to meet this “checkpoint” will void the guarantees of the Four-Year Plan Agreement.

B. Honors Program

The University of Iowa College of Nursing Baccalaureate Honors Program provides seminars and independent study experience for qualified students. To be eligible, students must have completed the first clinical nursing course and must maintain a cumulative grade-point average of at least 3.33 and a nursing major grade-point average of 3.50. The baccalaureate nursing honors program enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative and intellectual and personal development, and it challenges students to grow and excel. Students who fulfill the requirements of completing one Honors Seminar (1 s.h.) and one Honors Independent Study (2-3 s.h.) are eligible to graduate "with Honors in Nursing."

C. Dean’s List

Students in the College of Nursing who achieve a grade-point average of 3.50 or higher on 12 semester hours or more of University of Iowa graded course work during a given semester (excluding summer sessions), and who have no hours of I (Incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean’s List for that semester.

D. President’s List

University of Iowa undergraduate students who achieve a grade-point average of 4.00 on 12 semester hours or more of University of Iowa graded course work, and who have no hours of I (Incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President’s List.

E. Sigma Theta Tau

Sigma Theta Tau International is the honor society of nursing. It is the second largest nursing organization in the United States, and among the five largest and most prestigious in the world.

Six nursing students at Indiana University, Indianapolis, Indiana, founded the society in 1922. The name was chosen using the initials of the Greek words Storga, Tharos, Tima meaning love, courage, honor. It exists to recognize superior achievement in nursing, encourage and facilitate leadership development, foster high nursing standards, stimulate creative work, and strengthen the commitment to the ideals of the profession.

Gamma chapter was founded at The University of Iowa College of Nursing in 1929. Invitation to membership is extended to qualified baccalaureate and graduate nursing students as well as qualified graduates demonstrating achievement in the nursing profession.
F. **Study Abroad**

High-achieving students have the opportunity to develop a global perspective of health care through the Study Abroad Program. Students are able to receive credit for these experiences. Historically, the College of Nursing has made available short trips during May to Jamaica, Japan and Iceland. Students may also take advantage of The University of Iowa’s study abroad program by participating in semester long study abroad experiences. It is likely that students who choose to spend a semester abroad will add one semester to their plan of study due to the challenge of finding comparable clinical courses that meet the standards of our program in another country. Students interested in the University program should begin by making contact with the Study Abroad Office in the International Center.

G. **Independent Study**

Independent Study is a flexible learning experience contracted between the student and a faculty sponsor. The intent is to provide for exploration of content not available in established courses or to meet basic degree requirements upon recommendation of the major advisor.

Together, the student, advisor, and faculty sponsor identify the contact, purpose, and intent of the independent study. A plan for implementation is devised and a specific form is completed. Interested students should contact a faculty advisor to discuss the plan for the Independent Study, and then obtain a form from the Office of Student Services to outline the contract of the study.

H. **Leadership U**

096:109 Leadership U is a course option developed for students to earn academic credit for the development of leadership skills. Students contract with a faculty member to apply leadership theory in practice by participating in activities such as attending meetings of professional nursing organizations, acting as a delegate, writing legislation, holding a position at the local, state, or national level, or being part of a multi-disciplinary or international team to organize events for community involvement. All experiences will help the student to become a nurse leader in the future. A maximum of six semester hours of credit may be counted toward the Bachelor of Science in Nursing for Leadership U.

I. **Young Scientist Program**

The College of Nursing Young Scientist Program has been established to encourage talented undergraduate BSN nursing students to pursue research careers by creating opportunities for them to work with nurse investigators. It is a mentoring research experience in which students are integrated into ongoing clinical nursing research programs. The purpose is to identify a select group of exceptional students who have high potential for careers as nursing scientists.

J. **Young Clinician Program**

The College of Nursing Young Clinician Program has been established to encourage talented undergraduate BSN nursing students to further develop clinical skills by creating opportunities for them to work with expert nurse clinicians. It is a mentoring experience in which students work directly with clinicians in the area of gerontology or pediatrics. The purpose is to identify a select group of exceptional students who have high potential for careers in these two clinical settings.
K. **Combined Degree Program**

Students in the College of Nursing may earn two University of Iowa degrees simultaneously in a combined program with the College of Liberal Arts and Sciences. Students must be approved for candidacy in the combined degree program by both colleges and must be admitted to both colleges. Students who enter a combined degree program are required to complete the general education and elective requirements and the requirements for a major in each college.
L. Examples of Possible Minors and Certificates

Students may earn minors in more than 50 programs in the College of Liberal Arts & Sciences or in other colleges of the University. Most minors require a minimum of 15 semester hours of coursework, 12 of which are upper level. For a current listing of minors available through the College of Liberal Arts & Sciences visit the web site at: http://www.clas.uiowa.edu/departments/minors.shtml.

POSSIBLE MINORS IN THE COLLEGE OF LIBERAL ARTS & SCIENCES

The College of Liberal Arts offers minors in the following fields:

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<th>Aging Studies</th>
<th>American Studies</th>
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<tbody>
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<td>American Indian &amp; Native Studies</td>
<td>Ancient Civilization</td>
<td>Anthropology</td>
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<tr>
<td>Art</td>
<td>Art History</td>
<td>Asian Languages</td>
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<td>Asian Studies</td>
<td>Astronomy</td>
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<td>Comparative Literature</td>
<td>Computer Science</td>
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<td>Economics</td>
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<td>Geography</td>
<td>Geology</td>
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<td>Global Studies</td>
<td>Greek</td>
<td>Health, Leisure &amp; Sport Studies</td>
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<td>History</td>
<td>Italian</td>
<td>Journalism &amp; Mass Communication</td>
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<td>Latin</td>
<td>Latin American Studies</td>
<td>Leisure Studies</td>
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<tr>
<td>Linguistics</td>
<td>Mathematics</td>
<td>Microbiology</td>
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<td>Music</td>
<td>Philosophy</td>
<td>Physics</td>
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<td>Political Science</td>
<td>Portuguese</td>
<td>Psychology</td>
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<tr>
<td>Religion</td>
<td>Russian</td>
<td>Social Work</td>
</tr>
<tr>
<td>Sociology</td>
<td>Spanish</td>
<td>Statistics</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Women’s Studies</td>
<td></td>
</tr>
</tbody>
</table>

Minor in Business Administration

Students in the College of Nursing may elect a minor in business administration. Approximately 36-37 semester hours of business administration courses must be completed to receive this minor.

www.biz.uiowa.edu/upo/programs/BusinessMinor.pdf

Minors in Education

The College of Education offers two minors, one in educational psychology and one in human relations, for students who wish to be better informed about education. The minors may help support students' future career objectives and help students prepare to be better informed as parents, as taxpayers, or as future members of local boards of education. Contact the Office of Teacher Education and Student Services for more information about the minors.

CERTIFICATES

The College of Liberal Arts & Sciences offers undergraduates certificates in seven interdisciplinary programs: African studies; aging studies; American Indian and native studies; global health, global studies; human sexuality, Latin American studies; and philosophies and ethics of politics, law, and economics. An eighth certificate program, international business, is administered jointly by the College of Business Administration and the College of Liberal Arts & Sciences. An Entrepreneurship Certificate is also available.

If interested in a minor, contact the appropriate department to secure requirements and plan, then meet with your nursing advisor to coordinate your class schedule.
M. Tutoring

Tutoring for nursing courses can be arranged through the Office of Student Services in Room 37 Nursing Building. Please contact the office if you are in need of or if you are interested in becoming a tutor.

N. Advising

College of Nursing academic advisor(s) can provide information and support. Each student's advisor's name and office number are listed on the permanent record, Degree Evaluation and registration forms. Academic advisor(s) help plan a student's course schedule and are able to discuss academic, personal and professional concerns with you. Students are strongly encouraged to become acquainted with their advisor(s).

O. Scholarships and Awards

A number of awards and scholarships are available to students who have been admitted to the College of Nursing. Eligibility criteria vary, but may include: financial need, grade point average, professional promise, area of clinical practice interest, or personal characteristics. Information about scholarships, loans, and awards for nursing students is available on the ICON Student Services Site. Applications for these scholarships can also be found on the web site according to semester and by which program students are in. Current information about scholarships is posted on the scholarship bulletin board by the elevator on the ground floor.

P. The University of Iowa Association of Nursing Students

The University of Iowa Association of Nursing Students (UIANS) is the student professional organization of the College of Nursing. Two faculty members serve as advisors to the organization.

UIANS offers nursing students the opportunity to develop leadership, management, and professional skills. The organization sponsors a number of activities each year including: Progressive Nursing Day, Student Host Program, equipment and uniform sales, sportswear sales, Fall Kick-Off, and regular newsletters. Members are also involved in policy-making decisions within UIANS, the College of Nursing and the University.

UIANS meetings are held bi-monthly. Meeting notices are posted on the UIANS bulletin board in the ground floor well area and on second floor clinical nursing course bulletin boards. UIANS meetings are open to all and students are strongly encouraged to get involved.

For more information contact a UIANS officer, council member, or Faculty Advisor. UIANS Office: Room 33, Nursing Building, 335-7002

Q. The University of Iowa Minority Student Nurse Association

The University of Iowa Minority Student Nurse Association (MSNA) works to recruit, support, and mentor minority student nurses from racial/ethnic groups and cultural backgrounds historically under-represented within the nursing community, including but not limited to men, persons of color.

The UI Minority Student Nurse Association is open to any nursing and/or pre-nursing student interested in promoting diversity and cultural awareness within the College of Nursing and in the community. Meeting regularly, the UIMLSA performs community service and outreach activities, and conducts educational and informational forums related to current nursing issues, diversity and/or cultural awareness issues and any other topic that could benefit nursing students and the community.
R. **National Student Nurse Association**

The University of Iowa College of Nursing participates in Total School Membership in the National Student Nurse Association (NSNA). Students begin immediately to earn the benefits of belonging to professional organizations as well as receive discounts on liability insurance and receive updates on current issues for students in nursing as well as the profession. $30.00 will be billed annually to the student’s U-Bill for this membership. Any student may petition the Dean of the College of Nursing to not participate in NSNA and the Total School Membership Program. This must be done in writing and within one week of the beginning of classes.

S. **Air Force ROTC Program**

Air Force ROTC provides students the opportunity to pursue their nursing major while working toward a commission as an officer in the United States Air Force. Air Force ROTC offers scholarships valued up to $15,000 per year for college tuition expenses. Once a scholarship is earned, the student will also receive $600 annually for textbooks and a monthly stipend that starts at $300 per month as a sophomore and increases to $400 per month as a senior. Students will have a four-year service obligation in the United States Air Force upon graduation. Call 335-9205 for more information.

T. **Army ROTC Program**

Army ROTC is looking for dedicated, skilled nurses that are ready for a challenge. In addition to being a nurse when you graduate from college, you will also be an Army Officer – with unparalleled leadership training. In exchange for your service you may be eligible for an Army ROTC Scholarship worth up to $17,600 per year. A monthly living allowance of $250 - $400 per month is provided while you are in school. In addition to these benefits, the Army also offers opportunities to further your nursing education with 16 week specialty courses and a Masters degree. Call 335-9190 for more information.
SECTION VI

Preparing for Commencement

A. Application for Degree

An Application for Degree must be filed by the deadline at the Office of the Registrar in order for a student to graduate. This application may be completed at any time after early registration prior to the semester that the student plans to graduate. Application forms and instructions can be obtained at the on ISIS or at the Office of the Registrar, 1 Jessup Hall. Each applicant for a degree will receive a confirmation letter and Final Degree Evaluation (please check carefully to ensure that all degree requirements are met). Applicants who do not graduate in the semester for which they apply must re-apply for another session.

B. Transcripts

The Iowa Board of Nursing will require an official transcript. Transcript request forms will be available at the Senior meeting that addresses licensure requirements. Transcripts are requested from the Office of the Registrar. The College of Nursing does not issue transcripts.

C. Graduation with Honors

Students in the College of Nursing who have successfully completed requirements for the Honors Program in the College of Nursing will be recognized at Commencement as graduating with Honors in the College of Nursing. (For details on requirements of the Honors Program see the College of Nursing Special Opportunities Section.)

D. Graduation with Distinction

The Office of the Registrar will certify to the Dean of the College of Nursing the names of students eligible to graduate with distinction. To be eligible for consideration, the graduate must meet one of the two following criteria:

1. complete the final 60 semester hours in residence in the College of Nursing, at least 45 semester hours of which must have been completed prior to the final semester of registration, OR
2. must complete the nursing major at The University of Iowa.
3. To graduate with highest distinction the cumulative gpa (UI and Total) must be 3.9 to 4.0.
4. To graduate with high distinction the cumulative gpa (UI and Total) must be 3.8 to 3.89.
5. To graduate with distinction the cumulative gpa (UI and Total) must be 3.75 to 3.79.
6. The grade point average upon which distinction is determined includes all work undertaken prior to the opening of the final session.

E. Nursing Undergraduate Commencement

A College of Nursing commencement ceremony is held only in May. Students who graduate in December join the Liberal Arts and Sciences Commencement. Students who file an Application for Degree receive, from the Office of the Registrar, information about caps and gowns and commencement procedures. Diplomas are mailed to graduates upon completion of all requirements.
F. **NCLEX® Examination and Licensure Information**

All graduating seniors who plan to write the NCLEX® examination in Iowa will receive information about both the exam and required licensure procedures at the end of their final semester. Students complete all necessary applications for licensure and the NCLEX® examination at a special meeting.

The NCLEX® examinations are offered at Pearson Professional Centers. Successful completion of the NCLEX® examination and graduation from a State-approved nursing program are requirements for licensure as a Registered Nurse in Iowa.

Students writing the NCLEX® examination outside of the State of Iowa need to contact the Board of Nursing in the state where they wish to become licensed. Specific requirements and procedures vary from state to state. **Links to this information is available on the web under Senior Information in the ICON Student Services Course.**

Students are encouraged to enroll in a formal NCLEX® review course prior to taking the NCLEX® examination.

G. **B.S.N. Graduation Profile**

Faculty in 96:158 Clinical Nursing Internship prepare B.S.N. Graduation Profiles for each graduating student at the end of the semester. The primary purpose of the B.S.N. Graduation Profile is to rate performance at graduation relative to the curriculum outcome goals.

When the College of Nursing is requested to supply information to a prospective employer or to a graduate program, a copy of the B.S.N. Graduation Profile is sent. A transcript from the Registrar's Office must be specifically requested if this information is needed. The College of Nursing does not release GPA's or issue transcripts.

A copy of the graduation profile follows on the next page.
**The University of Iowa College of Nursing**

**B.S.N. GRADUATION PROFILE**

Program Completion Date: (Date of Graduation)

Name:

Student ID:

PERFORMANCE RATING (Circle the number indicating level of performance)

1 = Competent – satisfactory performance, safe, meets expectations

2 = Exceptional – exceeds expectations

This graduate demonstrates:

<p>| | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing process and knowledge of human response to illness, perceptions of health and health problems.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing skills to promote the health of individuals, families, groups and communities.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Caring attributes in nurse-client and colleague relationships.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Consideration of sociocultural and environmental factors affecting an individual’s health.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Legal, ethical and professional accountability to recipients of health care, one’s self and one’s colleagues.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Collaboration with others in the delivery of health care.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Use of research findings as a basis for decision making in clinical practice.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Leadership behaviors essential to function as a member of professional nursing groups.</td>
</tr>
</tbody>
</table>

Comments:

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<thead>
<tr>
<th>Faculty Signature</th>
<th>Title</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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</table>
SECTION VII

College of Nursing Policies and Competencies

A. Guidelines for Taking Exams for ESL Students

Students with English as a Second Language (ESL):

1. Students may request and be given up to 1 1/2 times the scheduled exam time to complete the exam (e.g., 3 hour for a 2 hour exam). Requests for additional time need to be made in writing to the instructor during the first two weeks of the semester.

2. Native language dictionaries may be used during the exam with prior approval of the instructor.

B. College of Nursing Policy on Academic Accommodations

Faculty in the College of Nursing are required to comply with University policies and procedures regarding the provision of academic accommodations to students with disabilities. This includes, but is not limited to, making an announcement at the beginning of each term and including similar language in the course syllabus inviting students seeking accommodations to contact the instructor directly. If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor’s responsibility, in connection with the College of Nursing, to ensure that the learning environment is accessible and that appropriate accommodations are provided. Faculty members seeking guidance and assistance in determining appropriate accommodations should contact the Office of Student Services. Students are encouraged to register with the University Office of Student Disability Services. Faculty members may also contact the Office of Student Disability Services as to general questions about academic accommodations.

Faculty members who provide accommodations for students with a disability must refer the students to the Program Director. The Program Director will also be available to assist the faculty member and student as needed in identifying appropriate services within the College and greater University community. It is the Program Director’s responsibility to document that accommodations have been provided.

A student, who is dissatisfied with the outcome of either a formal or informal complaint filed under the College’s complaint procedure involving the accommodation of a disability, may file a complaint with the Office of Affirmative Action.

C. Electronic Mail

Each student at The University of Iowa is provided with an individual e-mail account through Information Technology Services. Students activate the e-mail account via the registration system (ISIS).

Undergraduate students have access to a listserv on which announcements pertaining to important deadlines, scholarships, recruiter visits, and so forth will regularly be posted. This list serve is known as “Nursing News” and each undergraduate student in The College of Nursing will be automatically subscribed under his/her “uiowa.edu” email address. It is important for students to regularly check their incoming email on their “uiowa.edu” account as the “Nursing News” list serve is the primary way of communication in the College of Nursing. If you have difficulty receiving your uiowa.edu email, stop by the Nursing ITC and ask the lab monitor to help you.

Students may also be subscribed to e-mail lists that are set up for particular courses within the College of Nursing. The course instructor sends course-related information via e-mail to students. Not all instructors choose to have a list serve for their particular courses, but there are some that use this resource as a matter of routine.

Students who wish to designate a different e-mail account (other than FirstName-LastName@uiowa.edu) should do so via ISIS or the Office of the Registrar.
D. **No Smoking Policy**

The University of Iowa Hospitals and Clinics is a totally smoke free environment beginning July 1, 2006. The University of Iowa Health Sciences Campus became totally smoke free on April 1, 2007.

Faculty, staff, and students are responsible for ensuring compliance and enforcement of the no-smoking environment policy. Persons violating the policy will be politely requested to extinguish smoking materials. Any problems with abusive behavior in violation of the smoking policy will be reported to the Area Study Chairs and the Office of the Dean.
E. Technology and Information Management Literacy (BSN Student Competency Document - October, 1999)

1. Assumptions
   a. The mission of The University of Iowa, which includes a commitment to conducting “activities in a culturally diverse, humane, technologically advanced, and increasingly global environment, should be supported by the computer and information management competencies.
   b. The College of Nursing endorses the University of Iowa's emphasis on electronic literacy, e.g. "Recognizing the importance of electronic literacy, the College (of Liberal Arts and Sciences) offers entering students an introduction to the UI campus and to electronic communication at Iowa through 000:061 OnLine at Iowa (1 s.h.). During the course, students take an electronic tour of the campus and learn about web sites with services available to students. They are introduced to the Main Library and to electronic searching for information at the library and on the World Wide Web. They learn how to browse electronic networks, send and receive email, write for printed publication, and create a web site” (UI Catalog, 1998-2000, p. 52, 68).
   c. The University of Iowa Core Values, which include community, learning, responsibility, integrity, and quality, should be supported by the competencies.
   d. Competencies exist at three (3) levels (Alspach Model1): (a) core competencies applicable to everyone, (b) population-based competencies, and (c) setting-based competencies.
   e. The positive effects of computer-based learning technologies in facilitating student performance and learning are seen only when participants have knowledge and skill to use the technology.
   f. Next-generation computer-based testing will be the norm.
   h. The College of Nursing makes use of the AACN The Essentials for Baccalaureate Education for Professional Nursing Practice (1998) and the AACN The Essentials for Master's Education for Advanced Practice Nursing (1996) documents.

2. Definition

   Technology and information literacy encompasses information, communication, and technology skills necessary to learn and function in a technological healthcare environment.

3. Literacy Goals
   a. Computer literacy – To work more efficiently through the use of computer systems and representative application programs.
   b. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.
   c. Information management – To effectively search, retrieve, organize, and manage health information using computing and communication technologies.
   d. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record and electronic decision support resources.
### BSN Student Competency Document (continued)
**October, 1999**

* Key – Suggested levels of competency
  E – Undergraduate entry
  X – BSN exit

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
</table>
| 1.   | Computer literacy – To work more efficiently through the use of computer systems and representative application programs. | Understand file types within hierarchical file system.  
Navigate within system.  
Print files. | X | Maneuvering through desktop  
Overview of windows  
Getting help  
Working with programs  
Keeping track of files/folders  
Running multiple programs |
|      | Demonstrate basic skills in word processing. | X | Creating document  
Revising document  
Getting help  
Character formatting  
Paragraph formatting  
Page formatting  
Previewing/printing document  
Proofing document  
Text shortcuts |
|      | Demonstrate basic skills with presentation software. | X | Overview of PowerPoint Basics  
Entering text  
Getting help  
Enhancing presentation  
Creating output  
Enhancing actual presentation  
Modifying presentation |
|      | Describe uses of a spreadsheet.  
Demonstrate basic skills in spreadsheet. | X | Introduction to Excel screen  
Entering text on spreadsheet  
Cell manipulation  
Getting help  
Creating a worksheet  
Cell addressing  
Formatting cells  
Charting |
|      | Describe uses of a database.  
Demonstrate basic skills in database software. | X | Introduction to Access  
Creating a database  
Getting help  
Entering, editing, validating data  
Querying  
Creating & using forms  
Printing reports & mailing labels |
### BSN Student Competency Document (continued)

#### October, 1999

* Key – Suggested levels of competency
  E – Undergraduate entry
  X – BSN exit

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.</td>
<td>Use email system.</td>
<td>E</td>
<td>Introduction to Eudora Addressees Creating message Replying, forwarding, sending</td>
</tr>
<tr>
<td></td>
<td>Exchange documents.</td>
<td>X</td>
<td>Attachments</td>
</tr>
<tr>
<td></td>
<td>Setup communications session using telephone lines (e.g. email from home).</td>
<td>X</td>
<td>Dialing modem options</td>
</tr>
<tr>
<td></td>
<td>Access information resources not requiring an acct (e.g. Internet, Web).</td>
<td>E</td>
<td>Access Internet browser Access on-line help Identify parts of URL Access Internet search engine Use search engine Recognize links Print Web page Save Web page Save image from Web page</td>
</tr>
<tr>
<td></td>
<td>Access information resources requiring an acct (e.g. WebCT, Ovid, Medline).</td>
<td>E</td>
<td>Use HealthNet Download file</td>
</tr>
</tbody>
</table>
BSN Student Competency Document (continued)
October, 1999

* Key – Suggested levels of competency
E – Undergraduate entry
X – BSN exit

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
</table>
| 3. Information management –  
To effectively search, retrieve, organize, and manage health information using computing and communication technologies. | Choose appropriate online information resources. | X | HealthNet databases |
<p>| | Critically evaluate online resource. | X | |
| | Employ appropriate terminology &amp; search strategies. | X | |
| | Demonstrate basic skill to organize and use information files. | X | Bibliographic management software, e.g. EndNote |
| | Demonstrate awareness of ownership &amp; copyright issues. | E | Copyright Law |
| | Demonstrate understanding of how information is socially situated and produced. | X | |
| | Critically analyze the intellectual, human, and social strengths and limitations, and benefits and costs of technologies. | X | Confidentiality, Privacy, Security |</p>
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<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
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<tbody>
<tr>
<td>4. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record (CPR) and electronic decision support resources.</td>
<td>Understand the use of the computer-based patient record (CPR).</td>
<td>X</td>
<td>INFORMM, or other clinical information system orientation</td>
</tr>
<tr>
<td></td>
<td>Use electronic patient record for a specific patient.</td>
<td>X</td>
<td>On-line documentation, care planning</td>
</tr>
<tr>
<td></td>
<td>Understand the contribution of nursing diagnoses, interventions, and outcomes to the CPR.</td>
<td>X</td>
<td>ANA recognized languages, e.g. NANDA, NIC, NOC</td>
</tr>
<tr>
<td></td>
<td>Enter nursing problems, interventions, and outcomes in the Nursing Information System (NIS).</td>
<td>X</td>
<td></td>
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<td></td>
<td>Use order entry – results reporting (e.g. request a lab test, view results).</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss information system requirements of nursing practice.</td>
<td>X</td>
<td>ANA Nursing Information &amp; Data Set Evaluation Center (NIDSEC℠) Standards</td>
</tr>
<tr>
<td>5. Computer-based learning – To effectively use and evaluate computer-based learning and applications.</td>
<td>Use different approaches to computer-based learning.</td>
<td>X</td>
<td>WebCT overview</td>
</tr>
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<td></td>
<td>Experience computer-adaptive testing.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Familiarize self with national sources of learning programs.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience computer-based testing, evaluation.</td>
<td>X</td>
<td>NCLEX®</td>
</tr>
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</table>
F. Minimum Writing Competencies for Nursing Students

1. Writing
   a. Good writing is concerned with technical accuracy, precise diction, logical organization, and grammatical correctness.
   b. Writers, in the writing process, go through various writing stages that do not happen consecutively, but which overlap and recur throughout the writing process.
   c. Writing techniques and preferences vary from person to person.
   d. Good writing takes practice.
   e. Reading widely facilitates writing.

2. Technical Writing
   a. informs or persuades; asks or answers a question; takes a controversial position and supports it; raises an issue; conveys something one has done.
   b. conveys technical aspects of any field, thus frequently uses a specialized vocabulary; usually verifiable, yet avoids jargon and use of fancy words for plain words (Bernstein), i.e., "significant others" for family, friends; "hospital setting" for hospital.
   c. usually addresses specific, identified readers; information adjusted to meet reader needs.
   d. fulfills a specific, identified purpose.
   e. becomes dated because of changes.
   f. presents a single meaning; makes a point, yet doesn't attempt to present all there is to know about a subject.
   g. incorporates visuals that convey content and are fully integrated in the document.
   h. maintains an objective, impartial perspective and tone.
   i. uses short-to-medium sentences; subject-verb-object word order; stylistically varied, but simple; varies in style and length from sentence to sentence.
   j. uses standard language forms so the reader can easily understand.

3. Minimum Writing Competencies - The nursing student will be expected to satisfactorily demonstrate the following minimum writing competencies:
   a. Consider the audience for whom the document is written and the purpose for which it is written. In the initial stages of writing, engage in a period of problem solving mental activities to identify and investigate the subject and the intended audience.
      1. Assess own knowledge of the subject.
      2. Locate, read, document, record, and draw inferences from available background references (primary and secondary sources).
      3. Accurately and completely document sources using primary sources whenever possible.
      4. Ask questions, discuss ideas, observe, take notes, think about options, ponder, and experiment with approaches and organization.
   b. Organize and plan the document.
      1. Assess the reader's needs.
      2. Define the subject and determine the organization, scope, and design.
      3. Use a standard organizational pattern to structure content so that information can be easily understood and followed.
      4. Test decisions by outlining, diagramming, and writing pieces to determine if the selection and sequence of content is logical, suitable for the audience, and faithful to the purpose of the document.
      5. Record important key words, phrases, and sentences.
c. Draft the document keeping in mind the audience and its purpose.
   1. Using pen/pencil and paper, computer, or typewriter, develop key words, sentences, ideas into a coherent, unified whole with a concise and definite beginning, middle, and end according to planned organization, scope, and design.
      a. Use simple, effective sentences that are grammatically correct, choosing words and constructions that can be read without confusion.
      b. Use active and passive voice appropriately. Active voice is more lively and interesting.
      c. Follow standard rules of punctuation, spelling, notation, symbols, abbreviation, hyphenation, and capitalization.
      d. Use precise diction focusing attention on precision and accuracy of words and phrases.
      e. Avoid using more words than needed to make a point, or using a long word when a short one will do, i.e., "use" instead of "utilize".
      f. Avoid using technical jargon and clichés.
      g. Define technical words, abbreviations, acronyms, and new terms or concepts the first time they are used.
   2. Stop frequently to rescan, reread, and reflect.
   3. Prepare advance organizers (headings, subheadings, introductions), footnotes, references, and appendixes.
      a. Use subheadings to assist with organization and logical sequencing of information. Subheadings make transitions easier and usually are needed for documents that are more than 8 to 10 pages long.
      b. Accurately and completely document sources.
         1. Use primary sources whenever possible.
         2. Use proper format for documentation according to an acceptable style manual. The American Psychological Association (APA) style is recommended.
   4. Determine the need for visuals and prepare them so that they clearly communicate their intended message (tables, graphs, charts, diagrams, maps, pictures).
   5. Write so the reader will read and understand.
      a. Use carefully constructed transition sentences that connect what you are saying with what you have said.
      b. Use appropriate sentence and paragraph length, vocabulary, style, and language (analogy, metaphor, syntax, example, personification, simile). A paragraph should be long enough to develop a single idea or point - a minimum of 2 sentences. A one-page paper should be 2 to 3 paragraphs.
      c. Define all words that may result in misunderstanding.
      d. Use pronouns like "this," "that," and "if" when referring to a definite antecedent.
      e. Keep style consistent, i.e., abbreviations, terms, spelling, capitalization, and punctuation.
      f. Maintain a style sheet or record as you write.
      g. Avoid the use of sexist, racist, and other biased language.
      h. Carefully choose and use quotations to complement the text.
   d. Revise the draft and rewrite.
      1. Critically read and reread to examine content, structure, organization, design, language, grammar, sentence structure, and punctuation.
      2. Add, delete, and rearrange content to produce a more understandable document.
      3. Critically review and revise headings, footnotes, and references.
      4. Read for consistency and clarity of diction, transition from idea to idea, sentence to sentence, paragraph to paragraph, and section to section.
      5. Eliminate wordiness and redundancy.
      6. Apply principles of design to page layout, typeface, white space, justification, and illustration.
   e. Edit to correct inconsistencies and errors.
      1. Review the content for organization and consistency.
      2. Correct language and grammar to insure clarity and appropriateness for the audience.
      3. Correct punctuation (use of the apostrophe, colon, comma, dash, hyphen, parentheses, period, question marks, semi-colon, slash), capitalization, sentence structure (sentence fragments, run-on sentences, subject-verb agreement, pronoun agreement, pronoun antecedents, clause agreement, tense, dangling modifiers), and spelling.

   66
4. Check use of "its" vs. "it's," "effect" vs. "affect," "there" vs. "their," "that" vs. "which," and plural vs. singular possessives.
5. Correct syntax (the agreement of words in a sentence to show relationship).
6. Match text references to corresponding illustrations (figures, tables, etc.).
7. Match text references to corresponding footnotes and appendixes.
8. Establish consistency in headings, footnotes, and references.
9. Correct design elements.

f. Proofread the paper with care.
   1. Check for all inconsistencies and errors.
   2. Check for accuracy and reader appeal.

4. College of Nursing policy on academic misconduct includes reference to plagiarism and cheating. All cases of plagiarism and cheating in the College of Nursing shall be reported for action to the Office of the Dean of the College of Nursing, through the Executive Associate Dean, with a statement of the necessary facts. The instructor concerned may also submit recommendations in each case for appropriate disciplinary action.
The student has:

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<td>1.</td>
<td>considered the audience for whom the paper is written.</td>
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<td>followed course guidelines for the assignment.</td>
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<td>4.</td>
<td>focused on the development of a main point, issue, question, or experience.</td>
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<td>logically organized the paper with a clear and succinct beginning (introduction), middle (body), and end (summary/conclusion).</td>
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<td>6.</td>
<td>carefully constructed transition sentences.</td>
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<td>7.</td>
<td>used subheadings to assist with logical sequencing and organization.</td>
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<td>8.</td>
<td>constructed well developed paragraphs that convey a main idea and are of appropriate length.</td>
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<td>presented original and creative ideas.</td>
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<td>used sentences that are short-to-medium in length.</td>
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<td>used sentences that are simple, direct, and have a subject-verb-object order.</td>
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<td>used sentences that are grammatically correct.</td>
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<td>used active and passive voice appropriately.</td>
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<td>used correct punctuation, capitalization, and spelling.</td>
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<td>avoided jargon, clichés, and unnecessary wordiness.</td>
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<td>defined technical terms, abbreviations, acronyms, and any new terms or concepts the first time they were used.</td>
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<td>accurately and completely documented sources.</td>
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<td>used appropriate professional sources.</td>
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<td>avoided use of sexist, racist, or biased language.</td>
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<td>23.</td>
<td>used illustrations to clarify meaning (graphs, tables, pictures).</td>
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<td>24.</td>
<td>used examples as appropriate to strengthen key points.</td>
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Comments:

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SECTION VIII
University Policies

A. Student Disability Services

1. Equal Access to Education

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Compliance with this law requires that academic institutions like the University of Iowa provide the same opportunity for students with disabilities to achieve success in the classroom that it provides to other students.

In other words, equal access to education is achieved when physical and instructional barriers to learning are removed and the student is allowed to compete on the basis of his or her academic abilities alone. The Americans with Disabilities Act of 1990 (ADA) recently reinforced the provisions of the Rehabilitation Act by requiring that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue burden would result.

2. Reasonable Accommodations

Reasonable accommodation is the term used by the ADA for modifications made to the learning environment, which help to create equal educational opportunity. It does not require that students with disabilities be given special advantages in order to help them pass nor does it require that they be graded on a scale different from their classmates.

On the contrary, it refers to steps that can be taken without significant difficulty or expense to allow otherwise qualified students to fulfill course requirements by limiting as much as possible the effects of their disabilities on their performance. If reasonable accommodations are not evident, effort must be made to look for accommodations.

3. The Office of Student Disability Services (335-1462), in addition to the student with the disability, can be an invaluable resource to instructors looking for accommodation techniques. The following are examples of accommodations that may be necessary to ensure equal access to education:
   a. providing alternative ways to fulfill course requirements,
   b. developing and implementing innovative teaching techniques,
   c. providing supervised tutorial assistance and adaptive technology,
   d. tailoring course requirements to individual needs, and
   e. modifying testing procedures to ensure accurate measurement of a student's academic abilities and not his or her disability.

4. The ADA defines an individual with a disability as a person who:
   a. has a physical or mental impairment that substantially limits one or more of the major life activities of that person,
   b. has a record of such an impairment, or
   c. is regarded as having such an impairment.

Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. This definition can cover a broad range of disabilities, and an instructor should contact the Office of Student Disability Services if there is any question about the nature or extent of a student's disability.
5. What are the responsibilities of the instructor?

If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor's responsibility to ensure that the learning environment is accessible. Due to the very personal and private nature of some disabilities, it is important that instructors create an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have.

It is strongly recommended that the instructor make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary.

At a minimum, an instructor should:
   a. make sure the student is aware of services available from the Office of Student Disability Services by including a statement about the services in the course syllabus and bringing the attention of the students to this statement at the first class meeting,
   b. inquire into the extent of the disability as it relates to fulfilling course requirements,
   c. discuss the possible accommodations that may be made, and
   d. contact the Office of Student Disability Services if the instructor has any further questions.

An instructor should also look to his or her academic department for assistance in providing accommodations.

6. What are the responsibilities of the student with a disability?

Although it is an instructor's responsibility to create an accessible learning environment, there is a point at which the responsibility shifts from the instructor to the student. Generally, a student is responsible for:
   a. registering with the Office of Student Disability Services (SDS)
   b. identifying himself or herself as disabled if the disability is not obvious,
   c. arranging for orientation to campus through SDS,
   d. ordering special materials for class such as taped or brailled textbooks or large print material through SDS,
   e. arranging for in-class note takers and interpreters or tape recording lectures through SDS,
   f. initiating contact with readers and tutors through SDS,
   g. finding, training, and employing attendants if necessary, and
   h. requesting special testing procedures in advance.

More information on responsibilities and concerns of a student with a disability can be obtained from SDS.

7. What are some possible accommodations?

A broad range of disabilities can affect a student's performance in the classroom. It should be remembered that each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Communication with the student is therefore essential to discovering methods of accommodation. In thinking about necessary accommodations, an instructor should consider a student's physical accessibility to the classroom as well as the student's ability to fully participate in all course activities. Accessibility and communication are key to providing an environment where a disabled student can realize his or her academic potential.

[Adapted with permission from Assisting Students with Disabilities - A Guide for Instructors, prepared by the Indiana University Office of Affirmative Action in association with Indiana University Office of Disabled Student Services, April 1994]
B. **Nondiscrimination Statement**

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

C. **Fair Information Practices Act**

The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

D. **Policies and Regulations Affecting Students**

All students who enter the College of Nursing are responsible for obtaining a current copy of the University document entitled Policies and Regulations Affecting Students. The Daily Iowan makes this document available to all students during the first week of the fall semester. Please refer to this document for questions regarding student rights, student responsibilities, and student organizations at The University of Iowa. See the “Code of Student Life” at the following web site: http://www.uiowa.edu/~vpss/policies/policies.html

E. **Policy on Sexual Harassment and Consensual Relationships**

Outlined in each copy of the Policies and Regulations Affecting Students is The University of Iowa policy regarding Sexual Harassment and Consensual Relationships. Information on the procedure for filing a complaint about sexual harassment is available to students in the Office of Student Services and in the Associate Dean's office at the College of Nursing. See the “Code of Student Life” at the following web site: http://www.uiowa.edu/~vpss/policies/policies.html

F. **Research Policies on Human Subjects**

All students are required to receive “Approval for Protection of Human Subjects” if they do research on human subjects. The applications related to human subjects are provided in the Research Office, 407 NB.
G. **Reporting of Plagiarism and Cheating** (refer to page 19)

All cases of plagiarism and cheating are reported for action to the designated person in the office of the Dean of the College, through departmental channels, with a statement of the necessary facts. The department and the instructor concerned may also submit recommendations in each case for appropriate disciplinary action.

1. **Disciplinary Action**
   a. By the Instructor. The individual instructor may reduce the student's grade, including the assignment of the grade of 'F' in the course. A report of this action should always be sent to the dean's office.
   b. By the Dean. The dean of the college or a student-faculty committee appointed by him or her may impose the following or other penalties as the offense may warrant: disciplinary probation, assessment of additional hours for the bachelor's degree, suspension from the college, or recommendation of expulsion from the University by the president.

2. **Referral to the Office of the Provost**
   a. By the Dean. In the cases of flagrant or repeated offenses or for other reasons deemed sufficient by the dean of the college, the case and records may be referred to the Office of the Provost for appropriate action.
   b. By the Student. If the student feels that the penalty imposed by the Dean is unjust, the student may request a review by the Office of the Provost.

3. **Record of Disciplinary Action**
   The Dean's office shall maintain a record of disciplinary cases and disposition thereof and shall notify other agencies of the University, as are concerned, with action taken in the case. The student involved shall be informed that a record is being kept of the offense.
SECTION IX

College of Nursing Student Resources

A. Office of Student Services - 37 Nursing Building, 335-7016 or 335-7015

The Office of Student Services provides numerous services to College of Nursing students. It is the primary source of general information regarding most aspects of the undergraduate program. The Student Services staff is available to meet with students regarding academic affairs on an appointment basis.

B. Ombuds Services – C108 Seashore Hall, 335-3608

The Office of the Ombudsperson serves students, faculty, and staff and offers informal resolution, mediation, and/or negotiation to constituents. The Ombudsperson explains and clarifies University policies and procedures and urges complainants to follow the regular policies and procedures of the University as outlined in University publications (Operations Manual, Policies & Regulations Affecting Students, staff and faculty handbooks, etc.).

C. Computing Resources -

The College of Nursing and ITS (Instructional Technology Services) maintain an ITC (Instructional Technology Center) in room 40 on the ground floor of the Nursing Building. The ITC has both Macintosh and Windows desktop computers, laser and dot matrix printers and ethernet access to various electronic resources (including the libraries, course registration, databases, internet and e-mail). Dot matrix printing is provided at no cost to the user while laser printing costs ten cents per page. The lab monitors in the Nursing ITC can often answer many questions regarding basic computer operation.

Nursing ITC
The Nursing ITC (room 40 NB) is open Monday – Thursday, 8:00 a.m. – 9:00 p.m. and Fridays, 8:00 a.m. until 6:00 p.m. Students who require additional access can go to any of the other 26 ITCs on the campus. A map in the Nursing ITC identifies all other ITCs. On the west side of the river these include Hardin Library for the Health Sciences, College of Pharmacy, Hillcrest and Quadrangle residence halls and the College of Law. The ITC at WEEG Computer Center located at the corner of Burlington and Madison St. is open 24 hours every day.

Mini Courses and Computer Purchases
ITS offers a number of workshops and short courses ranging from basic word-processing to database creation. ITS also maintains the Personal Computing Support Center at the Lindquist Center Building where students can purchase computers and obtain loans through the University to do so. The Personal Computing Support Center is open weekdays from 9:00 a.m. until 4:30 p.m.

D. Student Health Service – 4189 Westlawn, 335-8370

The outpatient clinic at Student Health Service is available to all currently enrolled on-campus students. Visits are free, but charges are made for laboratory procedures, x-rays, accident examinations, and minor surgery. Student Health Service also houses the Health Iowa Program, which provides educational information to students regarding eating disorders, AIDS, and drug and alcohol consumption.

E. University Counseling Service - 3223 Westlawn, 335-7294

The University Counseling Service staff of professional psychologists, social workers, and advanced doctoral students offers educational (learning disability assessment), career, and personal counseling and therapy in individual, couple, or group sessions. It also offers programs, workshops, and consultation activities. Most services are available to students without cost. There is a minimal fee for psychological testing.
F. **Student Disability Services** – 133B Burge Hall, 335-1462

The University of Iowa is committed to making its facilities, services, and programs fully accessible to people with disabilities. Student Disability Services (SDS), located in Burge Residence Hall, provides services to students with both visible and non-visible disabilities. People with a wide range of disabilities are served, including those with hearing and speech impairments, learning disabilities, mobility restrictions, visual impairments, and others. The goal of SDS is to help students with disabilities enjoy the same rights and assume the same responsibilities as do other students. SDS works closely with University faculty and staff to ensure that students receive the maximum benefit from their experience at The University of Iowa. Assistance is provided in the areas of admission, orientation, academic and career planning, academic support services, financial aid, housing, transportation and parking, aide and attendant care, and health services.

G. **Office of International Programs** - 120 International Center, 335-2700

The Office of International Programs provides services and facilities and organizes extracurricular programs for both foreign and domestic students and faculty. It maintains a library with references on study, work, and travel in other countries, including information about foreign universities and study abroad programs open to UI students. It helps students select study abroad programs to complement their on-campus academic programs and helps assure that they receive the correct credit for such activities. Students also may obtain information and applications for the Presidential Awards for Study Abroad and the Fulbright, Marshall, and Tubingen awards at the Office of International Programs.

Foreign student advisers provide information, counseling, and services related to orientation, immigration regulations, financial aid, and liaison with foreign governments and sponsoring agencies, and help with problems and questions in most areas except academic advising. They sponsor or support educational programs, such as the Friends of International Students, the Conversational English Partners, and lunchtime discussions that foster constructive interaction between students and scholars from other countries and their domestic counterparts.

H. **Veteran's Services** - 1 Jessup Hall, 335-0219

The Office of Veterans Services is part of the Office of the Registrar. It serves veterans, dependents of veterans, servicemen, and servicewomen in matters relating to Veterans Administration educational benefits, University registration, and study at the University.

I. **Cultural Centers**

Afro-American Cultural Center - 303 Melrose Ave., 335-8296
Latino Native American Cultural Center - 308 Melrose Ave., 335-8298

The University operates the Afro-American Cultural Center and the Latino Native American Cultural Center as places where students can meet to share experiences, find mutual academic and personal support, relax, and develop social programs in an atmosphere that emphasizes their cultural heritage. University students run both centers.

The Afro-American Cultural Center sponsors discussion groups, orientation programs, movies, and class sessions. The house is decorated with art by African and Afro-American artists and has study areas, a kitchen, and a library of publications by African, Afro-American, and Third World authors.

The Latino Native American Cultural Center sponsors conferences, lectures, and workshops on cultural themes. The center also houses a library of special interest books and periodicals and displays wall murals painted by students and guest artists.
J. Office of Support Services Programs - 310 Calvin Hall, 335-1416

The Office of Support Services Programs, located in Calvin Hall, reinforces the efforts of the admissions office, the other student services, and the academic units to increase racial diversity in the student body as well as to provide eligible first-generation, low-income, and physically disabled students with academic, social, and financial support.

Special Support Services is made up of the following programs: the Upward Bound Project, New Dimensions in Learning, the Afro-American Cultural Center, the Latino Native American Cultural Center, the Undergraduate Educational Opportunities Program, and the Graduate and Professional Educational Opportunities Program.

K. Tutorial Labs

Mathematics Tutorial Lab - 314 MacLean Hall, 335-0810

The Mathematics Tutorial Laboratory, sponsored by the Department of Mathematics, serves as a learning tool for students who lack adequate high school mathematics preparation for the University's required math course. The primary purpose of the math lab is to provide tutoring to students enrolled in 22M:1 Basic Algebra I, 22M:2 Basic Algebra II, and 22M:3 Basic Geometry. The lab plays an integral part in the instructional effort of the 22M:1 course through remedial tutoring, preparation for assignments and tests, and individual tutoring when necessary. Students are encouraged by their lecturers and discussion leaders to use the math lab facilities.

The Mathematics Tutorial Lab also has tutoring rooms and hours to assist students who are enrolled in 22M:2 Basic Algebra II, 22M:17 Quantitative Methods I, and 22S:8 Quantitative Methods II. As staff time permits, the math lab also provides tutoring services to students in 22M:5 Trigonometry, 22M:19 Elementary Functions, 22M:25 Calculus I, and 22M:35 Engineering Calculus I.

Professional staff, faculty, and graduate teaching assistants who are trained in helping math-anxious students staff the math lab.

Speaking Center - 12 English-Philosophy Building, 335-0205

The Speaking Center is run by graduate instructors with an appointment in the Rhetoric Department and is directed by a faculty member of the Rhetoric Department. More than fifty rhetoric students are enrolled in the Speaking Center each semester, where they receive one-to-one instruction in all aspects of public speaking.

The Speaking Center has a double mission. First, to offer individualized instruction to rhetoric students interested in improving their facility with public speaking. Students enrolled in the Speaking Center are paired up with instructors for a one-half hour slot per week. Instructors who teach in the Speaking Center are required to take a one-semester long course.

Second, to offer a resource center to rhetoric instructors with no previous training in teaching public speaking. The Speaking Center gathers and organizes teaching materials pertaining to the speaking component of our rhetoric courses, including videos of speeches by professional speakers as well as by students; it also includes a grant-awarded CD-ROM that features various aspects of speaking instruction. The students in the Speaking Center course have just developed a similar version of this cd for the web, entitled Public Speaking Online.
The Writing Center provides individualized writing experiences for University students who feel inadequately prepared for college writing. Writing Center students discuss their work in personal conferences with teachers, who offer comments and suggestions to help the students become perceptive, critical readers of their own writing as they learn how to develop their ideas clearly and cogently.

Students can enroll for noncredit work in the Writing Center throughout the semester; or they can register for the credit course (10:9 Rhetoric, no credit toward degree) before or after taking a required rhetoric course, or transfer to 10:9 Rhetoric from another rhetoric course after discussing their writing problems with their rhetoric teacher and the director of the Writing Center.

On the University of Iowa campus an additional resource is available to assist students with writing skills through the writing lab maintained by the Rhetoric Department. All students, undergraduate and graduate, may utilize this resource; however, if too many students seek assistance, the following priority system is utilized:

- First priority - Students enrolled in rhetoric classes
- Second priority - Other undergraduate students
- Third priority - Graduate students

There are usually fewer students seeking this assistance during spring semester and the earlier in a semester that the student seeks help, the more likely his/her request for assistance will be honored.

Students seeking help at the writing lab should go to 110 EPB, Monday through Thursday from 9:30 a.m. to 12:30 p.m. or 1:30 to 3:30 p.m. Students will be assigned to work with a writing teacher and will have an opportunity to select two 50 minute time periods each week on Monday and Wednesday or Tuesday and Thursday. The possibility exists for some flexibility in scheduling. Students are expected to keep their commitments to these appointments or they may be asked to drop the program so that others who request assistance can be served.

**L. Career Development Services** – C310 Pomerantz Center, 335-1023

The center provides programs on resume preparation, job hunting, interviewing, and offers information on employers, salaries, and employment trends. It contains hundreds of resource materials on labor market trends, career options, academic requirements for specific careers, work environments, places of employment, salary ranges, advancement opportunities, and geographical regions of the country. The center also maintains information on developing strategies for finding jobs; research organizations and nonprofit agencies; defining job objectives and writing resumes and cover letters; and improving interviewing skills. An adviser is on duty to help students use the material. No appointments are necessary, [http://www.uiowa.edu/~careers/](http://www.uiowa.edu/~careers/).

**M. Office of Student Financial Aid** - 208 Calvin Hall, 335-1450

The Office of Student Financial Aid is available to all University of Iowa students. The office is responsible for counseling students regarding eligibility for aid, for offering general information and applications for financial aid, for processing financial aid applications, and for distributing aid. The office also provides information and listings of part-time employment and College Work Study. Students who have questions regarding financial aid should contact the Office of Student Financial Aid.
Office of the Registrar - 1 Jessup Hall, 335-0238

The Office of the Registrar determines the residence status of each student, issues University identification cards, supervises registration procedures, assesses fees, and maintains all students' academic records. It issues official transcripts and verifications and assists students in determining graduation requirements, processing applications for degrees, and interpreting college and University academic regulations. The office also provides assistance to students concerning Selective Service and military service matters, and helps student veterans with University application and enrollment procedures and receipt of Veterans Administration benefits.

Transcript Requests - 1 Jessup Hall, 335-0230

Students who have completed work at The University of Iowa can obtain an official transcript of that work upon request to the Office of the Registrar. Fees are $10.00 for each transcript. An official transcript cannot be issued for a student who has a past-due University account.

Graduation Analysis - 1 Jessup Hall, 335-0228

College of Nursing students receive a Degree Evaluation each semester, which is intended as an aid to the student and advisor in planning subsequent semesters of study leading toward graduation. During the final semester of enrollment, graduating seniors will submit an application for graduation. Upon receipt of this application, Graduation Analysis will process a final analysis, which will indicate the remaining requirements to be met prior to graduation.

Women's Resource and Action Center(WRAC) - 130 N. Madison, 335-1486

The WRAC provides services to meet educational, cultural, social, and personal needs of University and community women. WRAC advocates the removal of all barriers to equal access and self-determination, including barriers of racism and classism as well as those based on physical ability, sexual preference, and gender. Through its feminist programs and services, the WRAC staff is committed to empowering Iowa women through providing information, skills, and support.

The WRAC provides a resource for many women's organizations; sponsors a Brown Bag Luncheon program; offers evening and weekend workshops, lectures, films, and classes; provides a wide variety of support and discussion groups for women; offers one-to-one problem-solving sessions for women; and publishes a newsletter nine times a year.

The WRAC houses the Sojourner Truth Women's Resource Library of books and periodicals on a wide range of women's topics. For persons dealing with sexual harassment and other forms of discrimination, WRAC acts as an advocate and provides emotional and informational support. WRAC maintains an information and referral system, a speakers bureau, and an active volunteer program.

Rape Victim Advocacy Program (RVAP) – 320 S. Linn St., 335-6001

The RVAP maintains a 24-hour emergency telephone line providing information, support, and advocacy for victims of sexual assault or abuse. RVAP works to educate the public about the causes and prevention of sex crimes.

The University of Iowa Libraries

With more than 2.8 million volumes, the libraries at The University of Iowa make up the largest library system in Iowa. A distinctive feature of the Iowa libraries is the "open shelving" plan. In many university research libraries, most users must request the delivery of items from closed shelving areas; at Iowa all users have the opportunity to go directly to the stacks and browse in all collections except those housing rare and special materials. The Hardin Library for the Health Sciences is a primary resource for students in the College of Nursing.
Students are responsible for knowing and adhering to the policies and procedures contained in this handbook.
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The College is organized into three areas of study: Adult and Gerontology; Systems and Practice; and Parent, Child and Family. Each of the areas of study is guided by a chairperson. All courses are assigned to a faculty member responsible for the course. The director and faculty are responsible for the professional Masters in Nursing & Healthcare Practice curriculum.

**College of Nursing Administration**

**Interim Dean**  
Martha Craft-Rosenberg

**Interim Associate Dean**  
Kathleen Hanson

**MNHP Program Director**  
Toni Clow (335-7052)

**Adult & Gerontology Area Chair**  
Keela Herr

**Systems & Practice Chair**  
Rita Frantz

**Parent, Child, & Family Area Chair**  
Ann Marie McCarthy

**MNHP Program Associate**  
Linda Myers (335-7015)

**MNHP Program Assistant**  
TBD (335-8929)

**MNHP Program Secretary**  
Jan Zinkula (335-7016)
Introduction

This handbook has been developed to provide College of Nursing faculty and professional Masters in Nursing & Healthcare Practice students with information and answers to questions concerning the nursing major and the College of Nursing. Included in this reference guide is information about:

1. Earning your professional Masters in Nursing and Healthcare Practice
2. Registration
3. Grading and related matters
4. Clinical course and health science student requirements
5. Special opportunities for nursing students
6. Preparing for commencement
7. College of Nursing policies and competencies
8. University policies
9. College of Nursing student resources

We urge you to read through this material carefully, and refer to it throughout your time at the College of Nursing for answers to your program and academic questions. Feel free to contact the Office of Student Services, 37 Nursing Building, if you have questions about topics not covered in this handbook, or suggestions for additions.

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual preference, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) or (319) 335-0697 (text) 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

The University of Iowa requests personally identifiable information for the purpose of maintaining records. No persons outside the University are routinely provided this information, except for items of directory information, such as name and local address. If you fail to provide required information, the University may not be able to advise you appropriately.
THE UNIVERSITY OF IOWA

COLLEGE OF NURSING

PHILOSOPHY STATEMENT

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention, and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of the College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master’s level prepares graduates to function in multiple roles including advanced practice and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student’s educational goals. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the educational process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, College, and University resources to further their own learning.

We believe that learning is a continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.

In order to fulfill the scholarship mission of the College, we are committed to the development of nursing as an academic discipline through scholarly activities that advance the science of nursing. The dual aims of nursing research are to further the health of the public and improve the care of individuals across the life span. Nursing research focuses (1) on the role of nursing care in the promotion of health and well-being, (2) the prevention of disease, (3) the care of the sick at the level of the individual, family, and community, (4) the effectiveness of specific interventions targeted health outcomes, and (5) the organizational and setting factors that affect the effectiveness of health care delivery. In our commitment to the science of nursing, we acknowledge the reciprocal relationship between theory and research in knowledge development, value both naturalistic and controlled approaches to inquiry, support both basic and clinical research, encourage interdisciplinary and collaborative research efforts, and promote the translation and dissemination of research findings into practice.
SECTION I

Earning your professional Masters in Nursing & Healthcare Practice

A. Degree Requirements

A minimum of 61 semester hours must be satisfactorily completed for the awarding of the professional Masters in Nursing and Healthcare Practice degree. These courses include:

Prerequisite Requirements

A baccalaureate or higher degree from an accredited institution of higher education and the following courses (or equivalents):

1. Statistics (within five years)  22S:025  3 s.h.
2. Biology  002:002  3 s.h.
3. Chemistry  004:007  3 s.h.
2. Microbiology  061:164  4 s.h.
3. Anatomy  060:001  3 s.h.
4. Psychology  031:001  3 s.h.
5. Pathophysiology  096:114 and 096:115  6 s.h.

Nursing Major Requirements (71 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing &amp; Society</td>
<td>096:171</td>
</tr>
<tr>
<td>Pathophysiology I &amp; II</td>
<td>096:114 &amp; 115</td>
</tr>
<tr>
<td>Pharmacotherapeutics in Nursing</td>
<td>096:124</td>
</tr>
<tr>
<td>Clinical Inquiry</td>
<td>096:173</td>
</tr>
<tr>
<td>Clinical Reasoning</td>
<td>096:176</td>
</tr>
<tr>
<td>Therapeutic Nursing Interventions I</td>
<td>096:177</td>
</tr>
<tr>
<td>Therapeutic Nursing Interventions II</td>
<td>096:178</td>
</tr>
<tr>
<td>Intensive Practicum I</td>
<td>096:180</td>
</tr>
<tr>
<td>Clinical Leadership I</td>
<td>096:188</td>
</tr>
<tr>
<td>Parent-Child Nsg.</td>
<td>096:139</td>
</tr>
<tr>
<td>Psych-Mental Health Nsg.</td>
<td>096:155</td>
</tr>
<tr>
<td>Gerontological Nsg.</td>
<td>096:141</td>
</tr>
<tr>
<td>Public Health Nsg.</td>
<td>096:153</td>
</tr>
<tr>
<td>Intensive Practicum II</td>
<td>096:183</td>
</tr>
<tr>
<td>Clinical Leadership II</td>
<td>096:189</td>
</tr>
<tr>
<td>Internship in Care Management</td>
<td>096:185</td>
</tr>
</tbody>
</table>

B. Residency Requirements

Because of the uniqueness of this program; once admitted to the professional Masters in Nursing and Healthcare Practice all courses must be completed at The University of Iowa.

C. Scholarship Requirements

To remain in good scholastic standing in the College of Nursing, the student must maintain a grade-point average of 2.00 (on a 4-point scale) each semester in all Nursing courses.
D. **Curricular Plan of Study**

This is a sophisticated and fast moving plan of study for motivated learners, designed to build on the prior education of the applicant. It combines coursework with practical experience and is followed by a comprehensive internship in an arranged health care setting.

*Due to the lock step nature of this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses by dropping, withdrawing, unsuccessful completion of a course, etc.*

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Spring</th>
<th>2nd Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:171</td>
<td>Nursing &amp; Society (1 wk. course prior to start of semester)</td>
<td>1 s.h.</td>
<td>096:178</td>
</tr>
<tr>
<td>096:173</td>
<td>Clinical Inquiry</td>
<td>4 s.h.</td>
<td>096:180</td>
</tr>
<tr>
<td>096:176</td>
<td>Clinical Reasoning</td>
<td>4 s.h.</td>
<td>096:124</td>
</tr>
<tr>
<td>096:177</td>
<td>Therapeutic Nursing Interventions I</td>
<td>4 s.h.</td>
<td></td>
</tr>
<tr>
<td>096:114/115</td>
<td>Pathophysiology or equivalent*</td>
<td>3-4 s.h.</td>
<td>TOTAL</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16-17 s.h.</td>
<td>TOTAL</td>
<td>11 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Fall</th>
<th>4th Semester</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:139</td>
<td>Parent-Child Nursing</td>
<td>3 s.h.</td>
<td>096:185</td>
</tr>
<tr>
<td>096:141</td>
<td>Gerontological Nursing</td>
<td>3 s.h.</td>
<td>096:189</td>
</tr>
<tr>
<td>096:153</td>
<td>Public Health Nursing</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>096:155</td>
<td>Psych/Mental Health Nursing</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>096:188</td>
<td>Clinical Leadership I</td>
<td>2 s.h.</td>
<td></td>
</tr>
<tr>
<td>096:183</td>
<td>Intensive Practicum II</td>
<td>4 s.h.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>18 s.h.</td>
<td>TOTAL</td>
<td>16 s.h.</td>
</tr>
</tbody>
</table>

*What the individual student needs will be dependent upon evaluation of prior course work.*

++ There may be opportunities for students to receive a tuition loan from an agency for this internship by agreeing to work for a period of time for the agency upon graduation.

**Curricular Plan of Study is subject to change based upon available resources.**

E. **Computerized Testing Program**

The College of Nursing has contracted with Assessment Technologies Incorporated (ATI) to administer computerized testing throughout the curriculum to ascertain student knowledge and enhance preparation for the National Council Licensure Exam for Registered Nurses (NCLEX®). Computerized exams are directly associated with specific content areas in the curriculum. Course fees will be charged and directly appear on the student’s U-Bill to cover the cost of these exams. In addition to the computerized testing, students will receive review materials for each content area where computerized testing is administered.
SECTION II

Registration

A. Early Registration

Registration will take place through the web based ISIS program at The University of Iowa. This can be accessed from any computer which has internet access in any location. You may not register before the time designated. Early registration for takes place in April for the summer and fall sessions and in November for the spring session.

B. Changes in Registration

Due to the lock step nature of the this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses.

1. Procedures for Adding, Dropping and Withdrawing from Courses

A dean’s approval (College of Nursing) is needed for all courses added after the second week of the semester (first four days of summer session) and for all courses dropped after the tenth week (fifth week of the summer session). Students will be assigned a mark of W (Withdrawn) for any course in the college dropped after the second week. Students may not drop the same course with a mark of W more than twice. Special courses, which may be repeated are exempt from this rule.

2. Dropping of Courses for Nonattendance

Instructors are permitted to drop the names of any students from their classes who have not attended any class session during the first eight calendar days of the semester (four calendar days of the summer session) unless the student has offered acceptable reasons to the instructor prior to the eighth calendar day of the course. These drop actions will be made without the assignment of a W. Students whose names are not dropped automatically from course registrations and who do not attend class remain registered in the course and receive a grade of F unless the student initiates a drop. Note: Students who have not attended class during the first eight calendar days of the semester may have their names dropped, but should not assume that this has occurred.

3. Late Registration

Students are not permitted to register after the second week of classes during the regular semesters and after the first one and one-half weeks of the summer session.

4. Withdrawal of Registration

A student who withdraws registration will be unable to continue in the program due to the “lock-step” sequence of courses in the program. Should a student choose or have a need to withdraw, the student can choose to apply for re-entry as outlined in the Re-Entry Policy section. Withdrawal of Registration cards can be obtained from the Office of Student Services and all must have the Associate Dean’s signature. Students may withdraw their registrations at any time prior to the end of the twelfth week of the semester or the sixth week of the summer session. Withdrawal after the above deadline will result in the automatic assignment of an F in each course. Students who self-withdraw may not be reinstated after the deadline for withdrawal for the session in which they withdrew. A student in good academic standing who withdraws registration during the final four weeks of a regular semester, or during the final two weeks of an eight-week summer session, respectively, will only be permitted to re-enter the program as outlined in the Re-Entry Policy section. A student on scholastic probation who withdraws registration at any time without good cause will be considered as having been dismissed for poor scholarship. Students whose registrations have been voided by the Registrar’s Office for nonpayment of account may not register again without paying their debts in full and being reinstated for all classes.
SECTION III

Grading and Related Matters

A. **Grading System** - The following grading system is used at The University of Iowa (please note that the use of +/- grading is not required of instructors):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point for Each Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>4.33</td>
</tr>
<tr>
<td>A = Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>3.33</td>
</tr>
<tr>
<td>B = Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>2.33</td>
</tr>
<tr>
<td>C = Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C -</td>
<td>1.67</td>
</tr>
<tr>
<td>D +</td>
<td>1.33</td>
</tr>
<tr>
<td>D = Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>D -</td>
<td>0.67</td>
</tr>
<tr>
<td>F = Failing</td>
<td>0</td>
</tr>
<tr>
<td>I = Incomplete</td>
<td>___</td>
</tr>
<tr>
<td>O = No Grade Reported</td>
<td>___</td>
</tr>
<tr>
<td>R = Registered</td>
<td>___</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>___</td>
</tr>
<tr>
<td>W = Withdrawn</td>
<td>___</td>
</tr>
</tbody>
</table>

B. **Grade-Point Average (GPA)**

The cumulative GPA is computed by (a) multiplying the number of semester hours in each course by the appropriate grade point; (b) totaling the grade points earned to date; and (c) dividing the sum in (b) by the number of hours taken, excluding courses in which grades of I, O, R, S, or W have been given. Grades of F are included in hours attempted and are used in computing the GPA. Although grades of A + have a value of 4.33 in calculating a student's grade-point average, the cumulative GPAs displayed at the bottom of the permanent record are truncated so as not to exceed 4.00. Professional Masters in Nursing & Healthcare Practice students have a new cumulative GPA effective with the assignment of grades after completion of the first semester of the program. This GPA will be utilized for all College of Nursing awards.

C. **Withdraw (W)**

Students will receive the mark of W for any College of Nursing course dropped after the second week of the semester or first one and one-half weeks of the summer session. For further information, see 'Changes in Registration – Section II'.

D. **Incompletes (I)**

A grade of I may be reported only if (a) the unfinished part of the student's work (other than in research, thesis, or independent study) is small; (b) the work is unfinished for reasons acceptable to the instructor; and (c) the student's standing in the course is satisfactory. Courses may not be repeated to remove incompletes. Incomplete grades must be removed by completing the unfinished part of the work.
Failure to remove the incomplete during the next session for which the student is enrolled will result in an F being assigned to replace the I. All special reports to the registrar removing incompletes must reach the registrar on or before the deadline for removing incompletes for the semester in which the student is registered. No extensions to prevent the assigning of an F will be made. Instructors may allow students to make up incompletes at any time subsequent to the deadline, even if the incomplete has been changed to an F. In such cases, a special report to the registrar form must be sent for approval to the dean for the college since the instructor would be changing a recorded grade.

E. **Satisfactory/Fail (S / F)**

Only one course in the professional Masters in Nursing & Healthcare Practice program will be graded on a Satisfactory/Fail system. Nursing & Society, the one week course to start the program will be graded in this manner. All other courses will have the graded option in place.

F. **Audit ( R )**

Auditing a course is not an option in the professional Masters in Nursing & Healthcare Practice program.

G. **Second Grade Only Option ( # )**

Students may repeat courses taken at The University of Iowa, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as The University of Iowa cumulative and total cumulative grade-point averages. Under the provisions of this option, the Office of the Registrar marks the permanent record (with the symbol #) to show that a particular course has been repeated. Both grades remain on the permanent record, but only the second one is used in calculating the grade-point averages and hours earned.

A student who wishes to use this option registers in the usual manner for the course that is to be repeated or adds it during the regular period for adding courses (the first three weeks of the semester or the first one-and-one-half weeks of the summer session). The student also must file for the option in the Office of Student Services for Pre-Licensure Programs, 37 Nursing Building. Unless this is done, both grades continue to be counted in the grade-point averages.

*Due to the lock step nature of this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses by dropping, withdrawing, etc.*

Restrictions that apply to Second Grade Only Option are:

1. The second-grade-only option is available only to students who are in the program following the Re-Entry Policies and Procedures.
2. The second-grade-only option may be used only once per course.
3. The second-grade-only option may not be used if obvious regression has occurred.
4. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken S/F the first time, it must be taken S/F for a grade the second time.
5. The second-grade-only option may not be used if the first grade was assigned as a result of disciplinary action.

H. **Duplication**

Duplication occurs when a student (a) takes the same course more than once or (b) takes a course that duplicates the content of a satisfactorily completed course. Duplication is assessed by the Office of the Registrar at the time of graduation analysis and affects the total number of hours required for graduation. Hours earned by duplication do not count toward the total number of hours required for graduation. Grades for both courses, however, are used in computing the grade-point averages. **A student may repeat a nursing course one time only.**

I. **Regression**

Regression occurs when a student takes a lower-level or prerequisite course after having satisfactorily completed a more advanced course in the same or related subject. Hours earned by regression do not count toward the total number of hours required for graduation.
J.  **Transfer Credit from Other Institutions after Enrollment at The University of Iowa**

Due to the short duration of the program and the importance of meeting regulations of the Iowa Board of Nursing, no transfer credit is accepted for degree requirements for the professional Masters in Nursing and Healthcare Practice.

K.  **Mid Semester Reports**

Students enrolled in the professional Masters in Nursing and Healthcare practice program do not receive mid-semester reports. It is the responsibility of the student to communicate with each instructor regarding individual performance in a course. A professor may choose to notify the student of their grade at midterm; however, the professor is not required to do so.

L.  **Scholastic Requirements**

1. The student must achieve a grade point of 2.0 (C) or higher in each of the required courses in the nursing major noted below to remain in good scholastic standing. These courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:171</td>
<td>Nursing &amp; Society</td>
</tr>
<tr>
<td>096:114 &amp; 096:115</td>
<td>Pathophysiology I &amp; II</td>
</tr>
<tr>
<td>096:124</td>
<td>Pharmacotherapeutics in Nursing</td>
</tr>
<tr>
<td>096:173</td>
<td>Clinical Inquiry</td>
</tr>
<tr>
<td>096:176</td>
<td>Clinical Reasoning</td>
</tr>
<tr>
<td>096:177</td>
<td>Therapeutic Nursing Interventions I</td>
</tr>
<tr>
<td>096:178</td>
<td>Therapeutic Nursing Interventions II</td>
</tr>
<tr>
<td>096:180</td>
<td>Intensive Practicum I</td>
</tr>
<tr>
<td>096:188</td>
<td>Clinical Leadership I</td>
</tr>
<tr>
<td>096:139</td>
<td>Parent-Child Nsg.</td>
</tr>
<tr>
<td>096:155</td>
<td>Psych-Mental Health Nsg.</td>
</tr>
<tr>
<td>096:141</td>
<td>Gerontological Nsg.</td>
</tr>
<tr>
<td>096:183</td>
<td>Intensive Practicum II</td>
</tr>
<tr>
<td>096:189</td>
<td>Clinical Leadership II</td>
</tr>
<tr>
<td>096:185</td>
<td>Internship in Care Management</td>
</tr>
</tbody>
</table>

2. A student may repeat Non-Clinical Nursing Courses one time only. The following courses are considered Non-Clinical Nursing Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:171</td>
<td>Nursing &amp; Society</td>
</tr>
<tr>
<td>096:114 &amp; 096:115</td>
<td>Pathophysiology I &amp; II</td>
</tr>
<tr>
<td>096:124</td>
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<td>096:173</td>
<td>Clinical Inquiry</td>
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<tr>
<td>096:176</td>
<td>Clinical Reasoning</td>
</tr>
<tr>
<td>096:177</td>
<td>Therapeutic Nursing Interventions I</td>
</tr>
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<td>Therapeutic Nursing Interventions II</td>
</tr>
<tr>
<td>096:188</td>
<td>Clinical Leadership I</td>
</tr>
<tr>
<td>096:139</td>
<td>Parent-Child Nsg.</td>
</tr>
<tr>
<td>096:155</td>
<td>Psych-Mental Health Nsg.</td>
</tr>
<tr>
<td>096:141</td>
<td>Gerontological Nsg.</td>
</tr>
<tr>
<td>096:189</td>
<td>Clinical Leadership II</td>
</tr>
</tbody>
</table>
3. One clinical nursing course may be repeated. **If a student receives lower than a 2.0 (C) in a second clinical course, he/she will be dismissed from the college.** The following courses are considered Clinical Nursing Courses:

- 096:180 Intensive Practicum I
- 096:183 Intensive Practicum II
- 096:185 Internship in Care Management

4. The student must maintain a 2.0 or higher cumulative gpa each semester to remain in good academic standing in the College of Nursing.

**M. Probation**

1. A student who fails to meet any of the previously stated requirements will be placed on probation.

2. A student placed on probation will be notified of his/her probationary status prior to the first day of classes for the session immediately following the semester in which the deficit in scholastic requirement occurred. The student may choose to use his/her academic advisor or other teaching faculty to assist him/her in exploring concerns, identifying problems and planning actions to meet his/her goals. A formal recommendation delineating appropriate activities may be specified for the student. The student will be informed in writing of the action which must be successfully completed to be returned to good scholastic standing.

3. The student shall be returned to good academic standing and will be so notified in writing when he/she has:
   a. achieved a cumulative GPA of 2.0, or
   b. achieved a 2.0 or higher in the specified required nursing course as designated.

4. The maximum probationary period is one calendar year with the following exceptions:
   a. Should the student need and not be able to re-enroll in a required nursing course within the calendar year, the earliest semester the student is allowed to re-enroll in the course will be considered the probationary period.
   b. Determination of when or whether a student is allowed to re-enroll in a required course sequence of the program is dependent upon the course faculty recommendation, projected course enrollment and approval of the Associate Dean.
   c. In the MNHP Program, if a student is placed on probation, the student must successfully complete the course work that resulted in probationary status before progressing to the next semester course work in this lock step program. This means that with the current MNHP Program structure, the student’s plan of study is interrupted for a maximum probationary period of one year. The student is required to meet with MNHP Program Advisor(s) to discuss potential available options.

For further information, refer to Dismissal for Poor Scholarship, Section N in MNHP Program Student Handbook.
N. **Dismissal for Poor Scholarship**

1. **Student on probation:**

   The student who does not achieve a 2.0 cumulative GPA in the area upon which probation was based within the probation period and within the second grade option policy will be dismissed from the College. In addition, failure to follow formal recommendations regarding scholastic achievement may result in a noncontinuation of probation. After the period of probation, however, the student may petition for an additional year on probation. The petition should be submitted in writing to the chairperson of the Academic Council. When acting on the petition, recommendations concerning extension of probation will be sought whenever possible from appropriate faculty in the area of probation and the Scholastic and Scholarship Committee. The student will be notified in writing of the decision made concerning the request for an extension of probation.

2. **Student on probation - specific required nursing course:**

   The student who does not receive a minimum of a 2.0 in the designated required course will be dismissed from the College after the period of probation.

3. **A student on scholastic probation who cancels registration at any time without good cause will be considered as having been dismissed for poor scholarship.**

O. **Re-Admission Policies**

   The student dismissed from the College due to poor scholarship may petition the Academic Council in writing for permission to be re-admitted to the College of Nursing. The request must be submitted prior to May 1 of the year the student desires to be readmitted to the program. The petition must present evidence that changes have occurred which indicate that the student has improved his/her chances for scholastic success in the College of Nursing. A student granted re-admission will be re-admitted on probation for one semester.

P. **Re-Entry Policies**

   For the student who drops, fails, or interrupts the sequence of courses in the program:

   1. **At the time of withdrawal from the sequence of courses in the program, faculty must provide specific information regarding evaluation of the student's potential to succeed and recommendations concerning re-entry into the appropriate clinical nursing course. Clinical course status forms must be filed by course faculty on all students whether they leave for academic or other reasons.**

      The clinical course status form with the course faculty recommendation regarding re-entry must be filed in the Office of Student Services. This form must also be signed by the Associate Dean.

   2. **If faculty recommendations are favorable and space is available in the appropriate course(s), the student would re-enter the appropriate nursing course sequence beginning in the session one year from the interruption.** Four months prior to the anticipated re-entry the student must confirm in writing to the Office of Student Services an intent to enroll. At the same time, the student must provide written documentation that actions have been taken to comply with any recommendations made at the time the student dropped, failed, or interrupted the sequence of courses in the program. Failure to provide documentation or comply with the recommendations may delay or cancel re-entry. Students must be informed of the course faculty recommendation(s) in an exit interview. If course faculty recommendation is favorable, the student must indicate at the time of the exit interview a desire to return.

      The student who wishes to re-enter the sequence of courses in the program after more than one calendar year has elapsed, must petition the designated faculty committee in writing for permission to re-enter the program. This petition must be submitted no later than May 1. If more than one calendar year has elapsed, the student must re-apply for admission to the College of Nursing through the Admissions Office in Calvin Hall.
3. In the event that space is not available to accommodate all students recommended for re-entry into a particular nursing course sequence of the program or in unusual circumstances, priority for re-entry will be based upon recommendations of a faculty committee designated by Academic Council.

Q. **Classroom Misconduct**

In accordance with the The University of Iowa “Code of Student Life”, (http://www.uiowa.edu/~vpss/policies/policies.html) the following applies to dismissal from the classroom.

Misconduct in a classroom or other instructional setting, is willful failure to comply with a reasonable directive of the classroom instructor or other intentional conduct that has the effect of disrupting University classroom instruction or interfering with the instructor’s ability to manage the classroom. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. Instructors who impose a one-day suspension are asked to report the incident to appropriate departmental, collegiate, and Student Services personnel.
R. **Professional Misconduct:**

All students in the College of Nursing are expected to comply with professional and ethical standards in all aspects of student life – in classes, clinical experiences, as advisees, toward their peers, and toward faculty and administration. As such they will honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid academic misconduct, and be honest in interactions with faculty, students, and co-workers. Professional conduct thus includes demonstration of the following:

1. Appropriate interpersonal skills
2. Adherence to confidentiality
3. Appropriate behavior in clinical agencies and the College of Nursing
4. Respect for differences among patients and colleagues
5. Competent, compassionate and respectful patient care

Failure to demonstrate these attributes on one or more occasions can constitute grounds for potential suspension or dismissal from the College of Nursing.

S. **Recognizing and Avoiding Plagiarism in The University of Iowa College of Nursing**

1. **What is Plagiarism?**

Plagiarism involves the use of other people's intellectual material and/or efforts in place of your own work, and representing these materials/efforts as being your own work. In other words, “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging the source” (From “Defining and Avoiding Plagiarism”, by the Council of Writing Program Administrators, obtainable at the Internet from http://www.wpacouncil.org)

2. **Examples of plagiarism**

   a. Presenting part or all of another student's lab report or other written assignment as your own.
   b. Use of an essay, review, report, or other material purchased or obtained free from any kind of 'writing service' or database (such as are found on the Web) to complete a class assignment.
   c. Copying from an unpublished or published source, including your textbook, lab manual, or other class material.
   d. Comments:

      1. A source does not have to be copied verbatim (word for word) to be plagiarized. The use of small sections of a source, stitched together with bits of your own prose without scholarly or peer attribution, is plagiarism. Likewise, using material that has been modified by substituting synonyms, altering punctuation, or changing rhetoric in ways that do not alter the original passage in any substantial way, particularly paraphrasing, without attribution to the source, is also plagiarism.
      2. The basis of, and evidence for, plagiarism is the illegal use of material, not your intent. A charge of plagiarism is not automatically nullified by claims such as "I didn't know I was copying", or "I didn't know I couldn't copy that material." or "I didn't intend to plagiarize."
      3. Increasingly, our information comes from the Internet. It is important to realize that the concept of plagiarism is exactly the same when applied to material from the Internet as it is for printed material. “I got it from the Web” is never a valid excuse for failing to appropriately cite material and attribute the original thinking of another as such.
      4. A person who supplies an exercise that is illegally copied is as guilty as the copier. The argument "I just let so-and-so look at my paper as an example of how they are written" is not accepted as a defense in a case in which two papers are so similar that they are judged to share a common source, unless it can be clearly demonstrated that a fellow student has purloined another student’s original work by copying, downloading, or pilfering materials without the student’s knowledge.
3. Why is plagiarism bad?

Plagiarism is bad for two reasons. Firstly, plagiarism is cheating. You are here to learn a particular body of skills and materials, and to be assessed on how well you have learned. Any form of cheating impedes your learning and misrepresents your capacity to perform. There may be a short-term gain from cheating (better grades) but in the long term it benefits no one. Cheating—including plagiarism—cannot be tolerated if the University is to fulfill its educational mission. The second reason is that the products of intellectual work are property, just as other products of work are property. To use another person's work without crediting that person is intellectual theft. This is a major issue in the academic and commercial worlds, where ideas and the presentation of ideas are used for professional credit and/or material benefit.

4. What are the penalties for plagiarism?

Penalties for first offenses of plagiarism, or any other form of cheating, can include reduction in grade (up to an F in the course) at the instructor's discretion, and disciplinary probation. A second offense can result in suspension from the College, the third in expulsion from the University (see Chapter IX of the CLAS Student Academic Handbook, available at http://www.clas.uiowa.edu/students/academic_handbook/)

5. Is any use of other people's language or work plagiarism?

No. Here are some major exceptions.

a. Technical terms and language: No matter how specialized a term is, once it has been coined to describe a particular situation, it becomes common property.

b. “Common knowledge”: repeating “boilerplate” phrases such as “The purpose of this report is to analyze heredity in Drosophila” would not ordinarily be counted as plagiarism, since such sentences may turn up repeatedly in reports written independently. However, statements expressing scientific ideas, data, or conclusions do not fall under this exception.

c. Quotations: It is legitimate to cite another person's work verbatim if it is presented as a direct quotation. To do so, you must—
   1. —enclose the material in quotation marks;
   2. —cite the author and source.

For example, here is a correctly presented quotation from your text:
“.... the biological species concept hinges on reproductive isolation, with each species isolated by factors (barriers) that prevent interbreeding, thereby blocking genetic mixing with other species.”

Realize that we use quotations only occasionally, to 'dress up' a report, not to form the main body of a report. A report, essay, or other assignment that consists largely of quotations shows a capacity to read, but it does not necessarily show a good understanding of the material at hand.

6. If I use a lot of notes from source material when I prepare an assignment, how can I make sure I don't plagiarize?

Many people inadvertently (but still illegally!) plagiarize by the following poor work habits. They copy notes verbatim from a source as they read, put the notes aside, and later compile the assignment by reading and typing directly off those notes.
Avoid this error by studying material to understand it. Follow these steps:

a. As you read your source material, *condense it in your own words* and write those as notes. Do this paragraph by paragraph if the material is difficult. Acknowledge the influences of secondary sources in shaping your own original thinking (analysis).

b. Write commentaries on the material as you read it. Does it make sense? Do other sources agree or disagree with it? Can you think of better ideas or interpretations? And so on. Use it as you go. Review notes frequently to determine why you agree or disagree with the sources and where your original conclusions depart from the analyses of others.

c. Make an outline of your assignment, then write a rough draft *without* consulting your sources.

d. Go back to the source material to check facts and to make sure that you've expressed major ideas correctly.

e. This procedure is a guarantee against plagiarism. Even more important, you will know your subject material when you are done, you will have had practice in writing, and your assignment will be easier for your audience to follow.

Finally, when in doubt, check with your instructor. You can never go wrong by taking this simple step.

7. Is recycling of my own earlier writing a form of plagiarism?

Technically, it is not. However, if you quote your own earlier writing it is considered proper to place it in quotation marks and cite its source. Furthermore, “Submitting the same paper in more than one course without the knowledge and approval of the instructors involved” is considered a form of cheating (see Chapter IX of the CLAS Student Academic Handbook, cited above). If you are taking this course a second time and are assigned to do a report on the same lab exercise that you had written on before and wish to incorporate material from your own earlier report, consult your lab instructor before you prepare the report.

8. Is mis-citing material a form of plagiarism?

An incomplete reference or one with a typo (e.g. in page numbers) is not an offense. However, deliberately citing the wrong sources is a serious offense, because it makes it harder for the reader to check up on the accuracy of the information that you present. Thus you may lose points on a paper for careless attribution of sources. If (as once happened) the sources cited bear no relation to the material quoted in the text, the paper will get a zero.
T. Misconduct

Guidelines for Managing Academic and Professional Misconduct, Student Performance Deficiency,
And Possession or Use of Drugs and Alcohol

PD = Program Director
AD = Associate Dean

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FACULTY ACTIONS TO BE TAKEN</th>
<th>STUDENT ACTIONS TO BE TAKEN</th>
<th>END RESULT</th>
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</thead>
<tbody>
<tr>
<td>1. Academic Misconduct</td>
<td>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</td>
<td>1. Meet with faculty member for response to allegation.</td>
<td>1. Warning</td>
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<tr>
<td>- Cheating</td>
<td>2. Inform Program Director (PD) who will assist faculty to complete Academic Misconduct Report (AMR) form (available from secretary or 101 NB).</td>
<td>2. Meet with PD to respond to Academic Misconduct Report.</td>
<td>2. Potential suspension from the College of Nursing.</td>
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<td>- Plagiarism*</td>
<td>3. PD notifies Associate Dean (AD).</td>
<td>3. Meet with AD regarding action and rights/responses .</td>
<td>3. Potential dismissal from College of Nursing.</td>
</tr>
<tr>
<td>2. Classroom Misconduct</td>
<td>4. PD meets with student as designated in informal complaint process.</td>
<td>4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.</td>
<td>4. Potential dismissal from University (See Operations Manual, IV-1: General Regulations Applying to Students.)</td>
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<td></td>
<td>5. AMR form is completed by faculty (typed) and forwarded to AD.</td>
<td>5. The student may contact and/or meet with the University Ombudsperson at any time in the process.</td>
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<td></td>
<td>6. Student is requested to meet with AD.</td>
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<td></td>
<td>7. AD shares outcome of meeting with student with PD.</td>
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<td></td>
<td>8. PD informs faculty of outcome of meeting with student and AD.</td>
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<td></td>
<td>9. When satisfactory outcomes have not been obtained, the AD notifies the PD.</td>
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<td></td>
<td>10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals</td>
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</table>
| 1. Professional Misconduct       | 1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.  
2. Inform Program Director (PD) who will assist faculty to complete Professional Misconduct Report (PMR) form (available from secretary or 101 NB).  
3. PD notifies Associate Dean (AD).  
4. PD meets with student as designated in informal complaint process.  
5. AMR form is completed by faculty (typed) and forwarded to AD.  
6. Student is requested to meet with AD.  
7. AD shares outcome of meeting with student with PD.  
8. PD informs faculty of outcome of meeting with student and AD.  
9. When satisfactory outcomes have not been obtained, the AD notifies the PD.  
10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals | 1. Meet with faculty member for response to allegation.  
2. Meet with PD to respond to Professional Misconduct Report.  
3. Meet with AD regarding action and rights/responses.  
4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. Warning  
2. Potential suspension from the College of Nursing.  
3. Potential dismissal from College of Nursing.  
4. Potential dismissal from University (See Operations Manual, IV-1: General Regulations Applying to Students.) |
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<td>4. Student Performance Deficiency - Course objectives not met - Course expectations not met</td>
<td>1. Inform student of deficiencies. 2. Provide information regarding necessary steps to be taken by student to correct deficiencies. 3. Warn student of consequences of deficiencies. 4. Dismiss student from clinical practice setting (as appropriate). 5. Provide student an opportunity to respond orally or in writing. 6. Inform PD who may assist faculty in completing written documentation of student encounters demonstrating deficiencies. Copies of this document should be forwarded to AD. 7. PD notifies AD as appropriate. 8. PD meets with student as appropriate. 9. Supporting documentation is forwarded to AD. 10. Student is requested to meet with AD as appropriate. 11. AD shares outcome of meeting with student with PD. AD places completed AMR form in student file. 12. PD informs faculty of outcome to meeting with student and AD. 13. Faculty completes “Re-entry Recommendation Form: and forwards for student file, as appropriate. 14. When satisfactory outcomes have not been obtained the AD notifies the PD. 15. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved.</td>
<td>1. Meet with faculty member regarding deficiencies and steps to be taken to correct deficiencies. 2. Meet with PD regarding written documentation of performance deficiencies and recommendation. 3. Meet with AD regarding recommendation of the College and student rights/responses. 4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing. 5. The student may contact and/or meet with the University Ombudsperson at any time in the process.</td>
<td>1. Performance deficiencies are reflected in course grade a. Reduction in course grade, or b. Failure in course 1) Decision for Repeating course 2) Probationary status (see Scholastic Performance Policies) 2. Formal notification of student’s status sent from AD</td>
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| 5. Possession or use of drugs and alcohol, which may involve physiological or psychological hazards. | 1. Inform student of allegation (possessing or using alcohol/drugs). Provide student an opportunity to respond orally or in writing.  
2. Refer student to Code of Student Life, (See *Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14*).  
3. Inform PD who will assist faculty to complete AMR form (available from secretary or 101 NB).  
4. PD notifies AD.  
5. PD meets with student as designated in informal complaint process.  
6. AMR form is completed by faculty (typed) and forwarded to AD.  
7. Student is requested to meet with AD.  
8. AD shares outcome of meeting with student to PD. The AD places completed AMR form in student file (to be removed upon graduation).  
9. The PD informs faculty of outcome of meeting with student and AD.  
10. When satisfactory outcomes have not been obtained, the AD notifies the PD.  
11. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. | 1. Meet with faculty member to respond to allegation.  
2. Meet with PD to respond to allegation.  
3. Meet with AD regarding complaint procedures within the college and options available to student.  
4. When satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. See *Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14*. See also Student Services Website: [www.uiowa.edu-vpss/policies](http://www.uiowa.edu-vpss/policies) go to: II. B.-D.  
Any student found to have violated this policy will be irrevocably dismissed from the College of Nursing and any professionally licensed student who violates this policy will be reported to the Iowa Board of Nursing, as indicated by Board protocol. |

Channels of Communication are Program Director/Associate Dean/Dean
U. Grievance Procedure

Student complaints concerning actions of faculty members are pursued first through the communication channels as outlined or the assistance of the University ombudsperson(s).

1. Informal Complaint Mechanism
   The student should first attempt to resolve the issue with the faculty member involved.
   a. If a satisfactory outcome is not obtained, the student may take the matter to the director of the undergraduate program.
   b. If a satisfactory outcome still is not obtained, the student may take the matter directly to the Associate Dean for Academic Affairs.
   c. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.

2. Formal Complaint Mechanism

   If a student complaint concerning faculty actions cannot be resolved through the informal mechanisms available, the student may file a formal complaint, which will be handled under the procedures established for dealing with alleged violations described in the statement on Ethics and Academic Responsibilities as specified in section III-15 of the University Operations Manual. A copy of these formal procedures can be obtained from the Office of Student Services (37 NB), or it can be found on the web: http://www.uiowa.edu/~our/opmanual/iii/15.htm.

   If your complaint involves sexual harassment, you need not follow these procedures. The University policy on sexual harassment and consensual relationships in the instructional context can be found in “Policies and Regulations Affecting Students” (available at the Campus Information Center, Iowa Memorial Union, in the Office of Affirmative Action, 202 Jessup Hall [telephone 335-0705] and in September as a supplement to The Daily Iowan).

   The Office of the University Ombudsperson (C108 Seashore Hall, telephone 335-3608) responds to problems and disputes brought forward by all members of the University community--students, staff, and faculty--that appear irresolvable through existing channels. Before consulting the ombudsperson, ordinarily an attempt should be made to resolve problems by following the procedures described above.
SECTION IV

Clinical Course and Health Science Student Requirements

A. Core Performance Standards

Applicants to the College of Nursing are expected to have the capability to complete the entire nursing curriculum and achieve the degree professional Masters in Nursing & Healthcare Practice. The nursing curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. Therefore, College of Nursing students must meet the following performance standards:

- Possess and use critical thinking skills sufficient for clinical judgment. Example*: identify cause-effect relationships in clinical situations, develop nursing care plans.

- Demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Example: establish rapport with patients/clients and colleagues.

- Communicate sufficiently for interaction with others. Example: explain treatment procedures; initiate health teaching; observe patient/client responses; document and interpret nursing actions and patient/client responses.

- Administer cardiopulmonary procedures and other clinical procedures necessary for nursing care; calibrate and use equipment, position patients/clients.

- Possess** tactile abilities sufficient for performing physical assessment. Example: perform palpation functions of physical examination and those related to nursing interventions.

Applicants who may not meet these standards are encouraged to contact the Associate Dean for Academic Affairs. Personal interviews may be requested.

*Examples not all-inclusive.
**Possess is defined as having the ability with or without an assistive device.
B. **Health Screening Requirements for All Health Science Students**

The following requirements must be completed prior to enrollment in the first clinical nursing course:

1. **Health Screening Requirements:**

   Reports of the following must be on file at Student Health Service (Westlawn) 10 days prior to opening of classes:
   a. the results of a physical examination
   b. urine analysis
   c. immunizations for tetanus, diphtheria, and poliomyelitis
   d. tuberculin skin tests
   e. hepatitis B vaccine series and titre

   **NOTE:** The physical examination and immunizations must have been completed or brought up to date within six months prior to enrollment in the first semester of the program.

   In addition to the above, Student Health Service and The University of Iowa Hospitals and Clinics require that students in the health science programs must have reports of the results of the following on file at Student Health prior to clinical experience at The University of Iowa Hospitals and Clinics:
   a. rubella testing for males and females (Those individuals not immune will be required to accept immunization or have no contact with patients)
   b. chest x-ray if previously positive tuberculin test or a new reactor
   c. annual tuberculin screening

2. **CPR Certification:** May be obtained from a number of local or home community agencies.

   All students are required to be certified in CPR before they begin the program. This certification must be for the professional rescuer, and must include all of the following: one person and two person CPR for adult and infant/child.

   Students can use the American Red Cross or the American Heart Association classes to fulfill the CPR requirement. These two associations have different offerings. If you take a class from the American Red Cross, you must complete CPR for the Professional Rescuer to receive your certification. The Johnson County American Red Cross is located at 120 N. Dubuque St., Iowa City, Iowa. Phone: (319) 337-2119

   To be certified through the American Heart Association, students must take either Module C, which is one person and two person CPR for adults and child/infant or they must take a combination of Modules that equal this.

   **CPR certification requires annual renewal.** Students may take CPR courses in their home communities through a local chapter of the American Red Cross or the American Heart Association as long as the courses meet the content and certification requirements identified above. Annual renewal is required by the College of Nursing and many hospital/agencies that provide clinical experiences for nursing students. Although your card may reflect a two-year valid period, the College of Nursing and our associated agencies require yearly renewal.

   Students without current CPR certification will have blocks placed on registration until proof of certification is submitted to the Office of Student Services.
3. **First Aid Certification**: All students are required to be certified in First Aid, within 6 months prior to beginning the program. Please note, that although the Red Cross Standard First Aid course includes CPR, it is one-person rescue only. It does not include infant/child or two person CPR and is therefore insufficient for the CPR requirement.

To obtain First Aid Certification contact:

Your local chapter or the Johnson County American Red Cross at:

120 N. Dubuque St.
Iowa City IA  52240
(319) 337-2119

OR

The University of Iowa, Department of Exercise Science offers a 2 semester hour course (027:056 First Aid and CPR).

Failure to meet this qualification will result in cancellation of registration of clinical courses in the College of Nursing.

4. **Professional Liability Insurance**: All students in the College of Nursing must have coverage for professional liability insurance with coverage of at least $1,000,000 single occurrence limit. This requirement serves as an act of professionalism and to protect students’ personal assets. Professional liability insurance covers error, negligence, or omission that may occur during the practice of nursing. It pays for court costs and legal fees whether or not individuals are liable for the charges made against them.

The College of Nursing student body voted and approved for a fee based structure for professional liability insurance effective with the start of the Fall 2006 semester. The College of Nursing will purchase a group policy and cost for the insurance will be charged each spring to the student U-Bill.

5. **Hepatitis B Vaccine**: The following are ways that students may obtain the vaccine:

   The series consists of 3 injections and a titer and may be obtained at cost, at Student Health Service. This applies to all University of Iowa health science students. It is recommended that immunity status be determined after the third dose. A fourth dose may be necessary.

   Students who are employed at UIHC in a patient contact area are eligible to receive the vaccine at no charge through Staff Health Screening Service in Boyd Tower Clinic D (phone 356-3631). Students who are employed by a research project at The University of Iowa that involves contact with human blood and tissue may be able to receive the vaccine at no charge through University Employee Health Clinic, Clinic A, 1st Floor Boyd Tower (356-3631).

   Note: Arrangements to receive the vaccine must be made in advance. Currently the wait for a new appointment is several months, but all attempts will be made to provide initial Recombivax on as timely a basis as possible by working people in for short appointments.

   The vaccine is not covered under the student insurance plan.

6. **Mandatory Health Insurance**: All students in the College of Nursing must show annual verification that they have obtained and currently hold health insurance for health professions students, underwritten by Blue Cross and Blue Shield of Iowa, or equivalent to it, providing $250,000 lifetime benefit covering required immunizations, hospitalization, surgery, maternity, emergency illness or injury, and well-baby care (to age 7). Entering students in the College of Nursing are provided information about this requirement.

7. **Influenza Vaccine**: As you know, health care workers are considered to be a group that can transmit influenza to high-risk persons. Because of this, the Student Health Service and the University of Iowa Hospitals and Clinics strongly now require health science students who have patient contact to receive the influenza vaccine. The vaccine is available at Student Health Service. Cost for the vaccine is the student’s responsibility.
8. Joint Commission of Accreditation of Healthcare Organizations (JCAHO) Requirements: JCAHO is the regulatory body which governs requirements for some of the health care organizations where our students participate in their clinical experiences. Effective Summer of 2004, JCAHO established requirements that all students who have/will have patient contact are required to have a criminal background check as well as other documentation of orientations and training relative to patient safety. Cost of the background check will be assumed by the student and completed upon enrollment in the College of Nursing.

C. Mandatory Reporter Training in Recognition and Reporting of Abuse

The issue of family violence became increasingly visible as a social and family issue in the decade of the seventies. The general topic of violence in the family actually subsumes five specific types of abuse/neglect: child physical abuse, child neglect, child sexual abuse, spouse abuse, and dependent adult abuse/neglect. A general definition of violence is an act carried out with the intention, or perceived intention of physically hurting another person. Although each of the different forms of violence had a distinct definition they are all based on this concept.

Nurses are identified as mandatory reporters of child and dependent adult abuse/neglect in the Iowa Code. Nurses are required to obtain two hours of training in the recognition and reporting of child and dependent adult abuse within the first six months of employment and every five years thereafter. Both nursing students and nursing faculty at The University of Iowa need to have basic information about child, spouse, and dependent adult abuse/neglect in a systematic manner on a regular basis. This content is provided through a module in the Compliance Training Course via ICON.

Other students and faculty who need to meet this requirement may attend training at The University of Iowa Hospitals and Clinics. The University Hospital Advisory Committee’s Protection of Persons Subcommittee in conjunction with the Department of Social Services conducts training sessions the second and fourth Wednesday of every month from 1:00 to 3:00 p.m. in the Peterson Conference Room, UIHC.

Upon completion of the mandatory reporter training, participants should be able to:
1. discuss information regarding reporting criteria utilized within the health care delivery setting;
2. detect and report child and dependent adult abuse;
3. satisfy the Iowa Code related to mandatory reporter training.
D. **Past Felony Conviction**

ANY INDIVIDUAL WHO HAS EVER BEEN CONVICTED OF A FELONY SHOULD NOTIFY THE IOWA BOARD OF NURSING IMMEDIATELY.

Chapter 147.3 of the Iowa Code provides for a licensing board to consider past felony convictions of applicants. Previous conviction does not automatically bar an individual from eligibility for licensure. However, the board must determine if the felony relates directly to the practice of the profession before a license is issued.

Individuals considering enrollment or currently enrolled in nursing education programs preparing registered nurses or licensed practical nurses should contact the Iowa Board of Nursing if they have had a prior felony conviction or are unsure of their status. Early action on the part of the individual allows the board to determine eligibility for licensure in a timely manner.

Questions pertaining to felony convictions may be directed to the Iowa Board of Nursing Enforcement Unit at 515-281-6472.

E. **Professional Conduct - College of Nursing Professional Conduct Policy (Effective 5/03)**

Increased education, participation in professional activities, research, and professional demeanor in practice and in public all help contribute to the image of nurses as professionals. The University of Iowa College of Nursing prepares nurses for professional nursing practice and as leaders. Thus professional conduct is an essential component of nursing education at the University of Iowa.

**Rationale**

Professional conduct includes behavior, attire, and grooming. Although personal taste and the cultural milieu in which individuals live and work influence all three attributes, a professional nurse “professes” special knowledge that only the nurse can provide for clients/patients (hereafter client). Personal taste and conduct of a professional reflect concern and respect for the client and inspire confidence in the professional’s special knowledge and skills. Unkemptness, eccentric personal appearances, conduct, or dress that is too casual may provoke unease, lack of confidence, or even a negative image of nurses as workers who have nothing special or important to contribute to the client’s health care.

Nurses are intimately involved with clients during the healthcare process, providing a very personal physical and emotional service as well as interacting collegially with other members of the health care team. Everything possible must be done to gain the confidence of clients, their families, and colleagues. While this is true for the profession in general, it is the expectation at the College of Nursing that a student must assure clients and colleagues they have the necessary skills to provide care and input. It is, therefore vital for members of the College of Nursing to maintain appropriate conduct and a professional appearance.

**Policy Dissemination and Expectations**

1. The faculty, students, and staff alike are responsible for maintaining a professional climate consistent within the College of Nursing and in all practice and laboratory environments.
2. The faculty will assume primary responsibility for the dissemination and oversight of the policy and serve as role models for all students.
3. All students will receive the Professional Conduct Policy at orientation and are expected to comply with its principles.

**Policy Principles and Rationale: Dress and Decorum**

1. There is no requirement that students at The University of Iowa College of Nursing adhere to a uniform dress code (except for the Uniform Policy for undergraduate students). Students, however, are to dress appropriately, be well groomed, and behave in a manner that is consistent with expectations of students and members of a professional discipline. Appropriate dress and behavior are expected to vary with the location and nature of the student’s educational activities.
2. Students should be recognized as students of nursing in all settings and consider their adjustments in dress, grooming and behavior thoughtfully in each setting. In every setting (patient care area or associated area), students represent themselves as students of the College of Nursing and of a professional discipline that is one member of the interdisciplinary healthcare team.

3. When students are assigned to clinical activities in the community, outside of UIHC or the VAMC, they are representatives of The University of Iowa College of Nursing. Hence, attire and behavior should promote a positive impression for the individual student, the specific course, and the institution. Specific dress requirements may be set by community-based clinical activities. These requirements typically will be included in written course materials, but if any doubt exists, it is the responsibility of the student to inquire.

4. When students interact with clients/patients, families, and health care professionals, “traditional” attire and identifying clothing, such as a white coat with a name badge, are appropriate. Uniforms will be worn in accordance with the uniform policy. Students are expected to identify/introduce themselves as nursing students at all times and must assume responsibility for clarifying their role to clients. Name badges that identify the individual as a nursing student facilitate appropriate recognition and must be worn in clinical settings.

5. The Nursing Clinical Education Center (NCEC) is located within The University of Iowa Hospitals and Clinics (UIHC) complex. Because of this location, specific standards of dress/appearance are required as follows:
   a. When attending class in the NCEC classroom and conference rooms (outside the simulation and laboratory rooms), students are to wear clothing that is clean, neat, and not suggestive or disrespectful of others (no shorts, nor shirts with inappropriate logos or messages). Tops should cover the midriff and should not reveal cleavage, sweat pants are not acceptable nor are flip flops. Students should have their College of Nursing ID Badge on and visible.
   b. When attending and participating in classes in the simulation rooms or laboratory rooms in the NCEC, no jeans or open toed shoes are permitted in addition to the above standards.

6. Clients should be addressed with the appropriate title (Mr., Mrs., Ms., Miss, etc.) and surname unless they request to be addressed by a first name.

7. It is expected that students in clinical areas will address faculty members by their surname by the appropriate abbreviation of marital status or credential (Professor, Mr., Ms., Dr.); however when in non-clinical areas, students may address faculty members in accordance with preferences of individual faculty members.

8. Students should also be aware that faculty judgments about the appropriateness of attire will prevail.

F. Uniform Policy

1. Personal Appearance

   All professional contacts regardless of setting require attire and conduct that enhances the nursing students’ ability to carry out specific functions, and gain the trust and confidence of the patient/client. Students should recognize that eccentric attire may interfere with their ability to establish proper working relationships with patients/clients. The personal taste of professionals must reflect concern for their clients. Several surveys indicate that patients/clients react negatively to things such as, but not limited to, jeans and untrimmed hairstyles. When employed, The University of Iowa College of Nursing student shall not wear the student uniform nor any symbols which identify the wearer as a student of the University, sign his/her name as a student, or hold himself/herself out to be practicing as a nursing student.

   b. Long hair must be pulled back for hygienic purposes.
   c. Hair must be neat, clean, and groomed.
   d. Facial hair must be neatly trimmed or shaven.
   e. Jewelry
      1. Students may wear only one single set, small, plain, post earrings in the ear lobes.
      2. Only one band type finger ring without gemstones may be worn.
      3. No other visible body piercing jewelry is acceptable. No visible tattoos.
   f. Nails
      1. Nails should be manicured, clean and short.
      2. No nail polish shall be worn.
   g. The fragrance of cologne, perfume, aftershave lotions, hair spray, or other scented cosmetics should be unnoticeable by patients/clients.
2. Professional Attire - The College of Nursing uniform will consist of the following:
   a. A yellow polo shirt (short or long sleeve) with the embroidered University of Iowa College of Nursing logo.
   b. White tailored slacks/pants (a below knee length skirt is an approved option)
   c. A white lab coat
      1. The hem of the pant should touch the top of the shoe and extend no longer than the top of the sole.
      2. Only designated approved uniform color and style may be worn.
      3. A white T-shirt or long-sleeved turtleneck may be worn under the polo shirt. This should not have any commercialized symbols or screen-printing visible on it.
         a. The official College of Nursing photo ID badge should be worn on the left side, directly opposite and in line with the patch.
         b. Plain white or light hose must be worn with clean, polished white leather shoes. White socks may be worn with the pants.
         c. Clogs are permissible; however, any shoe resembling an athletic shoe/tennis shoe/sneaker is not permissible.
            1. A lightweight, matching color or white washable cardigan sweater may be worn as an option with the uniform, provided the sweater does not interfere with the care given to the patient/client. ID badge should be worn on the left side of the sweater.
            2. A lab coat may be worn with appropriate dress when the student is in patient/client areas. The lab coat is optional while wearing the student uniform. The name pin (photo ID) should be worn on the left side of the lab coat.
            3. Examples of inappropriate dress would be:
               a. Jeans
               b. Shorts
               c. T-shirts
               d. Sweatshirts
      4. Maternity uniform policy
         a. Student will wear the appropriate size College of Nursing approved uniform dress or tunic.
            b. This maternity uniform shall meet all criteria as previously stated.
   3. Changes in uniform requirements may be made by site clinical instructors in accordance with clinical agency policies.

G. Photo Identification Badges

College of Nursing photo identification badges are ordered by the Office of Student Services prior to the first day of class in the College of Nursing. These photo ID badges will be distributed during the College of Nursing Orientation. Students must wear their photo identification badges at all times while engaged in direct or indirect patient/client care activities as a student of the College of Nursing as well as when participating in classes held in the Nursing Clinical Education Center (NCEC). If original badge is lost or name is changed requiring a new badge, a $5.00 fee will be charged.
H. **Standard Precautions**

The Centers for Disease Control (CDC) recommend the following practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens.

**Hand Care:**

1. Wash hands with soap and water frequently.
2. If health science student, wash hands before and after all patient care. Wash hands immediately after exposure to blood and/or body fluids and after removing disposable gloves.
3. If working with heavy cleaning activities, each individual should have his/her own pair of utility gloves to wear during at-risk activities, and wash and disinfect gloves after each use.
4. Avoid chapped and cracked hands if possible. Use a water-based hand lotion frequently. Petroleum-based products, such as Vaseline™, break down latex.

**Other Precautions:**

Protective Barriers should be worn at all times when working with blood or blood products or body fluids or waste that may contain blood.

1. Protective eyewear should be worn whenever there is a risk of eye splash.
2. Gowns, boots, and masks should be worn when risk of contamination to clothes, feet or face.

Individuals with open or draining lesions should not work directly with other people (health care students, food services) while lesion is open or draining.

Do not recap, shear, or break needles at any time.

Discard needles and sharp objects in protective containers immediately.

Sterilize or disinfect reusable equipment that is to be used for more than one person. Do not share equipment between roommates or friends.

Place items that contain blood in a red biohazard plastic bag, which you can get from Student Health Service or Housekeeping. Return red bag to Student Health Service so that bag can be incinerated.

Do not pick up broken glass with bare hands. Wear utility gloves or sweep it up. Dispose of broken glass in container that does not allow others to be cut.

Resuscitation: Mouthpieces or resuscitator bags should be used whenever resuscitation is carried out.
PROTOCOL FOR STUDENTS WHO ARE EXPOSED TO BLOOD OR BODY FLUIDS WHILE ENROLLED AT THE UNIVERSITY OF IOWA

Purpose

The purpose of this policy is to delineate a clear mechanism by which all University of Iowa students can receive immediate evaluation, testing, initiation of necessary prophylaxis, and follow-up for exposures to blood and body fluids. This includes any exposure to blood/body fluids that may occur in such locations as residence halls, classrooms, and health care settings.

These recommendations were not developed to address sexual exposures. Certain sexual exposures may warrant individual consideration of this protocol.

Policy

The University of Iowa Student Health Service will provide initial screening, evaluation, testing, and initiation of necessary prophylaxis, follow-up, and referral when indicated for students who have had an exposure to blood or body fluids. In this process, Student Health Service will rely on the student’s supervisor for information on the source; will consult with other caregivers when the student chooses or is located off-campus; and will consult with the Division of Infectious Diseases (Internal Medicine) as needed and for annual program review.

Definition

Possible blood borne pathogen exposure: Any student having exposure to blood or other body fluid should check with Student Health Service. Possible exposure to a blood borne pathogen will include: needle stick, any sharps injury, exposure to an individual’s blood or other body fluids to non-intact skin, to eye, nose, mouth, or through a human bite that breaks the skin.

PROCEDURE

Student will:

Immediately

1. wash/irrigate area thoroughly.
2. identify source (patient).
3. inform supervisor or other responsible person in unit/agency.
4. telephone Student Health Service (SHS) Triage Nurse or Physician - (319) 335-8392 - for screening and advice. If SHS is closed, telephone UIHC-ETC - (319) 356-2233, and ask to speak to the ETC Triage Nurse/Staff Physician.
5. report to Student Health Service or other provider off-campus as advised by Triage Nurse.
6. fill out Blood and Body Fluid Exposure Report, and, if applicable, Agency’s Incident Report, State of Iowa Employers Work Injury report (if forms not available at site, may be faxed by SHS).

Complete Follow-up

1. send completed forms and completed treatment records back to SHS within one week.
2. accept responsibility for follow-up needs of incident.
Student Health Service will:
1. see student on priority basis.
2. initiate additional wound care as needed.
3. provide care and treatment whenever necessary according to policy as modified from UIHC Infection Control Policy 501 Protocol for Evaluation and Treatment of Hospital Staff Members Potentially Exposed to Bloodborne Pathogens in consultation with Division of Infectious Diseases.
4. make appointments for all follow-up visits prior to the student leaving the clinic.
5. complete and file forms as indicated.
6. provide student with education regarding need for follow-up visits for testing, how to avoid future exposures, symptoms of possible infection, safer sex practices.
7. review program yearly with Division of Infectious Diseases.

Student Health Service Triage Nurse or Physician/ETC/COD will:
1. evaluate incident to determine level of risk and referral level need.
2. if source person is known HIV positive, or at high risk for HIV positive, refer student for immediate evaluation and follow-up (must be done within 3 hours).
3. communicate with student and supervisor regarding immediate care, referral and follow-up needs.
4. fax essential form(s) to student if student is off-campus or does not have forms.

Student’s Supervisor/Attending M.D./Preceptor will:
1. provide release time for student as necessary.
2. investigate source person.
3. communicate information on source person to student and Student Health Service.
4. if off-campus, identify local treatment center to provide initial work-up and follow-up care following Student Health Service protocol.

If seen at ETC, ETC will:
1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. access student immunization history through INFORMM.
3. send report to Triage Nurse, SHS, in the morning of the next SHS clinic day.
4. transfer the student to Student Health Service for follow-up care.
For students receiving training at College of Dentistry (COD), COD will:
1. offer the student initial evaluation to be done at COD (or) Student Health Service.

If student chooses to have evaluation done at COD, COD will:
1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. transfer the student to Student Health Service for follow-up care.
3. transfer all final records to Student Health Service.
Any UI Health Science Student at Off-Site Locations Exposed to Blood or Body Fluids

**The Student Will:**

- **Wash/Irrigate Area**
- **Identify Source Patient**
- **Inform Preceptor**

**Preceptor will:**
- Identify local treatment center for initial work-up (may be SHS).
- Provide immediate release time to go to local treatment center
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results
- Inform local treatment center of source patient results

**Go immediately** to Student Health Service when the clinic is open and request to see the triage nurse **OR** go to local treatment center health clinic (Mon-Fri 8-5). If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

**SHS or Local Treatment Center will:**
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

**Fill Out Forms:**
- BBP Exposure Report
- Agency Incident Report
- If applicable, State of IA Work Injury Report

**BBP** = Blood Borne Pathogen
**PEP** = Post-Exposure Prophylaxis
**SHS** = Student Health Service
Any Nursing Student at UIHC Exposed to Blood or Body Fluids

The Student Will:

1. Wash/Irrigate Area
2. Identify Source Patient
3. Inform Preceptor

Preceptor will:
- Provide immediate release time to go to SHS
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results

Go immediately to Student Health Service when clinic is open and request Triage Nurse OR go to UI ETC at any other time. If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

SHS MD/Triage Nurse/ETC will:
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

Fill Out Forms:
- BBP Exposure Report
- UIHC Incident Report
- If applicable, State of IA Work Injury Report

BBP = Blood Borne Pathogen
PEP = Post-Exposure Prophylaxis
SHS = Student Health Service
**J. Clinical Orientation Items**

Although the information below applies specifically to students, faculty may also find it helpful in planning learning experiences related to clinical.

<table>
<thead>
<tr>
<th>Orientation Item</th>
<th>Faculty/Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CPR Certificate</td>
<td>Students are responsible for getting this and renewing it every year. It is &quot;tracked&quot; through the Office of Student Services and recorded on ICON for each student.</td>
</tr>
<tr>
<td>2. First Aid Certificate</td>
<td>Students are responsible for getting this. It is &quot;tracked&quot; through the Office of Student Services and recorded on ICON for each student.</td>
</tr>
<tr>
<td>3. Professional Liability Insurance</td>
<td>The College of Nursing purchases professional liability insurance for all students. Charges for this expense are assessed to the student U-Bill.</td>
</tr>
<tr>
<td>4. Health Screening Requirements</td>
<td>If an agency requires additional health screening such as blood or urine testing for drugs, the faculty is responsible for notifying the student and tracking the compliance. The student must pay for these additional exams.</td>
</tr>
<tr>
<td>5. Mandatory Reporting of Child/Dependent Adult Abuse</td>
<td>This training is offered via ICON. All students will enroll in 414:198:001 to receive this training. Training is valid for five years.</td>
</tr>
<tr>
<td>6. Safety Training, Fire, Chemicals, Back Safety</td>
<td>Most acute care facilities require this YEARLY. Faculty are responsible for arranging and tracking this training for their students. Training is available on ICON.</td>
</tr>
<tr>
<td>7. Standard Precautions</td>
<td>This training is offered via ICON. All students will enroll in 414:198:001 to receive this training.</td>
</tr>
<tr>
<td>8. Blood &amp; Body Fluid Exposure Reporting</td>
<td>Review the Student Health website for reporting procedures if there is an occurrence @UIHC or off campus. <a href="http://www.uiowa.edu/~shs/exposure.htm">http://www.uiowa.edu/~shs/exposure.htm</a></td>
</tr>
</tbody>
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**Student Health Service (SHS)**  
University of Iowa  
319/335-8392 (Triage Nurse)  
Fax 319/335-7274  

**Health Science Students**  
Protocol for Reporting Blood & Body Fluid Exposure  
- Clean wound thoroughly  
- Identify source (patient)  
- Inform supervisor  
- Call SHS Triage Nurse @ 319/335-8392  
- If SHS is closed, call UIHC ETC 319/356-2233 and ask to speak to Staff Physician  
- Obtain medical care as advised  
- Accept responsibility for follow-up  

**NEED TO KNOW**  
Your Social Security Number  
Name & phone number of your supervisor  
Nearest Fax #, if off-campus  
Information on incident  
For complete protocol, see SHS homepage  
(http://www.uiowa.edu/~shs/exposure.htm)
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<tr>
<td><strong>9. Electronic Charting</strong></td>
<td>At UIHC the INFORMM system orientation is provided by UIHC staff for all students in 96:136 is scheduled the first 3 weeks of the semester. Faculty receive this schedule one week prior to the start of the semester. Faculty must inform the College of Nursing security officer, Jan Zinkula, 37 NB, of UIHC clinical sites they plan to utilize at least 3 weeks before clinical experiences begin. Faculty utilizing other agencies are responsible for determining orientation requirements for electronic charting.</td>
</tr>
<tr>
<td><strong>10. Medication dispensing systems</strong></td>
<td>Faculty are responsible for arranging orientation in each agency using such systems, including the Pyxis system at UIHC.</td>
</tr>
<tr>
<td><strong>11. TB masks/respirators</strong></td>
<td>Faculty are responsible for notifying students of potential for exposure on clinical units. Mask &quot;fit testing&quot; will be arranged through student health as appropriate. Students will be responsible for costs associated with fit testing.</td>
</tr>
</tbody>
</table>
|**12. Latex allergy** | 1. The College of Nursing student should identify any latex allergies that a student has to the Nurse Manager on the clinical unit prior to a clinical rotation.
2. The College of Nursing student will provide written documentation of the latex allergy and any related requirements
3. Students should be tested in a timely manner if an latex allergy is suspected but unverified. Any allergy testing expenses will be incurred by the student/student insurance.
4. Once the student's latex allergy status is determined, and documentation is provided, the department of nursing (clinical unit) will supply gloves and/or other precautions during the student clinical rotation. We recognize that there may be situations when an allergy is suspected and the student is in process of being evaluated but needs to be on the clinical unit. UIHC will provide gloves, etc. during an interim period in which the student is being tested.
5. For questions call the Director of Nursing Education, Department of Nursing at UIHC at 356-3959
6. Students at agencies other than UIHC need to contact nurse managers before clinical experience begins. |
|**13. Agency contracts/agreement** | Faculty are responsible for checking whether or not the College of Nursing has a current contract with each agency used for student experiences. This information can be obtained from the Office of Academic Affairs prior to beginning clinicals. |
|**14. Accident on the clinical site** | Students who are injured in the clinical area at UIHC should report to Student Health for follow-up/treatment. In general, all students need to report injuries to Student Health, even if accident occurred at an off campus clinical site. |
|**15. Statement of Confidentiality** | Signed during Orientation for New Students and kept in student file in the Office of Student Services |
|**16. Student Code of Conduct** | Affirmation signed during Orientation for New Students and kept in student file in the Office of Student Services. |
|**17. Criminal Background Check** | All students who have or will have patient contact will be required to have a criminal background check. Cost for the background check will be assessed as a miscellaneous fee charged to the student’s U-Bill. |
SECTION V

Special Opportunities for Nursing Students

A. Honors Program

The University of Iowa College of Nursing Honors Program provides seminars and independent study experience for qualified students. To be eligible, students must have completed the first clinical nursing course and must maintain a cumulative grade-point average of at least 3.33 and a nursing major grade-point average of 3.50. The baccalaureate nursing honors program enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative and intellectual and personal development, and it challenges students to grow and excel. Students who fulfill the requirements of completing one Honors Seminar (1 s.h.) and one Honors Independent Study (2-3 s.h.) are eligible to graduate "with Honors in Nursing."

B. Sigma Theta Tau

Sigma Theta Tau International is the honor society of nursing. It is the second largest nursing organization in the United States, and among the five largest and most prestigious in the world.

Six nursing students at Indiana University, Indianapolis, Indiana, founded the society in 1922. The name was chosen using the initials of the Greek words Storga, Tharos, Timia meaning love, courage, honor. It exists to recognize superior achievement in nursing, encourage and facilitate leadership development, foster high nursing standards, stimulate creative work, and strengthen the commitment to the ideals of the profession.

Gamma chapter was founded at The University of Iowa College of Nursing in 1929. Invitation to membership is extended to qualified baccalaureate and graduate nursing students as well as qualified graduates demonstrating achievement in the nursing profession.

C. Tutoring

Tutoring for nursing courses can be arranged through the Office of Student Services in Room 37 Nursing Building. Please contact the office if you are in need of or if you are interested in becoming a tutor.

D. Advising

The College of Nursing functions with a “dual” advising system. Students receive advisement regarding registration and other needs associated with negotiating the University from the Office of Student Services for Pre-Licensure Programs. Students are also assigned a faculty member for professional nursing advisement. Students are expected to meet with each of their advisors at a minimum of one time per session.

E. Scholarships and Awards

A number of awards and scholarships are available to students who have been admitted to the College of Nursing. Eligibility criteria vary, but may include: financial need, grade point average, professional promise, area of clinical practice interest, or personal characteristics. Information about scholarships, loans, and awards for nursing students is available on the ICON Student Services Site. Current information about scholarships is posted on the ICON student services site.
F. The University of Iowa Association of Nursing Students

The University of Iowa Association of Nursing Students (UIANS) is the student professional organization of the College of Nursing. Two faculty members serve as advisors to the organization.

UIANS offers nursing students the opportunity to develop leadership, management, and professional skills. The organization sponsors a number of activities each year including: Progressive Nursing Day, Student Host Program, equipment and uniform sales, sportswear sales, Fall Kick-Off, and regular newsletters. Members are also involved in policy-making decisions within UIANS, the College of Nursing and the University.

UIANS meetings are held bi-monthly. Meeting notices are posted on the UIANS bulletin board in the ground floor well area and on second floor clinical nursing course bulletin boards. UIANS meetings are open to all and students are strongly encouraged to get involved.

For more information contact a UIANS officer, council member, or Faculty Advisor. UIANS Office: Room 33, Nursing Building, 335-7002

G. Minority Student Nurse Association (MNSA)

The Minority Student Nurse Association is comprised of students who are committed to enhancing opportunity for underrepresented groups in nursing. The University of Iowa College of Nursing defines diversity as creating an accessible, supportive environment for individuals from racial/ethnic groups and cultural backgrounds historically under-represented within the nursing community, including but not limited to, men, persons of color, individuals with disabilities, and those educationally and/or socio-economically disadvantaged. The organization meets monthly and coordinates the monthly Cultural Café and numerous other activities to support nursing. More information can be found in the Office of Student Services.

H. National Student Nurse Association

The University of Iowa College of Nursing participates in Total School Membership in the National Student Nurse Association (NSNA). Students begin immediately to earn the benefits of belonging to professional organizations as well as receive discounts on liability insurance and receive updates on current issues for students in nursing as well as the profession. $30.00 will be billed annually to the student’s U-Bill for this membership. Any student may petition the Dean of the College of Nursing to not participate in NSNA and the Total School Membership Program. This must be done in writing and within one week of the beginning of classes.

I. Learning Resource Services

The Learning Resource Services center (LRS) provides the necessary multimedia materials, health care supplies, model simulators and space to facilitate learning nursing skills. The learning process is accomplished through the use of independent student study (media viewing and skills practice), required readings, group demonstrations, individual guidance, and proficiency testing.

Rooms and supplies are available for physical assessment practice. The LRS is located in the Nursing Clinical Education Center (NCEC).
SECTION VI
Preparing for Commencement

A. Application for Degree

An Application for Degree must be filed by the deadline at the Office of the Registrar in order for a student to graduate. This application may be completed at any time after early registration prior to the semester that the student plans to graduate. Application forms and instructions can be obtained at the Office of the Registrar, 1 Jessup Hall or the application can be completed online on ISIS. Students will indicate the three letter code of MHP for the degree.

B. Transcripts

The Iowa Board of Nursing will require an official transcript. Transcript request forms will be available at the Senior meeting that addresses licensure requirements. Transcripts are requested from the Office of the Registrar. The College of Nursing does not issue transcripts.

C. Graduation with Honors

Students in the College of Nursing who have successfully completed requirements for the Honors Program in the College of Nursing will be recognized at Commencement as graduating with Honors in the College of Nursing. (For details on requirements of the Honors Program see the College of Nursing Special Opportunities Section.)

D. Nursing Commencement

A College of Nursing commencement ceremony is held only in May. Students who file an Application for Degree receive, from the Office of the Registrar, information about caps and gowns and commencement procedures. Diplomas are mailed to graduates upon completion of all requirements.

E. NCLEX® Examination and Licensure Information

All graduating seniors who plan to write the NCLEX® examination in Iowa will receive information about both the exam and required licensure procedures throughout their final semester. Students complete all necessary applications for licensure and the NCLEX® examination at a special meeting.

The NCLEX® examinations are offered at Pearson Professional Centers. Successful completion of the NCLEX® examination and graduation from a State-approved nursing program are requirements for licensure as a Registered Nurse in Iowa.

Students writing the NCLEX® examination outside of the State of Iowa need to contact the Board of Nursing in the state where they wish to become licensed. Specific requirements and procedures vary from state to state. Links to this information is available on the web under Senior Information in the ICON Student Services Course.

Students are encouraged to enroll in a formal NCLEX® review course prior to taking the NCLEX® examination.

F. MNHP Graduation Profile

Faculty in 96:185 Internship in Care Management prepare MNHP Graduation Profiles for each graduating student at the end of the semester. The primary purpose of the MNHP Graduation Profile is to rate performance at graduation relative to the curriculum outcome goals. When the College of Nursing is requested to supply information to a prospective employer or to a graduate program, a copy of the MNHP Graduation Profile is sent. A transcript from the Registrar's Office must be specifically requested if this information is needed. The College of Nursing does not release GPA’s or issue transcripts.

A copy of the graduation profile follows on the next page.
The University of Iowa College of Nursing

MNHP GRADUATION PROFILE

Program Completion Date:  (Date of Graduation)

Name:

Student ID:

PERFORMANCE RATING (Circle the number indicating level of performance)
1 = Competent – satisfactory performance, safe, meets expectations
2 = Exceptional – exceeds expectations

This graduate demonstrates:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing process and knowledge of human response to illness, perceptions of health and health problems.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing skills to promote the health of individuals, families, groups and communities.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Caring attributes in nurse-client and colleague relationships.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Consideration of sociocultural and environmental factors affecting an individual’s health.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Legal, ethical and professional accountability to recipients of health care, one’s self and one’s colleagues.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Collaboration with others in the delivery of health care.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Use of research findings as a basis for decision making in clinical practice.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Leadership behaviors essential to function as a member of professional nursing groups.</td>
</tr>
</tbody>
</table>

Comments:

Faculty Signature    Title    Date

Student Signature    Date
SECTION VII
College of Nursing Policies and Competencies

A. Guidelines for Taking Exams for ESL Students

Students with English as a Second Language (ESL):

1. Students may request and be given up to 1 1/2 times the scheduled exam time to complete the exam (e.g., 3 hour for
   a 2 hour exam). Requests for additional time need to be made in writing to the instructor during the first two weeks
   of the semester.

2. Native language dictionaries may be used during the exam with prior approval of the instructor.

B. College of Nursing Policy on Academic Accommodations

Faculty in the College of Nursing are required to comply with University policies and procedures regarding the
provision of academic accommodations to students with disabilities. This includes, but is not limited to, making an
announcement at the beginning of each term and including similar language in the course syllabus inviting students
seeking accommodations to contact the instructor directly. If a student identifies himself or herself as having a disability
and requests accommodation, generally it is the instructor’s responsibility, in connection with the College of Nursing, to
ensure that the learning environment is accessible and that appropriate accommodations are provided. Faculty members
seeking guidance and assistance in determining appropriate accommodations should contact the Office of Student
Services. Students are encouraged to register with the University Office of Student Disability Services. Faculty
members may also contact the Office of Student Disability Services as to general questions about academic
accommodations.

Faculty members who provide accommodations for students with a disability must refer the students to the Program
Director. The Program Director will also be available to assist the faculty member and student as needed in identifying
appropriate services within the College and greater University community. It is the Program Director’s responsibility to
document that accommodations have been provided.

A student, who is dissatisfied with the outcome of either a formal or informal complaint filed under the College’s
complaint procedure involving the accommodation of a disability, may file a complaint with the Office of Affirmative
Action.

C. Electronic Mail

Each student at The University of Iowa is provided with an individual e-mail account through Information Technology
Services. Students activate the e-mail account via the registration system (ISIS).

Undergraduate students have access to a listserv on which announcements pertaining to important deadlines,
scholarships, recruiter visits, and so forth will regularly be posted. This list serve is known as “Nursing News” and
each undergraduate student in The College of Nursing will be automatically subscribed under his/her “uiowa.edu” email
address. It is important for students to regularly check their incoming email on their “uiowa.edu” account as the
“Nursing News” list serve is the primary way of communication in the College of Nursing. If you have difficulty
receiving your uiowa.edu email, stop by the Nursing ITC and ask the lab monitor to help you.

Students may also be subscribed to e-mail lists that are set up for particular courses within the College of Nursing. The
course instructor sends course-related information via e-mail to students. Not all instructors choose to have a list serve
for their particular courses, but there are some that use this resource as a matter of routine.

Students who wish to designate a different e-mail account (other than FirstName-LastName@uiowa.edu) should do so
via ISIS or the Office of the Registrar.
D. **Smoking Policy**

In February 1990 faculty approved a recommendation to establish a smoke-free environment within the College and to encourage health promotion through active education regarding the hazards associated with smoking.

A smoke-free environment means that individuals who do not wish to be exposed to tobacco smoke, or its residuals, will not be required in the ordinary course of their activities in the College to be so exposed. By this definition, it is necessary to set aside designated, closed, specifically ventilated and air-treated smoking areas to which individuals that cannot or do not wish to stop their habit may go to smoke. To meet these objectives, the smoke free environment policy became effective March 12, 1990.

**No Smoking Areas:**

All of the College of Nursing and College transportation vehicles are non-smoking areas unless officially designated otherwise. Specifically, all corridors, lobbies, elevators, restrooms, meeting rooms, lecture rooms, lounges, and offices are non-smoking areas. In addition, the UIHC complex is a non-smoking environment.

**Specified Designated Smoking Areas and Enforcement:**

Specific designated smoking areas include entryways on the lower level, the front of the building, and a section of the patio.

Faculty, staff, and students are responsible for ensuring compliance and enforcement of the no-smoking environment policy. Persons violating the policy will be politely requested to extinguish smoking materials. Any problems with abusive behavior in violation of the smoking policy will be reported to the Area Study Chairs and the Office of the Dean.
E. **Technology and Information Management Literacy** (MNHP Student Competency Document - October, 1999)

1. **Assumptions**
   a. The mission of The University of Iowa, which includes a commitment to conducting “activities in a culturally diverse, humane, technologically advanced, and increasingly global environment, should be supported by the computer and information management competencies.
   b. The University of Iowa Core Values, which include community, learning, responsibility, integrity, and quality, should be supported by the competencies.
   c. Competencies exist at three (3) levels (Alspach Model\(^1\)): (a) core competencies applicable to everyone, (b) population-based competencies, and (c) setting-based competencies.
   d. The positive effects of computer-based learning technologies in facilitating student performance and learning are seen only when participants have knowledge and skill to use the technology.
   e. Next-generation computer-based testing will be the norm.
   g. The College of Nursing makes use of the AACN The Essentials for Baccalaureate Education for Professional Nursing Practice (1998) and the AACN The Essentials for Master's Education for Advanced Practice Nursing (1996) documents.

2. **Definition**

   "Technology and information literacy encompasses information, communication, and technology skills necessary to learn and function in a technological healthcare environment."

3. **Literacy Goals**
   a. Computer literacy – To work more efficiently through the use of computer systems and representative application programs.
   b. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.
   c. Information management – To effectively search, retrieve, organize, and manage health information using computing and communication technologies.
   d. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record and electronic decision support resources.
   e. Computer-based learning – To effectively use and evaluate computer-based learning and applications.  
**Key – Suggested levels of competency**

E – Undergraduate entry  
X – MNHP Entry

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
</table>
| 1. Computer literacy – To work more efficiently through the use of computer systems and representative application programs. | Understand file types within hierarchical file system.  
Navigate within system.  
Print files. | X | Maneuvering through desktop  
Overview of windows  
Getting help  
Working with programs  
Keeping track of files/folders  
Running multiple programs |
| | Demonstrate basic skills in word processing. | X | Creating document  
Revising document  
Getting help  
Character formatting  
Paragraph formatting  
Page formatting  
Previewing/printing document  
Proofing document  
Text shortcuts |
| | Demonstrate basic skills with presentation software. | X | Overview of PowerPoint basics  
Getting help  
Creating output  
Enhancing actual presentation  
Modifying presentation |
| | Describe uses of a spreadsheet.  
Demonstrate basic skills in spreadsheet. | X | Introduction to Excel screen  
Entering text on spreadsheet  
Cell manipulation  
Getting help  
Creating a worksheet  
Cell addressing  
Formatting cells  
Charting |
| | Describe uses of a database.  
Demonstrate basic skills in database software. | X | Introduction to Access  
Creating a database  
Getting help  
Entering, editing, validating data  
Querying  
Creating & using forms  
Printing reports & mailing labels |
### MNHP Student Competency Document (continued)

**October, 1999**

* Key – Suggested levels of competency
  E – Undergraduate entry
  X – MNHP Entry

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.</td>
<td>Use email system.</td>
<td>X</td>
<td>Introduction to Eudora Addressees Creating message Replying, forwarding, sending</td>
</tr>
<tr>
<td></td>
<td>Exchange documents.</td>
<td>X</td>
<td>Attachments</td>
</tr>
<tr>
<td></td>
<td>Setup communications session using telephone lines (e.g. email from home).</td>
<td>X</td>
<td>Dialing modem options</td>
</tr>
<tr>
<td></td>
<td>Access information resources not requiring an acct (e.g. Internet, Web).</td>
<td>X</td>
<td>Access Internet browser Access on-line help Identify parts of URL Access Internet search engine Use search engine Recognize links Print Web page Save Web page Save image from Web page</td>
</tr>
<tr>
<td></td>
<td>Access information resources requiring an acct (e.g. WebCT, Ovid, Medline).</td>
<td>X</td>
<td>Use HealthNet Download file</td>
</tr>
</tbody>
</table>
**MNHP Student Competency Document (continued)**  
**October, 1999**

* Key – Suggested levels of competency  
E – Undergraduate entry  
X – MNHP Entry

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level*</th>
<th>Related Skills</th>
</tr>
</thead>
</table>
| 3. Information management –  
To effectively search, retrieve, organize, and manage health information using computing and communication technologies. | Choose appropriate online information resources. | X | HealthNet databases |
| | Critically evaluate online resource. | X | |
| | Employ appropriate terminology & search strategies. | X | |
| | Demonstrate basic skill to organize and use information files. | X | Bibliographic management software, e.g. EndNote |
| | Demonstrate awareness of ownership & copyright issues. | X | Copyright Law |
| | Demonstrate understanding of how information is socially situated and produced. | X | |
| | Critically analyze the intellectual, human, and social strengths and limitations, and benefits and costs of technologies. | X | Confidentialty, Privacy, Security |
* Key – Suggested levels of competency
  E – Undergraduate entry
  X – MNHP Entry

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Level</th>
<th>Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record (CPR) and electronic decision support resources.</td>
<td>Understand the use of the computer-based patient record (CPR).</td>
<td>X</td>
<td>INFORMM, or other clinical information system orientation</td>
</tr>
<tr>
<td></td>
<td>Use electronic patient record for a specific patient.</td>
<td>X</td>
<td>On-line documentation, care planning</td>
</tr>
<tr>
<td></td>
<td>Understand the contribution of nursing diagnoses, interventions, and outcomes to the CPR.</td>
<td>X</td>
<td>ANA recognized languages, e.g. NANDA, NIC, NOC</td>
</tr>
<tr>
<td></td>
<td>Enter nursing problems, interventions, and outcomes in the Nursing Information System (NIS).</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use order entry – results reporting (e.g. request a lab test, view results).</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss information system requirements of nursing practice.</td>
<td>X</td>
<td>ANA Nursing Information &amp; Data Set Evaluation Center (NIDSEC\textsuperscript{SM}) Standards</td>
</tr>
<tr>
<td>5. Computer-based learning – To effectively use and evaluate computer-based learning and applications.</td>
<td>Use different approaches to computer-based learning.</td>
<td>X</td>
<td>WebCT overview</td>
</tr>
<tr>
<td></td>
<td>Experience computer-adaptive testing.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Familiarize self with national sources of learning programs.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience computer-based testing, evaluation.</td>
<td>X</td>
<td>NCLEX®</td>
</tr>
</tbody>
</table>

10/8/99
F. Minimum Writing Competencies for Nursing Students

1. Writing
   a. Good writing is concerned with technical accuracy, precise diction, logical organization, and grammatical correctness.
   b. Writers, in the writing process, go through various writing stages that do not happen consecutively, but which overlap and recur throughout the writing process.
   c. Writing techniques and preferences vary from person to person.
   d. Good writing takes practice.
   e. Reading widely facilitates writing.

2. Technical Writing
   a. informs or persuades; asks or answers a question; takes a controversial position and supports it; raises an issue; conveys something one has done.
   b. conveys technical aspects of any field, thus frequently uses a specialized vocabulary; usually verifiable, yet avoids jargon and use of fancy words for plain words (Bernstein), i.e., "significant others" for family, friends; "hospital setting" for hospital.
   c. usually addresses specific, identified readers; information adjusted to meet reader needs.
   d. fulfills a specific, identified purpose.
   e. becomes dated because of changes.
   f. presents a single meaning; makes a point, yet doesn't attempt to present all there is to know about a subject.
   g. incorporates visuals that convey content and are fully integrated in the document.
   h. maintains an objective, impartial perspective and tone.
   i. uses short-to-medium sentences; subject-verb-object word order; stylistically varied, but simple; varies in style and length from sentence to sentence.
   j. uses standard language forms so the reader can easily understand.

3. Minimum Writing Competencies - The nursing student will be expected to satisfactorily demonstrate the following minimum writing competencies:
   a. Consider the audience for whom the document is written and the purpose for which it is written. In the initial stages of writing, engage in a period of problem solving mental activities to identify and investigate the subject and the intended audience.
      1. Assess own knowledge of the subject.
      2. Locate, read, document, record, and draw inferences from available background references (primary and secondary sources).
      3. Accurately and completely document sources using primary sources whenever possible.
      4. Ask questions, discuss ideas, observe, take notes, think about options, ponder, and experiment with approaches and organization.
   b. Organize and plan the document.
      1. Assess the reader's needs.
      2. Define the subject and determine the organization, scope, and design.
      3. Use a standard organizational pattern to structure content so that information can be easily understood and followed.
      4. Test decisions by outlining, diagramming, and writing pieces to determine if the selection and sequence of content is logical, suitable for the audience, and faithful to the purpose of the document.
      5. Record important key words, phrases, and sentences.
c. Draft the document keeping in mind the audience and its purpose.
   1. Using pen/pencil and paper, computer, or typewriter, develop key words, sentences, ideas into a coherent, unified whole with a concise and definite beginning, middle, and end according to planned organization, scope, and design.
      a. Use simple, effective sentences that are grammatically correct, choosing words and constructions that can be read without confusion.
      b. Use active and passive voice appropriately. Active voice is more lively and interesting.
      c. Follow standard rules of punctuation, spelling, notation, symbols, abbreviation, hyphenation, and capitalization.
      d. Use precise diction focusing attention on precision and accuracy of words and phrases.
      e. Avoid using more words than needed to make a point, or using a long word when a short one will do, i.e., "use" instead of "utilize".
      f. Avoid using technical jargon and clichés.
      g. Define technical words, abbreviations, acronyms, and new terms or concepts the first time they are used.
   2. Stop frequently to rescan, reread, and reflect.
   3. Prepare advance organizers (headings, subheadings, introductions), footnotes, references, and appendixes.
      a. Use subheadings to assist with organization and logical sequencing of information. Subheadings make transitions easier and usually are needed for documents that are more than 8 to 10 pages long.
      b. Accurately and completely document sources.
      c. Use primary sources whenever possible.
      d. Use proper format for documentation according to an acceptable style manual. The American Psychological Association (APA) style is recommended.
   4. Determine the need for visuals and prepare them so that they clearly communicate their intended message (tables, graphs, charts, diagrams, maps, pictures).
   5. Write so the reader will read and understand.
      a. Use carefully constructed transition sentences that connect what you are saying with what you have said.
      b. Use appropriate sentence and paragraph length, vocabulary, style, and language (analogy, metaphor, syntax, example, personification, simile). A paragraph should be long enough to develop a single idea or point - a minimum of 2 sentences. A one-page paper should be 2 to 3 paragraphs.
      c. Define all words that may result in misunderstanding.
      d. Use pronouns like "this," "that," and "if" when referring to a definite antecedent.
      e. Keep style consistent, i.e., abbreviations, terms, spelling, capitalization, and punctuation.
      f. Maintain a style sheet or record as you write.
      g. Avoid the use of sexist, racist, and other biased language.
      h. Carefully choose and use quotations to compliment the text.
   d. Revise the draft and rewrite.
      1. Critically read and reread to examine content, structure, organization, design, language, grammar, sentence structure, and punctuation.
      2. Add, delete, and rearrange content to produce a more understandable document.
      3. Critically review and revise headings, footnotes, and references.
      4. Read for consistency and clarity of diction, transition from idea to idea, sentence to sentence, paragraph to paragraph, and section to section.
      5. Eliminate wordiness and redundancy.
      6. Apply principles of design to page layout, typeface, white space, justification, and illustration.
   e. Edit to correct inconsistencies and errors.
      1. Review the content for organization and consistency.
      2. Correct language and grammar to insure clarity and appropriateness for the audience.
      3. Correct punctuation (use of the apostrophe, colon, comma, dash, hyphen, parentheses, period, question marks, semi-colon, slash), capitalization, sentence structure (sentence fragments, run-on sentences, subject-verb agreement, pronoun agreement, pronoun antecedents, clause agreement, tense, dangling modifiers), and spelling.
      4. Check use of "its" vs. "it's," "effect" vs. "affect," "there" vs. "their," "that" vs. "which," and plural vs. singular possessives.
      5. Correct syntax (the agreement of words in a sentence to show relationship).
      6. Match text references to corresponding illustrations (figures, tables, etc.).
7. Match text references to corresponding footnotes and appendixes.
8. Establish consistency in headings, footnotes, and references.
9. Correct design elements.

f. Proofread the paper with care.
   1. Check for all inconsistencies and errors.
   2. Check for accuracy and reader appeal.

4. College of Nursing policy on academic misconduct includes reference to plagiarism and cheating. All cases of plagiarism and cheating in the College of Nursing shall be reported for action to the Office of the Dean of the College of Nursing, through the Associate Dean, with a statement of the necessary facts. The instructor concerned may also submit recommendations in each case for appropriate disciplinary action.
### THE UNIVERSITY OF IOWA - COLLEGE OF NURSING
#### NURSING WRITING PROFICIENCY STYLE SHEET

The student has:

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>considered the audience for whom the paper is written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>considered the purpose for which the paper is written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>followed course guidelines for the assignment.</td>
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<tr>
<td>4.</td>
<td>focused on the development of a main point, issue, question, or experience.</td>
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<tr>
<td>5.</td>
<td>logically organized the paper with a clear and succinct beginning (introduction), middle (body), and end (summary/conclusion).</td>
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<td></td>
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<tr>
<td>6.</td>
<td>carefully constructed transition sentences.</td>
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<tr>
<td>7.</td>
<td>used subheadings to assist with logical sequencing and organization.</td>
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<td>8.</td>
<td>constructed well developed paragraphs that convey a main idea and are of appropriate length.</td>
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<td>9.</td>
<td>presented original and creative ideas.</td>
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<tr>
<td>10.</td>
<td>used sentences that are short-to-medium in length.</td>
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<tr>
<td>11.</td>
<td>used sentences that are simple, direct, and have a subject-verb-object order.</td>
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<tr>
<td>12.</td>
<td>used sentences that are grammatically correct.</td>
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<tr>
<td>13.</td>
<td>used sentences that vary in style and length.</td>
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<tr>
<td>14.</td>
<td>used tenses that agree.</td>
<td></td>
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<tr>
<td>15.</td>
<td>used active and passive voice appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>used correct punctuation, capitalization, and spelling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>avoided jargon, clichés, and unnecessary wordiness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>defined technical terms, abbreviations, acronyms, and any new terms or concepts the first time they were used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>accurately and completely documented sources.</td>
<td></td>
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<tr>
<td>20.</td>
<td>used appropriate professional sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>correctly applied rules of style consistently throughout according to assigned style (APA or other).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>avoided use of sexist, racist, or biased language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>used illustrations to clarify meaning (graphs, tables, pictures).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>used examples as appropriate to strengthen key points.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

4/7/00
SECTION VIII
University Policies

A. Student Disability Services

1. Equal Access to Education

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Compliance with this law requires that academic institutions like the University of Iowa provide the same opportunity for students with disabilities to achieve success in the classroom that it provides to other students.

In other words, equal access to education is achieved when physical and instructional barriers to learning are removed and the student is allowed to compete on the basis of his or her academic abilities alone. The Americans with Disabilities Act of 1990 (ADA) recently reinforced the provisions of the Rehabilitation Act by requiring that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue burden would result.

2. Reasonable Accommodations

Reasonable accommodation is the term used by the ADA for modifications made to the learning environment, which help to create equal educational opportunity. It does not require that students with disabilities be given special advantages in order to help them pass nor does it require that they be graded on a scale different from their classmates.

On the contrary, it refers to steps that can be taken without significant difficulty or expense to allow otherwise qualified students to fulfill course requirements by limiting as much as possible the effects of their disabilities on their performance. If reasonable accommodations are not evident, effort must be made to look for accommodations.

3. The Office of Student Disability Services (335-1462), in addition to the student with the disability, can be an invaluable resource to instructors looking for accommodation techniques. The following are examples of accommodations that may be necessary to ensure equal access to education:
   a. providing alternative ways to fulfill course requirements,
   b. developing and implementing innovative teaching techniques,
   c. providing supervised tutorial assistance and adaptive technology,
   d. tailoring course requirements to individual needs, and
   e. modifying testing procedures to ensure accurate measurement of a student's academic abilities and not his or her disability.

4. The ADA defines an individual with a disability as a person who:
   a. has a physical or mental impairment that substantially limits one or more of the major life activities of that person,
   b. has a record of such an impairment, or
   c. is regarded as having such an impairment.

Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. This definition can cover a broad range of disabilities, and an instructor should contact the Office of Student Disability Services if there is any question about the nature or extent of a student's disability.
5. What are the responsibilities of the instructor?

If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor's responsibility to ensure that the learning environment is accessible. Due to the very personal and private nature of some disabilities, it is important that instructors create an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have.

It is strongly recommended that the instructor make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary.

At a minimum, an instructor should:

a. make sure the student is aware of services available from the Office of Student Disability Services by including a statement about the services in the course syllabus and bringing the attention of the students to this statement at the first class meeting,

b. inquire into the extent of the disability as it relates to fulfilling course requirements,

c. discuss the possible accommodations that may be made, and

d. contact the Office of Student Disability Services if the instructor has any further questions.

An instructor should also look to his or her academic department for assistance in providing accommodations.

6. What are the responsibilities of the student with a disability?

Although it is an instructor's responsibility to create an accessible learning environment, there is a point at which the responsibility shifts from the instructor to the student. Generally, a student is responsible for:

a. registering with the Office of Student Disability Services (SDS)

b. identifying himself or herself as disabled if the disability is not obvious,

c. arranging for orientation to campus through SDS,

d. ordering special materials for class such as taped or brailled textbooks or large print material through SDS,

e. arranging for in-class note takers and interpreters or tape recording lectures through SDS,

f. initiating contact with readers and tutors through SDS,

g. finding, training, and employing attendants if necessary, and

h. requesting special testing procedures in advance.

More information on responsibilities and concerns of a student with a disability can be obtained from SDS.

7. What are some possible accommodations?

A broad range of disabilities can affect a student's performance in the classroom. It should be remembered that each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Communication with the student is therefore essential to discovering methods of accommodation. In thinking about necessary accommodations, an instructor should consider a student's physical accessibility to the classroom as well as the student's ability to fully participate in all course activities. Accessibility and communication are key to providing an environment where a disabled student can realize his or her academic potential.

[Adapted with permission from Assisting Students with Disabilities - A Guide for Instructors, prepared by the Indiana University Office of Affirmative Action in association with Indiana University Office of Disabled Student Services, April 1994]
B. **Nondiscrimination Statement**

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

C. **Fair Information Practices Act**

The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

D. **Policies and Regulations Affecting Students**

All students who enter the College of Nursing are responsible for obtaining a current copy of the University document entitled *Policies and Regulations Affecting Students*. The Daily Iowan makes this document available to all students during the first week of the fall semester. Please refer to this document for questions regarding student rights, student responsibilities, and student organizations at The University of Iowa. See the “Code of Student Life” at the following web site: http://www.uiowa.edu/~vpss/policies/policies.html

E. **Policy on Sexual Harassment and Consensual Relationships**

Outlined in each copy of the *Policies and Regulations Affecting Students* is The University of Iowa policy regarding Sexual Harassment and Consensual Relationships. Information on the procedure for filing a complaint about sexual harassment is available to students in the Office of Student Services and in the Associate Dean's office at the College of Nursing. See the “Code of Student Life” at the following web site: http://www.uiowa.edu/~vpss/policies/policies.html

F. **Research Policies on Human Subjects**

All students are required to receive “Approval for Protection of Human Subjects” if they do research on human subjects. The applications related to human subjects are provided in the Research Office, 407 NB.
G. Reporting of Plagiarism and Cheating  (refer to page 9)

All cases of plagiarism and cheating are reported for action to the designated person in the office of the Dean of the College, through departmental channels, with a statement of the necessary facts. The department and the instructor concerned may also submit recommendations in each case for appropriate disciplinary action.

1. Disciplinary Action
   a. By the Instructor. The individual instructor may reduce the student's grade, including the assignment of the grade of 'F' in the course. A report of this action should always be sent to the dean's office.
   b. By the Dean. The dean of the college or a student-faculty committee appointed by him or her may impose the following or other penalties as the offense may warrant: disciplinary probation, assessment of additional hours for the bachelor's degree, suspension from the college, or recommendation of expulsion from the University by the president.

2. Referral to the Office of the Provost
   a. By the Dean. In the cases of flagrant or repeated offenses or for other reasons deemed sufficient by the dean of the college, the case and records may be referred to the Office of the Provost for appropriate action.
   b. By the Student. If the student feels that the penalty imposed by the Dean is unjust, the student may request a review by the Office of the Provost.

3. Record of Disciplinary Action
   The Dean's office shall maintain a record of disciplinary cases and disposition thereof and shall notify other agencies of the University, as are concerned, with action taken in the case. The student involved shall be informed that a record is being kept of the offense.
SECTION IX

College of Nursing Student Resources

A. Office of Student Services for Pre-Licensure Programs - 37 Nursing Building, 335-7016 or 335-7015

The Office of Student Services for Pre-Licensure Programs provides numerous services to College of Nursing students. It is the primary source of general information regarding most aspects of the pre-licensure programs. The Student Services staff is available to meet with students regarding academic affairs on an appointment basis.

B. Ombuds Services – C108 Seashore Hall, 335-3608

The Office of the Ombudsperson serves students, faculty, and staff and offers informal resolution, mediation, and/or negotiation to constituents. The Ombudsperson explains and clarifies University policies and procedures and urges complainants to follow the regular policies and procedures of the University as outlined in University publications (Operations Manual, Policies & Regulations Affecting Students, staff and faculty handbooks, etc.).

C. Computing Resources -

The College of Nursing and ITS (Instructional Technology Services) maintain an ITC (Instructional Technology Center) in room 40 on the ground floor of the Nursing Building. The ITC has both Macintosh and Windows desktop computers, laser and dot matrix printers and ethernet access to various electronic resources (including the libraries, course registration, databases, internet and e-mail). Dot matrix printing is provided at no cost to the user while laser printing costs ten cents per page. The lab monitors in the Nursing ITC can often answer many questions regarding basic computer operation.

Nursing ITC

The Nursing ITC (room 40 NB) is open Monday – Thursday, 8:00 a.m. – 9:00 p.m. and Fridays, 8:00 a.m. until 6:00 p.m. Students who require additional access can go to any of the other 26 ITCs on the campus. A map in the Nursing ITC identifies all other ITCs. On the west side of the river these include Hardin Library for the Health Sciences, College of Pharmacy, Hillcrest and Quadrangle residence halls and the College of Law. The ITC at WEEG Computer Center located at the corner of Burlington and Madison St. is open 24 hours every day.

Mini Courses and Computer Purchases

ITS offers a number of workshops and short courses ranging from basic word-processing to database creation. ITS also maintains the Personal Computing Support Center at the Lindquist Center Building where students can purchase computers and obtain loans through the University to do so. The Personal Computing Support Center is open weekdays from 9:00 a.m. until 4:30 p.m.

D. Student Health Service – 4189 Westlawn, 335-8370

The outpatient clinic at Student Health Service is available to all currently enrolled on-campus students. Visits are free, but charges are made for laboratory procedures, x-rays, accident examinations, and minor surgery. Student Health Service also houses the Health Iowa Program, which provides educational information to students regarding eating disorders, AIDS, and drug and alcohol consumption.

E. University Counseling Service - 3223 Westlawn, 335-7294

The University Counseling Service staff of professional psychologists, social workers, and advanced doctoral students offers educational (learning disability assessment), career, and personal counseling and therapy in individual, couple, or group sessions. It also offers programs, workshops, and consultation activities. Most services are available to students without cost. There is a minimal fee for psychological testing.
F. **Student Disability Services** – 133 Burge Hall, 335-1462

The University of Iowa is committed to making its facilities, services, and programs fully accessible to people with disabilities. Student Disability Services (SDS), located in Burge Residence Hall, provides services to students with both visible and non-visible disabilities. People with a wide range of disabilities are served, including those with hearing and speech impairments, learning disabilities, mobility restrictions, visual impairments, and others. The goal of SDS is to help students with disabilities enjoy the same rights and assume the same responsibilities as do other students. SDS works closely with University faculty and staff to ensure that students receive the maximum benefit from their experience at The University of Iowa. Assistance is provided in the areas of admission, orientation, academic and career planning, academic support services, financial aid, housing, transportation and parking, aide and attendant care, and health services.

G. **Office of International Programs** – 1111 University Capitol Centre, 335-2700

The Office of International Programs provides services and facilities and organizes extracurricular programs for both foreign and domestic students and faculty. It maintains a library with references on study, work, and travel in other countries, including information about foreign universities and study abroad programs open to UI students. It helps students select study abroad programs to complement their on-campus academic programs and helps assure that they receive the correct credit for such activities. Students also may obtain information and applications for the Presidential Awards for Study Abroad and the Fulbright, Marshall, and Tubingen awards at the Office of International Programs.

Foreign student advisers provide information, counseling, and services related to orientation, immigration regulations, financial aid, and liaison with foreign governments and sponsoring agencies, and help with problems and questions in most areas except academic advising. They sponsor or support educational programs, such as the Friends of International Students, the Conversational English Partners, and lunchtime discussions that foster constructive interaction between students and scholars from other countries and their domestic counterparts.

H. **Veteran's Services** – 1 Jessup Hall, 335-0219

The Office of Veterans Services is part of the Office of the Registrar. It serves veterans, dependents of veterans, servicemen, and servicewomen in matters relating to Veterans Administration educational benefits, University registration, and study at the University.

I. **Cultural Centers**

Afro-American Cultural Center - 303 Melrose Ave., 335-8296
Latino Native American Cultural Center - 308 Melrose Ave., 335-8298

The University operates the Afro-American Cultural Center and the Latino Native American Cultural Center as places where students can meet to share experiences, find mutual academic and personal support, relax, and develop social programs in an atmosphere that emphasizes their cultural heritage. University students run both centers.

The Afro-American Cultural Center sponsors discussion groups, orientation programs, movies, and class sessions. The house is decorated with art by African and Afro-American artists and has study areas, a kitchen, and a library of publications by African, Afro-American, and Third World authors.

The Latino Native American Cultural Center sponsors conferences, lectures, and workshops on cultural themes. The center also houses a library of special interest books and periodicals and displays wall murals painted by students and guest artists.
J. **Office of Support Services Programs - 310 Calvin Hall, 335-1416**

The Office of Support Services Programs, located in Calvin Hall, reinforces the efforts of the admissions office, the other student services, and the academic units to increase racial diversity in the student body as well as to provide eligible first-generation, low-income, and physically disabled students with academic, social, and financial support.

Special Support Services is made up of the following programs: the Upward Bound Project, New Dimensions in Learning, the Afro-American Cultural Center, the Latino Native American Cultural Center, the Undergraduate Educational Opportunities Program, and the Graduate and Professional Educational Opportunities Program.

K. **Tutorial Labs**

**Mathematics Tutorial Lab - 314 MacLean Hall, 335-0810**

The Mathematics Tutorial Laboratory, sponsored by the Department of Mathematics, serves as a learning tool for students who lack adequate high school mathematics preparation for the University's required math course. The primary purpose of the math lab is to provide tutoring to students enrolled in 22M:1 Basic Algebra I, 22M:2 Basic Algebra II, and 22M:3 Basic Geometry. The lab plays an integral part in the instructional effort of the 22M:1 course through remedial tutoring, preparation for assignments and tests, and individual tutoring when necessary. Students are encouraged by their lecturers and discussion leaders to use the math lab facilities.

The Mathematics Tutorial Lab also has tutoring rooms and hours to assist students who are enrolled in 22M:2 Basic Algebra II, 22M:17 Quantitative Methods I, and 22S:8 Quantitative Methods II. As staff time permits, the math lab also provides tutoring services to students in 22M:5 Trigonometry, 22M:19 Elementary Functions, 22M:25 Calculus I, and 22M:35 Engineering Calculus I.

Professional staff, faculty, and graduate teaching assistants who are trained in helping math-anxious students staff the math lab.

**Speaking Center - 12 English-Philosophy Building, 335-0205**

The Speaking Center is run by graduate instructors with an appointment in the Rhetoric Department and is directed by a faculty member of the Rhetoric Department. More than fifty rhetoric students are enrolled in the Speaking Center each semester, where they receive one-to-one instruction in all aspects of public speaking.

The Speaking Center has a double mission. First, to offer individualized instruction to rhetoric students interested in improving their facility with public speaking. Students enrolled in the Speaking Center are paired up with instructors for a one-half hour slot per week. Instructors who teach in the Speaking Center are required to take a one-semester long course.

Second, to offer a resource center to rhetoric instructors with no previous training in teaching public speaking. The Speaking Center gathers and organizes teaching materials pertaining to the speaking component of our rhetoric courses, including videos of speeches by professional speakers as well as by students; it also includes a grant-awarded CD-ROM that features various aspects of speaking instruction. The students in the Speaking Center course have just developed a similar version of this cd for the web, entitled Public Speaking Online.
Writing Center - 110 English-Philosophy Building, 335-0188

The Writing Center provides individualized writing experiences for University students who feel inadequately prepared for college writing. Writing Center students discuss their work in personal conferences with teachers, who offer comments and suggestions to help the students become perceptive, critical readers of their own writing as they learn how to develop their ideas clearly and cogently.

Students can enroll for noncredit work in the Writing Center throughout the semester; or they can register for the credit course (10:9 Rhetoric, no credit toward degree) before or after taking a required rhetoric course, or transfer to 10:9 Rhetoric from another rhetoric course after discussing their writing problems with their rhetoric teacher and the director of the Writing Center.

On The University of Iowa campus an additional resource is available to assist students with writing skills through the writing lab maintained by the Rhetoric Department. All students, undergraduate and graduate, may utilize this resource; however, if too many students seek assistance, the following priority system is utilized:

- First priority - Students enrolled in rhetoric classes
- Second priority - Other undergraduate students
- Third priority - Graduate students

There are usually fewer students seeking this assistance during spring semester and the earlier in a semester that the student seeks help, the more likely his/her request for assistance will be honored.

Students seeking help at the writing lab should go to 110 EPB, Monday through Thursday from 9:30 a.m. to 12:30 p.m. or 1:30 to 3:30 p.m. Students will be assigned to work with a writing teacher and will have an opportunity to select two 50 minute time periods each week on Monday and Wednesday or Tuesday and Thursday. The possibility exists for some flexibility in scheduling. Students are expected to keep their commitments to these appointments or they may be asked to drop the program so that others who request assistance can be served.

I. Career Development Services – C310 Pomerantz Center, 335-1023

The center provides programs on resume preparation, job hunting, interviewing, and offers information on employers, salaries, and employment trends. It contains hundreds of resource materials on labor market trends, career options, academic requirements for specific careers, work environments, places of employment, salary ranges, advancement opportunities, and geographical regions of the country. The center also maintains information on developing strategies for finding jobs; research organizations and nonprofit agencies; defining job objectives and writing resumes and cover letters; and improving interviewing skills. An adviser is on duty to help students use the material. No appointments are necessary. [http://www.uiowa.edu/~careers/](http://www.uiowa.edu/~careers/)

M. Office of Student Financial Aid - 208 Calvin Hall, 335-1450

The Office of Student Financial Aid is available to all University of Iowa students. The office is responsible for counseling students regarding eligibility for aid, for offering general information and applications for financial aid, for processing financial aid applications, and for distributing aid. The office also provides information and listings of part-time employment and College Work Study. Students who have questions regarding financial aid should contact the Office of Student Financial Aid.
N. Office of the Registrar - 1 Jessup Hall, 335-0238

The Office of the Registrar determines the residence status of each student, issues University identification cards, supervises registration procedures, assesses fees, and maintains all students' academic records. It issues official transcripts and verifications and assists students in determining graduation requirements, processing applications for degrees, and interpreting college and University academic regulations. The office also provides assistance to students concerning Selective Service and military service matters, and helps student veterans with University application and enrollment procedures and receipt of Veterans Administration benefits.

Transcript Requests - 1 Jessup Hall, 335-0230

Students who have completed work at The University of Iowa can obtain an official transcript of that work upon request to the Office of the Registrar. Fees are $10.00 for each transcript. An official transcript cannot be issued for a student who has a past-due University account.

Graduation Analysis - 1 Jessup Hall, 335-0228

College of Nursing students receive a Degree Evaluation each semester, which is intended as an aid to the student and advisor in planning subsequent semesters of study leading toward graduation. During the final semester of enrollment, graduating seniors will submit an application for graduation. Upon receipt of this application, Graduation Analysis will process a final analysis, which will indicate the remaining requirements to be met prior to graduation.

O. Women's Resource and Action Center(WRAC) - 130 N. Madison, 335-1486

The WRAC provides services to meet educational, cultural, social, and personal needs of University and community women. WRAC advocates the removal of all barriers to equal access and self-determination, including barriers of racism and classism as well as those based on physical ability, sexual preference, and gender. Through its feminist programs and services, the WRAC staff is committed to empowering Iowa women through providing information, skills, and support.

The WRAC provides a resource for many women's organizations; sponsors a Brown Bag Luncheon program; offers evening and weekend workshops, lectures, films, and classes; provides a wide variety of support and discussion groups for women; offers one-to-one problem-solving sessions for women; and publishes a newsletter nine times a year.

The WRAC houses the Sojourner Truth Women's Resource Library of books and periodicals on a wide range of women's topics. For persons dealing with sexual harassment and other forms of discrimination, WRAC acts as an advocate and provides emotional and informational support. WRAC maintains an information and referral system, a speakers bureau, and an active volunteer program.

P. Safewalk - 353-2500

SafeWalk is a student-run volunteer organization that provides a campus-wide evening escort service for University of Iowa students, staff, and faculty. This service is offered to members of the University community as an option for reducing their risk of sexual assault and other violence. While the University of Iowa is one of the safer Big Ten schools, violence still does occur on campus and that threat of violence limits access to the University's resources. Although SafeWalk does not directly prevent violence from occurring, it is an empowering, community-based approach to a pressing campus problem. SafeWalk is funded by the University of Iowa Student Government (UISG) and is housed at the Women's Resource and Action Center (WRAC).
Q. **Rape Victim Advocacy Program (RVAP) – 320 S. Linn St., 335-6001**

   The RVAP maintains a 24-hour emergency telephone line providing information, support, and advocacy for victims of sexual assault or abuse. RVAP works to educate the public about the causes and prevention of sex crimes.

R. **The University of Iowa Libraries**

   With more than 2.8 million volumes, the libraries at The University of Iowa make up the largest library system in Iowa. A distinctive feature of the Iowa libraries is the "open shelving" plan. In many university research libraries, most users must request the delivery of items from closed shelving areas; at Iowa all users have the opportunity to go directly to the stacks and browse in all collections except those housing rare and special materials. The Hardin Library for the Health Sciences is a primary resource for students in the College of Nursing.
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Introduction

Welcome to the graduate program at the College of Nursing. For over one hundred years, the University of Iowa has held a leadership position in nursing education, producing the expert clinicians, educators, executives, and scientists who have shaped the nursing profession throughout the nation as well as the State of Iowa. Directors, faculty and staff are pleased that you have chosen to continue your education at Iowa and are eager to help facilitate your time with us as a student.

This handbook is designed to acquaint students with various aspects of the graduate program in nursing at The University of Iowa. It provides a statement of general and specific policies, procedures, and standards related to graduate education in the College of Nursing. Students should be aware that they also are subject to the policies and standards established by the Graduate College which is set forth in the Manual of Rules and Regulations of the Graduate College. Each faculty member has a copy of this manual and there is also a copy at the Reception Desk, 101 Nursing Building. Students can obtain an electronic version of Manual of Rules and Regulations of the Graduate College at: http://www.grad.uiowa.edu/Pubs/ManualRulesRegs.asp

Insofar as is reasonably possible, Graduate College regulations are not repeated in this handbook.

Content in this handbook is meant to serve as guidelines for graduate students. From time to time policies or requirements will change during the academic year. Please consult with your advisor or the Office of Student Services for changes.

All Graduate Students are responsible for knowing the policies and procedures in this Handbook

Nondiscrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

College of Nursing Philosophy Statement

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention, and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of the College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master’s level prepares graduates to function in multiple roles including advanced practice
and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student’s educational goals. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the educational process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, College, and University resources to further their own learning.

We believe that learning is a continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.

In order to fulfill the scholarship mission of the College, we are committed to the development of nursing as an academic discipline through scholarly activities that advance the science of nursing. The dual aims of nursing research are to further the health of the public and improve the care of individuals across the life span. Nursing research focuses (1) on the role of nursing care in the promotion of health and well-being, (2) the prevention of disease, (3) the care of the sick at the level of the individual, family, and community, (4) the effectiveness of specific interventions targeted health outcomes, and (5) the organizational and setting factors that affect the effectiveness of health care delivery. In our commitment to the science of nursing, we acknowledge the reciprocal relationship between theory and research in knowledge development, value both naturalistic and controlled approaches to inquiry, support both basic and clinical research, encourage interdisciplinary and collaborative research efforts, and promote the translation and dissemination of research findings into practice.
I. College of Nursing Overview

The College of Nursing is organized into three areas of study guided by a Chairperson: Adult and Gerontology; Systems and Practice; and Parent-Child and Family. Through its academic programs, the college pursues the goals of strengthening the knowledge base of professional nursing practice and contributing to the continuum of education from the undergraduate to the graduate level, and to postdoctoral study. All courses are assigned to a faculty member responsible for the course.

All MSN and PhD students belong to the Association of Graduate Nursing Students (AGNS). AGNS serves as a mentoring and informational network in addition to sponsoring social functions throughout the year. Students are urged to become active in AGNS through a variety opportunities at all levels from serving as an officer to participating on College committees. There is an AGNS representative for the MSN and for the PhD program.

A. College of Nursing Administrative Organization

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<tr>
<th>Name</th>
<th>Room</th>
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<tr>
<td>Dean</td>
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<td>335-7009</td>
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<tr>
<td>Rita A. Frantz, PhD, RN, FAAN</td>
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<tr>
<td>Interim Associate Executive Dean for Academic Affairs</td>
<td>101B</td>
<td>335-7012</td>
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<tr>
<td>Kathleen S. Hanson, PhD, RN</td>
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<tr>
<td>Associate Dean for Research</td>
<td>406</td>
<td>335-7134</td>
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<td>Toni Tripp-Reimer, PhD, RN, FAAN</td>
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<td>MSN Program Director</td>
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<tr>
<td>Patricia Clinton, PhD, RN, CPNP, FAANPN</td>
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<td>PhD Program Director</td>
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<td>M. Kathleen Clark, PhD, RN</td>
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<td>RN-BSN Program Director</td>
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<td>Anita Stineman, PhD, RN</td>
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<td>Pre-Licensure BSN and MSN: CNL Program Director</td>
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<td>Toni Clow, MA, RN, CPNP</td>
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<td>Adult &amp; Gerontology Chair</td>
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<td>Keela Herr, PhD, RN, FAAN</td>
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<td>Interim Systems &amp; Practice Area Chair</td>
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<td>Gloria Bulechek, PhD, RN, FAAN</td>
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<td>Parent, Child, &amp; Family Area Chair</td>
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<td>335-7087</td>
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<tr>
<td>Ann Marie McCarthy PhD, RN, FAAN</td>
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</tbody>
</table>

B. Mission and Goals

Mission

The essential mission of the College of Nursing is to provide educational eminence and intellectual leadership in nursing instruction, scholarship and service. As the only publicly supported, advanced nursing education program in Iowa, the College of Nursing is accountable for providing professional nursing resources to meet the health care needs of its citizens. As a pivotal component of a major research university and academic health center, it seeks to advance the knowledge base of the profession through research and graduate education.
Strategic Goals: College of Nursing

The College of Nursing has identified the following goals in order to carry out our mission:

1. Prepare the future nursing leaders for the state, nation, and world;
2. Enhance academic programs and the teaching-learning enterprise;
3. Expand existing centers of research excellence and develop new foci;
4. Recruit and retain world class faculty;
5. Serve the University community, and
6. Provide health care knowledge and service to the public.

Mission Statement: Graduate Program

Directors and staff of the Office of Student Services strive to assist students in the completion of their educational programs with advising and counseling. In this endeavor we actively undertake to assist and provide resources to faculty to enable them to meet their responsibilities as faculty advisors. Further, it is our goal to furnish the most current and accurate data to administration in the College of Nursing and The University.

C. Standards of Excellence

Graduate students are an integral part of the College of Nursing and are instrumental in helping the College fulfill its mission and reach its goals. Each graduate student is expected to conform to reasonable standards of academic and professional conduct in all activities related to the teaching, research, and service functions of the department and University. Relevant standards include Section III-15 of the University Operations Manual, “Professional Ethics and Academic Responsibility.” We expect that students will represent themselves in a professional manner both within and outside of the College.

Each full-time student in graduate study, especially those in the PhD program, regardless of source of support, are invited and encouraged to participate in enrichment activities at the College including research, teaching, and service. Throughout the academic year, programs, national speakers and other events occur that contribute to professional development. A number of events of interest also occur outside of the College. Notification of these events is posted throughout the College.

All such activities, while a noted aspect of graduate training, are to be distinguished from all work for academic credit, i.e., regular course work, seminars, practice, research projects, thesis and dissertation research.

II. Graduate College

A. Overview

Students admitted to the graduate programs in the College of Nursing have been admitted to the Graduate College as well, therefore, graduate students have accountability to the Graduate College as well as the College of Nursing. The Graduate College is located in Gilmore Hall on The University of Iowa campus.

B. Graduate College Policies

Manual of Rules and Regulation of the Graduate College

Graduate students are responsible for the Rules and Regulations established by the Graduate College as well as the protocols, policies, and rules of the College of Nursing. Information about the Graduate College Rules and Regulations is available in the Manual of Rules and Regulations of the Graduate College. Policies concerning academic standing, probation and dismissal are established by the Graduate College and are in the Manual. This manual is available online on the Graduate College website: http://www.grad.uiowa.edu/Pubs/ManualRulesRegs.asp
Two of the most common policies affecting graduate students are as follows:

1. **Academic Residence Requirements for MSN and PhD students**

   **MSN:** Of the semester hours required for the MSN degree, at least 24 semester hours must be completed under the auspices of the University of Iowa after admission to the graduate college. There is no on-campus requirement at the College of Nursing.

   **PhD:** The doctoral candidate is expected to have completed at least three years of residence in a graduate college. At least part of this residence must be spent in full-time involvement in one’s discipline, at this University beyond the first 24 semester hours of graduate work; this requirement can be met either by: (1) enrollment as a full-time student (9 semester hour minimum) in each of two semesters, or (2) enrollment for a minimum of 6 semester hours in each of three semesters during which the student holds at least a one-fourth-time assistantship certified by the department as contributing to the student’s doctoral program.

2. **Approval of transfer credits**

   Credit for courses taken outside the University of Iowa prior to admission to the graduate program, and/or during the course of the graduate program must be approved by the College of Nursing (academic advisor), the dean of the graduate college and the Office of Admissions. A report on the approval will be entered on the student’s permanent transcript and sent to the student and the College of Nursing Office of Student Services.

**C. University of Iowa Student Handbook on ISIS**

The University of Iowa provides an online Student Handbook on ISIS. The site provides links to information on registration as well as to your rights and responsibilities as a registered student.

**III. Financial Assistance**

Various sources for student support are available. Funds which are under the direct control of the college come from the College of Nursing, the Graduate College, and federally-supported training grants. Other student support may be available from project grants awarded to College of Nursing faculty members, from local agencies or other divisions of the university; and from serving as part-time instructors in the Saturday/Evening Class Program or regular teaching programs of the College.

**A. For all College of Nursing Graduate Students:**

1. **Graduate Assistantships (Clinical Nurse Leader Students not eligible)**

   Research and teaching assistantships are available to graduate students on a competitive basis. A quarter-time assistantship requires approximately ten hours of time a week. Tuition and fees are reduced to resident rates. Appointments to assistantships are for a fixed period, either one semester or one academic year.

2. **Professional Nurse Traineeships (Clinical Nurse Leader Students not eligible)**

   Traineeship assistance is available to master’s students who meet the following criteria:
   
   a. U.S. citizenship or admission to the U.S. for permanent residence.
   b. Graduation from a state-approved school of nursing.
   c. Current licensure as a professional nurse in the United States.
   d. Full-time enrollment (9 s.h. or more) as an MSN student.

   Level of funding is determined by the amount of the federal allocation. Applications are completed in the spring and are available from the Office of Student Services.
3. Nurse Faculty Loan Program (NFLP):

The NFLP is a loan cancellation program. Depending on funds availability, this means that up to 85% of an NFLP loan can be canceled if, after graduation, the individual teaches full time in a school of nursing (20-25% is canceled for each year of teaching for up to 4 years). To be eligible to apply for a NFLP loan you need to be a US citizen, full time student in good standing who plans to teach in a school of nursing. All graduate students who are contemplating a teaching career should apply.

4. Scholarships and Loans

Scholarships are available through the College of Nursing. Nominations and applications are screened through the Scholarship Committee. A detailed listing of available scholarships is located at the following web site http://www.nursing.uiowa.edu/students/scholarships/info.htm. Please read through the list very carefully as there are many scholarships/fellowships/loans applicable to graduate students. Some are very specialized; such as, dissertation funding. Also, please check this site each semester as new scholarships/fellowships may become available. The applicable College of Nursing Student Services ICON site is another location for an accurate, up-date-listing of financial aid opportunities as well as the application form.

Fellowships and funding opportunities are available from the University of Iowa Graduate College. Please see the following web site for the current listing of Graduate College funding opportunities http://www.uiowa.edu/admissions/graduate/financial_assistance.html.

Low interest loans are available to graduate and undergraduate students through the Office of Financial Aid. Small loans also are available through the College of Nursing.

5. Additional information regarding sources of funding for graduate students is available in the Office of Student Services, 37 Nursing Building.

B. For PhD Students Only

1. General Policies for Support of PhD Students

Insofar as state gift and federal funds permit, it is the policy of the College to provide financial assistance whenever possible.

2. The University of Iowa Presidential Graduate Fellowship Program

Presidential Graduate Fellows receive substantial financial support, usually for four years including summers, if they maintain an appropriate level of performance. Fellows are given two full fellowship years free from department/program assignments in order to pursue their own study, research, and writing without interruption. The second fellowship year (year 4) is linked to the completion of the dissertation. Normally, Presidential Graduate Fellows are appointed as teaching or research assistants in their department/program during the second and third years in the Fellowship Program. Summers are service free. In addition to the stipends, Presidential Graduate Fellows receive tuition, fees, and a health insurance allowance that pays for a major portion of the single premium of the Student Health Insurance Program. Scholarships are automatically increased to cover increases in tuition and fees.

Presidential Graduate Fellows must be nominated by the University of Iowa department/program to which they are applying. The selection of Fellows is done by a Graduate College committee on a rolling basis beginning in January and generally ending in early March. Awards are made to students based on demonstrated potential for unusually outstanding graduate academic performance, including such indicators as grades, GRE scores (or GMAT, if appropriate), letters of recommendation, previous research experience or other special educational experiences or relevant extracurricular experiences. Nominated students must have stated in their applications that they are committed to receiving a doctoral degree. International students can be nominated to be Presidential Graduate Fellows, but must have demonstrated extremely strong English language skills in addition to outstanding skills in their discipline.
Please see http://www.grad.uiowa.edu/Students/FinancialSupport/index.htm for other University of Iowa Graduate College financial support.

3. Nurse Fellowships (NRSAs) for PhD Students

a. Individual National Research Service Awards (F31s) (fellowships) are available on a competitive basis to individual registered nurses with active licenses for predoctoral research training in specified areas of nursing and in the biomedical and behavioral fields important to nursing. Applicants for pre-doctoral study must have a baccalaureate and/or a master's degree in nursing. Pre-doctoral stipends were $20,772 as of February, 2005. Predoctoral training grants are written with the assistance of the faculty advisor and the College of Nursing’s Research Office.

b. Pre-doctoral fellowships may also be available from Institutional National Research Service Awards (T32s). Pre-doctoral stipends were $20,772 as of February, 2005. The number of Institutional National Research Service Awards varies from year to year. The student requirements vary as well depending on the area receiving the award (i.e. Effectiveness training or genetics). The College of Nursing’s Research Office has a list of Institutional awards and the corresponding contact person. The training institution will receive an allowance for each pre-doctoral trainee to include tuition and fees and certain other essential costs. Recipients of fellowships must agree to engage in research, teaching, or a combination of both, after completion of their studies under the award, one month of service for each month of support in excess of 12 months.

C. Tax information (subject to modification by direction of University officials)

1. The University is required by law to withhold federal and state income tax on salaries, wages, and other compensations paid. The tax is regularly deducted from payments made to graduate assistants, research assistants, research associates, research technicians, and the like.

   Tax is withheld from payments to all research assistant appointments and postdoctoral fellows on grants and contracts. Tax is withheld form payments to all new appointments as research assistants and postdoctoral fellows. Tax is withheld from payments to all University-supported research assistants and postdoctoral fellows.

   Amounts paid as scholarships, traineeships or fellowships used for tuition and related expenses, and not as payment for teaching, research, or other services rendered by the recipient are exempt from the withholding of taxes unless the recipient is a nonresident alien. Then special percentage withholding (currently 14 percent) must be deducted, unless there is a tax treaty with the home country with articles pertaining to fellowships. Such amounts are also excluded from Federal Form W-2.

   Scholarship or fellowship grants are not tax exempt to the extent such payments are for teaching, research, or other services that must be performed by the students as a condition for receiving the qualified scholarship.

2. The category definition FT5200: Fellow, scholar, trainee will be used for nursing students pursuing progress as candidates for undergraduate or graduate degrees.

3. Each individual taxpayer bears the responsibility for filing appropriate income tax reports.

4. Letter:

   All students who are in good standing on the PhD objective are required, as an integral part of their graduate training, to participate regularly in the research and service activities of the department. This participation requirement applies to all such students whether on support or not and regardless of the source of support, if any. Consequently, students on assistantships may choose to seek refund of withholding on these payments, but should understand that the Internal Revenue Service makes the determination about the validity of any such claim and that interpretation of applicable tax codes may vary among tax districts. At the request of an individual student, the College will provide a standard letter which (a) indicates the sources and amounts of payments the student has received, and (b) describes the participation requirement for graduate students on the PhD objective. The letter covers matters of record and fact. Faculty and staff members in the College cannot--indeed are not
permitted—to give tax advice to any individual student or to any group of students, or to offer any assurances about the taxability of payments from any particular source or for any particular purpose.

Note: As each individual case is unique and tax laws change, please contact the University of Iowa Payroll Department at 319-335-2381 as well as your personal tax consultant regarding specific questions and clarification.

IV. Graduate Assistantships (Research Assistantship and Teaching Assistantship)

MSN (except Clinical Nurse Leader students) and PhD students have the opportunity for a teaching assistantship experience, and PhD students have the opportunity for a research assistantship.

Graduate Assistants at UIowa are represented by the United Electrical, Radio and Machine Workers of America, Local 896 (COGS) The COGS agreement is available at http://www.uiowa.edu/hr/relations/Cogs/cogs.html

A. Research Assistantship (RA)

The College of Nursing has a number of 25 percent time research assistantships for the academic year supported by money received from the Graduate College. The Office of Nursing Research is responsible for reporting to the Graduate College the status of projects supported by research assistantships, the participation of graduate students in the projects, the amount of external funding obtained, and the manuscripts generated by the project.

Research assistantship activities are intended to give the student direct and continuing experience in the actual research process from formulation of the study through collection and analysis of data and preparation of a scholarly report. These activities also are intended to facilitate the research progress and productivity of the faculty member with whom the student is working. The time involvement will vary substantially during the course of the year. No formal time records are maintained; the student is expected to see that the commitment to this activity is satisfied. Research assistantship activities are distinct from academic work for credit. Assistantship activities are to be distinguished from work on the MSN thesis, or on the PhD dissertation, even though in many cases these activities are closely related.

B. Teaching Assistantship (TA)

A teaching assistant is a graduate student who is assigned to assist in various activities related to teaching. These activities will vary depending upon the level of students, nature of the content, teaching strategies and problems of the client being served.

The teaching assistantship is intended to facilitate the delivery of basic educational programs. The following criteria are used in assigning teaching assistants to courses under the supervision of faculty:

- the needs of the curriculum
- the clinical experience and interests of the student applicant
- the student's prior teaching experience
- the career goals of the student.

C. Selection and Assignment of Students to RA and TA Positions

1. Information about how to apply for an assistantship is placed in each graduate student’s mailbox early spring semester each year. Applications need to be returned to the Office of Nursing Research by the date indicated in the letter. Assignments for the upcoming academic year are made late spring semester for the following year.
2. Specific teaching assistantships are arranged with consultation among the Associate Dean for Research, the Associate Dean for Academic Affairs, the Area Chairs, the Director of the Doctoral Program, individual students, and all faculty members with whom the student may be working. Efforts are made to arrange TA assignments with due regard for other responsibilities the student may have.

3. In assigning students to TAs or RAs, consideration is given to student interests, capabilities, and need for variety of experiences, and also to the requirements of the position and the demands of the individual or agency providing the support and needing the assistance.

D. Language Requirement for all Foreign Students Applying for Teaching Assistantships

All students for whom English is not their first language and who have first-time appointments as TA's are required to be tested to assess their effectiveness in English speaking and comprehension skills for teaching undergraduates in a typical American university classroom situation before they are assigned assistantship responsibilities. Students must be enrolled in a graduate program at The University of Iowa, and the department must be considering hiring them as teaching assistants to participate in this program.

The State of Iowa passed a law which requires that anyone providing instruction at The University of Iowa be certified as orally competent.

The University has implemented a rigorous testing and training program for prospective teaching assistants whose first language is not English. This program, TAPE (Teaching Assistant Preparation in English), is administered by the English as a Second Language (ESL) Program.

The testing procedure includes two tests, the SPEAK test and the English Language Performance Test (ELPT). The SPEAK test is given to everyone and the ELPT test to those who score 50 or above on the SPEAK test. Students who are expecting to be assigned teaching assistantship responsibilities must be here for the TA Certification testing. The testing dates have been established so that students are not asked to arrive earlier than the University requires. All international students are supposed to arrive in time for the international student orientation, and have informed of this date by the Office of Admissions. The Office of Student Services will submit the Request for Evaluation Form on behalf of the student at the request of the student.

Students who do not receive an acceptable SPEAK score are not certified for teaching assistantship responsibilities and are required to enroll in appropriate TAPE program language classes.

The ELPT test is given to students who have received an acceptable SPEAK score. At the ELPT test, the examinee has approximately ten minutes to explain clearly and in words that an undergraduate class could understand a concept in his/her field. The examinee must also be able to answer questions from the class during the presentation. The entire test lasts about 15 minutes and is videotaped.

Based on the results of the ELPT test, students are fully certified, partially certified or not certified and can assume teaching assistantship responsibilities appropriate to their level of certification.

Testing is conducted in January, March, July, August, and November. Since College of Nursing assistantships are assigned in May, newly admitted foreign students for the following fall most likely will not initially be assigned a teaching assistantship and current foreign students should plan on sitting for the January or March TAPE test.

E. Orientation of Students to RA and TA Positions

Orientation of RAs and TAs is part of the Graduate Student Orientation that occurs at the beginning of each semester. All TAs and RAs are expected to attend this session. The Associate Dean for Research and the Associate Dean for Academic Affairs meet with students to review benefits and expectations of RAs and TAs.

F. Renewals and Terminations of Assistantships

1. Renewals (Reappointments)
Appointments to assistantships or traineeships are for a fixed period, usually one academic year but sometimes for one semester in the case of the MSN student. Renewal of an appointment for a subsequent period depends on the collective judgment of the faculty concerning the student's performance, progress, and professional conduct. It is to be emphasized that all renewals are contingent on the continued availability of state, federal, and project funds for student support.

2. Terminations During the Term of an Appointment (See Section III-12.4 of the University Operations Manual)

   a. A graduate student on an assistantship, fellowship, or traineeship may be dismissed during the term of that appointment because of loss of student status.

   b. A graduate student also may be dismissed from an assistantship or traineeship appointment during the term of the appointment, without necessarily losing student status, for 1) any reason sufficient to dismiss a faculty member during the term of an appointment (see University Operations Manual) or 2) failure to follow or implement properly and adequately reasonable instructions of the supervisor when such instructions are within the proper scope of the supervisor's duties.

G. Expectations for Research Assistants in the College of Nursing

RAs and the faculty they are assigned to should meet at the beginning of the semester to review and negotiate activities and performance expectations. The RA assignment may include expectations as outlined below. Note that not every activity is relevant to all cases; expectations should be tailored, in negotiation with faculty, to fit a given assignment. Faculty have similar written expectations that guide faculty in negotiating workload with Research Assistants (RAs) in the College of Nursing. If you have any concerns with your assignment, please contact Dr. Tripp-Reimer, Associate Dean for Research, Office for Nursing Research.

1. Research activities:

   a. Literature review and synthesis:
      NOTE: The RA should not pay for photocopying. Discuss use of copy card or faculty’s area copier number with the faculty member.

   b. Instrument development

   c. Subject identification, selection and/or recruitment

   d. Data collection

   e. Data entry

   f. Data analysis

   g. Preparing/writing:
      1) Portions of grant applications
      2) IRB application
      3) Research protocols
      4) Portions of manuscripts
      5) Presentations

2. Weekly (or other regularly scheduled) planning meetings

   RA and faculty should meet routinely to plan evolving research activities

3. Attendance at and participation in research team meetings

4. Attendance at Office of Nursing Research Luncheon Research Colloquia, local/regional/national conference (note level of participation and sources of support)

5. Time investment

   RAs should discuss with faculty expectations regarding the RA’s time investment. For a 25% RA appointment,
RAs are expected to invest 10 hours per week averaged over the period of their appointment (See COGS agreement at: http://www.uiowa.edu/hr/relations/Cogs/cogs.html)

6. Authorship issues and possibilities
   See University of Iowa mentoring statement at: http://www.grad.uiowa.edu/Mentoring/PrincipPract.asp

7. Ethical issues and human subjects training
   Information on required training is available at the Human Subjects Office website under “Certification” at: http://research.uiowa.edu/hs0/

H. Expectations for Teaching Assistants in the College of Nursing

TAs and the faculty they are assigned to should meet at the beginning of the semester to review and negotiate activities and performance expectations. The TA assignment may include expectations as outlined below. Note that not every activity is relevant to all cases; expectations should be tailored, in negotiation with faculty, to fit a given assignment. The Faculty have similar written expectations that guide faculty in negotiating workload with Teaching Assistants (TAs) in the College of Nursing. If you have any concerns with your assignment, please contact Dean Donahue in the Office for Academic Affairs.

1. Course Readings. TAs may be expected to complete all assigned course materials.

2. Lecture Attendance. TAs may be expected to attend some or all class lectures. With regard to lecture attendance, TAs may be asked to:
   a. Take notes as a means of gaining fluency in content and becoming a good resource for students.
   b. Monitor the clarity of the lecture and provide feedback regarding points needing clarification.
   c. Monitor whether lecture content is appropriately represented in exam items.

3. Presentation of Course Material. TAs may be expected to facilitate class discussions and/or deliver class lectures. TAs for laboratory courses will be in charge of teaching sections using the detailed guidelines provided by faculty in the course syllabus.

4. Assistance with examinations. TAs may be expected to assist with examinations as follows:
   a. Assist in writing exam items.
   b. Review and copy edit exams for content and presentation.
   c. Proctor each exam.
   d. Coordinate collating and transporting exams with area secretaries as needed.
   e. Assist students who use Student Disability Services (SDS) in scheduling and coordinating their examinations.
   f. Supervise the administration of make-up exams, with scheduling assistance from the secretarial staff.
   g. Assist in grading exams.
   h. Allow students to review their error listings during office hours and by appointment.
   i. Assist with data entry for the analysis of test statistics.
   j. Review student appeals in consultation with instructor.
   k. TA’s for laboratory courses will grade laboratory guides and quizzes and evaluate performance examinations for the students assigned to their sections.

5. Assistance with Course Websites. TAs may be expected to assist with maintenance of course websites. TAs potentially could be responsible for the following:
   a. Assist in initial development and updating of website.
   b. Assist in daily maintenance, including posting announcements, monitoring on-line discussion groups, updating gradebook, etc.
   c. Assist in posting content (e.g., articles), including working with support staff to have articles scanned.
   d. Monitor that URL links are intact and functional.
6. Supplies. In laboratory courses, TAs are expected to provide assistance with equipment and supplies. TA responsibilities are likely to include:
   a. Monitoring the inventory of supplies and notifying faculty if supplies are low.
   b. Assisting with the set-up and breakdown of supplies and equipment for laboratories.

7. Weekly planning meetings. TAs may be expected to meet weekly with faculty to plan evolving course content, review student progress, and address student issues as needed.

8. TA office hours. TAs may be expected to hold office hours. Typically, TAs may be asked to:
   a. Be available to respond to student questions.
   b. Hold office hours for 3 hours weekly and by appointment (may need to negotiate space as needed).
   c. Check and respond to e-mail questions daily during the week.

9. Administration of course policies. TAs should be consistent in administering policies as outlined in the course syllabus.

10. Utilization of Center on Teaching Resources. TAs may be expected to utilize resources available at the Center on Teaching, including attending relevant workshops.

11. Time Investment. TAs are expected to invest 10 hours per week (25% position) averaged over the period of their appointment. (See COGS agreement at: http://www.uiowa.edu/hr/relations/Cogs/cogs.pdf)

12. Interaction skills. TAs are expected to interact appropriately with both faculty and students (e.g., dependability, showing initiative, seeking guidance appropriately, communicating professionally, oral communication competency).

13. TA evaluation. TAs can expect that faculty will discuss performance evaluation criteria. Potential sources of information to be used in evaluating TAs include instructor’s observations, student evaluations (ACE forms), and student comments. Every TA should receive verbal feedback throughout the semester. The faculty should complete two copies of the TA evaluation form at the end of the semester. One copy is to be placed in the TA’s student file in the Graduate Office at the conclusion of every semester. The second copy should be directed to the Associate Dean for Academic Affairs.

14. TA feedback. TAs will be asked to evaluate and provide feedback on their TA assignment and experiences, including instruction and preparation for duties, adequacy of supervision and feedback, opportunities for learning and professional growth, professional relationship with faculty, and other factors. TAs will direct the completed TA Feedback Form to the Associate Dean for Academic Affairs at the end of the semester.

I. Educational Requirements for TAs

1. College of Nursing
   a. Orientation- During the graduate student orientation there will be a session facilitated by College of Nursing faculty that all first time TAs are expected to attend. This session will achieve the following objectives:
      1) Discuss the relationship of the College of Nursing’s Mission and undergraduate or graduate program outcomes to the course you are teaching
      2) Discuss the paradigm shift from “teacher-centered” to “learner-centered”
      3) Discuss methods to integrate the principles of effective collegiate education
   b. Educational Seminars- All TAs are expected to attend educational sessions each semester, as part of the Graduate Seminar Series. Session topics and objectives are provided prior to each session.
c. The Family Educational Rights and Privacy Act (FERPA), a federal law, affords students certain rights with respect to their education records. All TAs must complete the on-line FERPA training provided by the University at http://www.uiowa.edu/~vpss/policies/i.html#B. See section IX for more information on FERPA.

2. Center for Teaching

The University of Iowa Center for Teaching promotes and supports the development of teaching skills. The Center for Teaching is:

- located at 4039 Main Library,
- phone: 319-335-6048,
- email: teaching@uiowa.edu,
- web site: http://www.uiowa.edu/~centeach/

All new TAs are strongly encouraged to attend the Center for Teaching’s program titled “Tips for New Teachers”. In addition, TAs should discuss with their course faculty other Center for Teaching’s offerings that might be beneficial to the TA, such as “Leading a Discussion” or “Helping Students Write.”

J. TA Office

Room 313 is available for use by TAs for course related work and meeting with students. The room has a computer which is connected to the internet, a phone, and desks.
# RA Evaluation Form

**RA Name** 
______________________________  
**Faculty Supervisor** 
______________________________  
**Semester** 
______________________________  

**Instructions:** Please rate the RA’s performance with regard to each dimension by checking the appropriate box. Detailed information regarding each performance standard is provided in the “Expectations for Research Assistants” form. Use the “not applicable” category for activities that were not relevant for this particular RA assignment.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Performance Below Expectations</th>
<th>Performance Meets Expectations</th>
<th>Performance Exceeds Expectations</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>1. Research activities</td>
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<tr>
<td>2. Weekly planning meetings</td>
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<td>3. Research team meetings - attendance/participation</td>
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<td>4. Attendance at research colloquia/conferences</td>
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<td>5. Time investment</td>
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<td>6. Authorship</td>
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<td>7. Human subjects training</td>
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<td>8. Research practica</td>
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<td>9. Interaction skills</td>
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**Faculty Comments:** (use reverse side if necessary)

---

**Faculty Signature**  
______________________________

**RA Signature**  
______________________________

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**NOTE:** This report should be submitted to Dr. Tripp-Reimer, Associate Dean for Research, in the Office for Nursing Research, at the close of each semester. This should be done at the time grades are turned in. A copy of the form should also be sent to the Graduate Office. It should be signed by the student. If this report is received without the RA’s signature, a copy of it will be sent to the RA.
### RA Feedback Form

<table>
<thead>
<tr>
<th>RA Name</th>
<th>___________________________</th>
<th>Faculty Supervisor</th>
<th>___________________________</th>
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<tr>
<td>Semester</td>
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**Instructions:** Please check one box in response to each item.

1. I was given adequate instruction and preparation for my duties.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
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</table>

2. I received adequate supervision and feedback on how well I performed my RA responsibilities.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

3. My RA experience provided opportunities for learning and professional growth.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

4. My relationship with the professor was professional and comfortable.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

5. The time I invested made a worthwhile contribution to the project.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
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</tr>
</thead>
</table>

6. My contributions were recognized by the professor.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

7. What is your overall rating of this RA experience?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Somewhat Unsatisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

8. Approximately how many hours per week did you spend on this experience? ___________

**Please provide written comments on the reverse side. This form should be returned to Dr. Tripp-Reimer, Associate Dean for Research, in the Office for Nursing Research.**
TA Evaluation Form

TA Name: ___________________________  Faculty Supervisor: ___________________

Course: _____________________________  Semester: ___________________________

Instructions: Please rate the TA’s performance with regard to each dimension by checking the appropriate box. Detailed information regarding each performance standard is provided in the “Expectations for Teaching Assistants” form. Use the “not applicable” category for activities that were not relevant for this particular TA assignment.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Performance Below Expectations</th>
<th>Performance Meets Expectations</th>
<th>Performance Exceeds Expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lecture attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presentation of course material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assistance with examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assistance with course website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Assistance with supplies, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Attendance at weekly planning meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Availability for office hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Administration of course policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Utilization of Center on Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Time investment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Interaction skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Comments:

Faculty signature: ___________________________

TA signature: ___________________________

NOTE: This report should be submitted to the Executive Associate Dean in the Office for Academic Affairs at the close of each semester at the time grades are turned in. It should be signed by the student. If this report is received without the TA’s signature, a copy of it will be sent to the TA.
### TA Feedback Form

**TA Name:** ___________________________  
**Faculty Supervisor:** _______________

**Course:** _____________________________  
**Semester:** ________

**Instructions:** Please check one box in response to each item.

1. I was given adequate instruction and preparation for my duties.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

2. I received adequate supervision and feedback on how well I performed my TA responsibilities.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
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</table>

5. The time I invested made a worthwhile contribution to the course.

<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Somewhat</th>
<th>Agree</th>
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<tr>
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<th>Unsatisfactory</th>
<th>Somewhat</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

8. Approximately how many hours/week did you spend on this TA? ______

Please provide written comments on the reverse side. This form should be returned to the Executive Associate Dean in the Office for Academic Affairs.
V. Graduate Student Policies and Responsibilities

A. Technology and Information Management Literacy Competency

Graduate students at The University of Iowa College of Nursing are expected to meet or exceed the following technology and information literacy competencies.

Technology and information literacy encompasses information, communication, and technology skills necessary to learn and function in a technological healthcare environment

1. Literacy Goals:

   - Computer literacy – To work more efficiently through the use of computer systems and representative application programs.

   - Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.

   - Information management – To effectively search, retrieve, organize and manage health information using computing and communication technologies.

   - Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer based patient record and electronic decision support resources.

   - Computer based learning- To effectively use and evaluate computer-based learning and applications.

See the Technology and Information Management Literacy Goals, objective and related skills table on following pages.
2. Technology and Information Management Literacy Goals, objectives and related skills:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer literacy- to work more efficiently through the use of computer systems and representative application programs</td>
<td>Understand file types within hierarchical file system. Print files</td>
<td>Maneuvering through desktop. Overview of windows, getting help. Working with programs. Keeping track of files/folders. Running multiple programs</td>
</tr>
<tr>
<td></td>
<td>Demonstrate basic skills in word processing</td>
<td>Creating document. Revising document. Formatting. Preview, print, proofing. Text shortcuts</td>
</tr>
<tr>
<td></td>
<td>Demonstrate basic skills with presentation software</td>
<td>Overview of PowerPoint Basics. Entering text, getting help, enhancing presentation, creating output, enhancing actual presentation. Modifying presentation</td>
</tr>
<tr>
<td>Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients</td>
<td>Use email system</td>
<td>Introduction to email systems. Addresses. Creating email messages. Replying, forwarding, sending. Attachments</td>
</tr>
<tr>
<td></td>
<td>Access information resources not requiring an account (e.g. Internet, Web)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Access information resources requiring an acct. (e.g. WebCT, Ovid, Medline)</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Objective</td>
<td>Related Skills</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Information management- To effectively search, retrieve, organize and manage health information using computing and communication technologies.</td>
<td>Choose appropriate online information resources. Critically evaluate online resources. Employ appropriate terminology and search strategies. Organize and efficiently use information files (e.g. bibliographic management) Demonstrate awareness of ownership and copyright issues. Demonstrate understanding of how information is socially situated and produced Demonstrate the ability to critically evaluate the intellectual, human and social strengths and limitations, and benefits and costs of technologies.</td>
<td></td>
</tr>
<tr>
<td>Patient-care Practice – To effectively and efficiently function in healthcare and nursing environs using the computer-based patient record (CPR) and electronic decision support resources.</td>
<td>Understand the use of the computer based patient record. Use electronic patient record for a specific patient. Understand the contribution of nursing diagnoses, interventions, and outcomes to the CPR. Enter nursing problems, interventions and outcomes in the NIS. Use order entry – results reporting (e.g. request a lab test, view results.) Understand information system requirements of nursing practice. Understand mechanisms for data exchange between systems</td>
<td>INFORMM, IPR, IDX and other clinical information system orientation</td>
</tr>
<tr>
<td>Computer based learning – To effectively use and evaluate computer based learning and applications.</td>
<td>Use different approaches to computer based learning. Experience computer adaptive testing. Familiarize self with national sources of learning programs. Experience computer based testing, evaluation</td>
<td></td>
</tr>
</tbody>
</table>

3. Technical Information Literacy Resources

a. The University of Iowa Library’s Information Literacy website:

http://www.lib.uiowa.edu/instruction/mission.html#intro

b. The University of Iowa Library’s Instructional Service Program

- Offers course-related instruction incorporating information literacy, research skills, and the use of UI Libraries’ print, electronic and other resources.
- Works with instructors to develop research assignments that allow students to make effective use of UI Libraries’ resources.
• Develops and presents special workshops and seminars.
• Consults with faculty to develop resource web pages of relevant UI Libraries' resources for individual courses.
• creates and maintains tutorials and informational handouts.

Available at The University of Iowa Library’s Instructional Service website:

http://www.lib.uiowa.edu/instruction/index.html

c. The American Library Association Information Literacy Competency Standards for Higher Education

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

• Determine the extent of information needed
• Access the needed information effectively and efficiently
• Evaluate information and its sources critically
• Incorporate selected information into one’s knowledge base
• Use information effectively to accomplish a specific purpose
• Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally


d. The University of Iowa Library Services for Distance Ed Students:

http://www.lib.uiowa.edu/disted/index.html

B. Statistics Course Required Prerequisite

All students must show proof of completing an upper-level introductory statistics course* as approved by the Office of Student Services, within five years of enrolling in 96:211 Research for Evidence Based Practice I. Upper-level is defined as a course that contains descriptive and inferential statistical analyses. A student must earn at least a C grade (2.0 on 4.0 scale) in the course. It may not be taken on a Pass/Fail basis. Semester hour credit earned for the statistics course does not count toward the graduate degree objective.

*Course content:
Analysis, interpretation of research data; descriptive statistics; introduction to probability, sampling theory, statistical inference (binomial, normal distribution, t-distribution models); linear correlation, and regression.

C. Research Course Required Prerequisite

All students must show proof of completing a research course* within five years if enrolling in 96:211 Research for Evidence Based Practice I. Knowledge of the research process is required for the graduate research course 96: 211 Research for Evidence Based Practice I. Below is the research content that you are expected to be familiar with prior to
taking 96:211. If you have not had this content in your undergraduate program, you may register for 96:143 Research for Nursing Practice or an equivalent course. Statistics is a prerequisite to 96:143. Semester hour credit earned for these research courses does not count toward the MSN degree.

*Course content:
The research process/scientific method; the research problem, purpose, hypotheses, and variables; review of literature/theoretical framework; the research design; sampling; ethics and legal issues; data collection; reliability and validity; qualitative and quantitative analysis; and research critique.

D. Guidelines for Graduate Transfer Courses

Graduate students should have all transfer courses approved by their academic advisors and the Office of Admissions, prior to enrolling in transfer coursework. Course descriptions or syllabi may be submitted for review. Transfer courses to be used for support credit should relate to the student's area of Nursing Specialization. Transfer courses to be used for specific nursing course requirements must be approved by the faculty member teaching that course.

Credit for courses taken outside the University of Iowa prior to admission to the graduate program, and/or during the course of the graduate program must be approved by the College of Nursing (academic advisor) the dean of the graduate college and the Office of Admissions. A report on the approval will be entered on the student's permanent transcript and sent to the student and the College of Nursing Office of Student Services.

The following guidelines apply to graduate transfer courses:

1. The course must be graduate-level according to the issuing institution's course-numbering system.
2. The student must enroll as a graduate student and pay graduate tuition.
3. Upon completion of the course, the course number, name, credits, and grade must appear on a graduate transcript from the issuing institution.
4. A course taken for undergraduate credit may not be applied to a graduate degree. Courses from 2-year and 4-year schools without graduate offerings may not be applied to the Master's degree.

Courses that are offered for undergraduate credit only (e.g. courses numbered 0-99 at the UIOWA) may not be counted as graduate credit.

5. Students must meet the residency requirement for graduation from the Graduate College at The University of Iowa. A minimum of 24 s.h. must be completed in University of Iowa credit after admission to the Graduate College. Non-resident credit would include credit earned for transfer courses, correspondence courses, and credit earned under special student status.

6. No coursework over 10 years old may be counted towards the Master's degree.

Please note that the syllabus should include: the name of the college or university, the name and number of the course, the name of the textbook which accompanies the course, a topical outline of the course content, objectives, and credit hours, any prerequisite courses, and the name of the instructor.

Send this information to the Office of Student Services, 37 Nursing Building, Attn: Graduate Programs.

E. Nursing Licensure (not required for Clinical Nurse Leader Students)

All graduate students in the College of Nursing must hold a current and valid nursing license and must provide the Office of Student Services, 37 Nursing Building, with proof of this licensure. Clinical Nurse Leader students should refer to the gold section for documentation required for clinical experiences.

1. When taking clinical courses, the student must hold license in state where practicum is held.
2. **International students:**

Special licensure for those licensed in another country may be granted by the Iowa Board of Nursing on an individual basis. The intent of the special license is to allow nurses licensed in another country that are not eligible for endorsement to practice in Iowa to provide care in a specialty area, to provide consultation or teaching where care is directed, to obtain clinically based continuing education, or to be a student in a graduate nursing education program.

To obtain this special license students must satisfy the below requirements:

a. **Official verification of certificate-holder status** submitted by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Certification is required if the applicant has not been licensed as an RN in the United States following graduation from a nursing program and successful completion of a U.S. national licensure examination. For information about the CGFNS Certificate Program, please contact:

Commission on Graduates of Foreign Nursing Schools  
ATTN: Certification Program (CP)  
3600 Market Street, Suite 400  
Philadelphia, PA 19104-2651 U.S.A.

Customer Service:

Telephone: 215.349.8767  
Fax: 215.349.0026  
E-mail: support@cgfns.org


Applicants should request that CGFNS submit verification of certificate holder status directly to the Iowa Board of Nursing.

b. **Nursing Education Form: Certification Program** submitted by CGFNS. Applicants should request that this form be submitted directly to the Iowa Board of Nursing.

Upon obtaining the Special Licensure from the Iowa Board of Nursing, student should provide a copy of this to the Graduate Program Office.

**F. Liability Insurance**

All students in the College of Nursing must show annual verification that they have obtained and currently hold professional liability insurance with coverage of at least $1,000,000 single occurrence limit, 3,000,000 aggregate. This requirement serves both as an act of professionalism and to protect students' personal assets. Professional liability insurance covers error, negligence, or omission that may occur during the practice of nursing. It pays for court costs and legal fees whether or not individuals are liable for the charges made against them. Clinical Nurse Leader Students will be covered by the College of Nursing Group Policy, costs for which will be covered by a miscellaneous fee placed on the student U-Bill each spring semester during the program.

**G. Mandatory Health Insurance**

All students in the College of Nursing must show annual verification of valid health insurance coverage providing a $250,000 lifetime benefit and covering immunizations, hospitalization, surgery, maternity, emergency illness or injury and well-baby care (to age 7). The policy must be equivalent to the policy offered to students by the University of Iowa Student Insurance Office.
H. Health Screening and Immunization Requirements

All students entering the University will be required to show proof of two MMR (Measles, Mumps, Rubella) vaccinations. The easiest way individuals have to meet this requirement is to locate your records at your physician's office, school system, or childhood through your parents. If you cannot find your records, you may have the MMR at Student Health. The University of Iowa requires verification of MMR immunization for all students born after 12/31/1956. You will have one semester to provide the Student Health Service with validation of your immunity to MMR. You will not be allowed to register for subsequent semesters until you have complied.

In addition Health Screening is a requirement for all Health Sciences students at The University of Iowa, including the College of Nursing. This requirement is to be fulfilled by all graduate students at the time of admission, and prior to the start of class. The following specific requirements must be on file at Student Health: the results of a physical examination, including urine analysis and immunizations for chicken pox, tetanus, tuberculin skin tests and Hepatitis B Vaccine series.

FAILURE TO MEET THESE REQUIREMENTS WILL RESULT IN VOIDING OF REGISTRATION BY STUDENT HEALTH. HEALTH SCREENING REQUIREMENTS ARE MANDATED BY THE UNIVERSITY OF IOWA. STUDENTS MUST CONTACT STUDENT HEALTH FOR HEALTH SCREENING ISSUES INCLUDING BLOCKS ON REGISTRATION DUE TO INCOMPLETE HEALTH SCREENING.

I. Child and Dependent Adult Abuse Training

 Anyone who has any form of client contact needs to have completed Child and Dependent Adult Abuse Training. This training needs to be completed every 5 years. If you have not completed the training and will have client contact, please contact the Office of Student Services for information on how to obtain this training. Clinical Nurse Leader students will complete this training during the first semester of the program as part of 414:198 UIHC Compliance Training.

Note: Training and Screening for clinical agencies vary from agency to agency. They will all require training to have been completed prior to your attendance at the agency (i.e. Abuse Training, Safety and Infection Control) however, some requirements may vary. Please allow enough time to find out the specific training and screening requirements of the agency you plan to attend as well as the time to complete the training if necessary.

J. Criminal Background Check

We require all of our new admits starting Fall, 2005 to have a background check done by the company the University of Iowa has contracted with unless they can provide the documentation showing a background check has been completed by the University of Iowa Hospitals and Clinics within the twelve months prior to matriculation. A student will be required to complete a Consent Form and Authorization Form which can be obtained from the Office of Student Services or has been included in the admission packet. Along with these forms, the student will be provided The University of Iowa Notice to Students and Prospective Students which details the student’s rights in relation to background checks. A fee of $100 as of Fall, 2005 will be applied to the student’s U-Bill; this fee is subject to change.

Students enrolled prior to Fall, 2005 will be required to have a criminal background check completed prior to the semester, if any, they have direct patient contact.

K. Requirements for Human Subjects Research

All externally funded research projects by Iowa faculty and staff and all student research projects are reviewed for protection of human subjects by the appropriate University of Iowa Institutional Review Board (IRB 01) and are certified as acceptable to NIH under FWA00003007. Each funded or non-funded project receives an IRB Review number or is designated as exempt, after appropriate IRB screening. This IRB approval must be received prior to initiation of data collection.
In order to comply with IRB regulations, the College of Nursing must have certain information from all graduate students prior to the start of any portfolio, project, thesis or dissertation process and before beginning any work on these. The Human Subjects Review Guidelines are included here as well as the IRB Tracking Form. The IRB Tracking Form must be completed; signatures acquired, and submitted to the Graduate Program Office prior to beginning the portfolio, project, thesis or dissertation process.

See Human Subjects Review Guidelines and the IRB Tracking Information Form on the following pages. If you have any questions regarding the human subjects approval process, please contact Nancy Goldsmith in the Office for Nursing Research.

1. HUMAN SUBJECTS REVIEW GUIDELINES

These guidelines apply to both faculty and graduate students. Approval of the appropriate Institutional Review Board (IRB) **MUST** be obtained for each faculty research project, master's student thesis or project, or doctoral dissertation **BEFORE** beginning data collection. Even if the proposed work will qualify as "exempt," only the chair of the appropriate IRB has the legal authority to make this determination.

**Federal Regulations**

Federal regulations define a human subject as: a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

**Exempt Status**

Exempt from IRB review does not mean exempt from application or initial review. All research involving the use of human subjects must receive initial review. Exempt research is exempt only from continuing/annual IRB review. Federal regulations require that the IRB rather than the investigator make this determination. Therefore, an application requesting exempt status must still be filed and approved. All of the rights and protections afforded to human subjects in research are required in exempt status projects.

**Human Subjects Committees (IRB)**

There are two (2) Human Subjects Committees with which College of Nursing researchers must concern themselves. The committee to which you apply for approval is determined by the category into which your project falls.

**ALL proposals are submitted to the Human Subjects Office 300 CMAB for review and approval:**

- a) All FUNDED nursing research (includes grant proposal pending)
- b) All research involving humans conducted by College of Nursing faculty and students, whether funded or non-funded
- c) All research based at University of Iowa Hospitals and Clinics (UIHC), whether funded or non-funded
  1) If physically invasive procedures are to be used, proposals are submitted to IRB 01
  2) If procedures are NOT physically invasive, proposals are submitted to IRB 02

**NOTE:** Graduate students should have their proposals approved by their thesis or dissertation committee before submitting materials to the Human Subjects Office.

**Agency Approval**

For each research project, the appropriate agency approval must be obtained.

- If research is based at the University of Iowa hospitals, agency approval must be obtained from the UIHC Nursing Service, through its Nursing Research Committee (NRC). NRC approval must be granted before Committee A will give final approval. Forms can be found at: http://www.vpr.uiowa.edu/hs/g/docs/nursing.doc
- If funded or non-funded research is conducted off-campus, agency approval must be obtained before Committees 01 or 02 will grant final Human Subjects approval. An agency approval form may be used or this can be indicated by an agency letter.
Special Situations

- **VAMC (Iowa City):** Approval for research involving nursing service and/or nursing care delivery must be obtained from the Associate Director, Patient Care Services, 338-0581, Ext. 6104, or VAMC Patient Care Services 002.

- **Students from the College of Nursing as research subjects:** The College of Nursing is considered the agency and an agency approval form must be submitted to and signed by the Dean before final approval is granted. College policies regarding students as subjects can be found in the Faculty Handbook and the Graduate Student Handbook.

- **School systems:** If research is to be conducted in Iowa public/private schools (K-12), consent must be obtained from the Cooperating Schools Program before final IRB approval. More information at CSP website at [http://www.uiowa.edu/~csp/](http://www.uiowa.edu/~csp/)

All necessary forms for submissions to Committees 01 or 02, NRC, and VA R&D Office are available on the Human Subjects Office website at [http://research.uiowa.edu/hsoc](http://research.uiowa.edu/hsoc). If you have any questions, feel free to talk to the Research Office staff.
In order to comply with IRB regulations, the College of Nursing must have the following information from all graduate students. *This form is available in the Office of Student Services and must be filed when you BEGIN the project/portfolio/thesis/dissertation process and before you begin any work on these.* Complete the appropriate portions of this form, indicate the option selected, acquire the required signatures, and submit the completed form to the Office of Student Services, 37 NB.

**TO BE COMPLETED BY ALL STUDENTS**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Phone</td>
<td>Work Phone</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

Mailing Address

FOR MSN STUDENTS ELECTING THE PORTFOLIO OPTION

**OPTION #1:**

- I will be submitting a portfolio to meet the requirements of the MSN degree.

Committee Chair Name

Signature of Chair

FOR ALL OTHER MSN AND/OR DOCTORAL STUDENTS

**OPTION #2:**

- I will be doing a LITERATURE REVIEW in fulfillment of the MSN project option.
- I will be doing a project that does not require IRB approval (e.g., development of an instrument and establishment of content and construct validity). Give brief explanation below

Committee Chair Name

Signature of Chair

*Continued on next page*
OPTION #3:
☐ I will be conducting research using human subjects and/or existing data.

Type of proposal
☐ MSN Thesis ☐ MSN Project ☐ PhD Dissertation

Proposal Title

Committee Chair Name

Signature of Chair

NOTE: If you choose this option, you must apply for IRB review. All applications go to the Human Subjects Office, 300 CMAB for assignment to the appropriate committee and subsequent review. The necessary forms can be downloaded at http://www.uiowa.edu/~vpr/eforms/human/human.htm.

If you have any questions, problems, or need assistance in completing these forms, please contact Nancy Goldsmith, 410 NB, 335-7133, or nancy-goldsmith@uiowa.edu.

Please see Office of Student Services for the IRB Tracking Form.
L. English as a Second Language (ESL) Requirement for all Foreign Students

English as a Second Language (ESL) credit classes are available to students whose first language is not English--U.S. students as well as international students. All international students will be required to take the on campus English Proficiency Evaluation. If a student is found to need more than 2 courses in English as a Second Language, he/she will be required to enroll in, and successfully complete, the Iowa Intensive English Program. Concurrently with the Iowa Intensive English Program, the student will be allowed to register for one course within their program of study. More information related to the Iowa Intensive English Program is found at the following link http://www.uiowa.edu/~iiepesl/

Students are required to complete any English as a Second Language coursework specified as a result of the English Proficiency Evaluation. Courses are offered in conversation skills, pronunciation, grammar, reading and writing. Students must be enrolled in The University of Iowa in order to take ESL credit classes. All international students are required to complete the English evaluation as soon as they arrive on campus. The evaluation is the basis for English as a Second Language recommendations for Intensive English or other course work to improve English proficiency.

Students will be expected to enroll in courses recommended by ESL during their first semester and to continue enrollment until satisfactory grades are earned or until subsequent evaluation indicates that the required level of English proficiency has been achieved.

This policy may preclude some students from enrolling in ANY graduate level course work during their first semester, and may limit the amount of graduate course work they may take in subsequent semesters if ESL determines that additional English preparation is required. Failure to enroll in required ESL course work will prohibit future registration in the graduate program until requirements are fulfilled.

M. Language Requirement for all Foreign Students Applying for Teaching Assistantships

All students for whom English is not their first language and who are applying for first-time appointments as TA’s are required to be tested to assess their effectiveness in English speaking and comprehension skills for teaching undergraduates in a typical American university classroom situation before they are assigned assistantship responsibilities. Students must be enrolled in a graduate program at The University of Iowa, and the department must be considering hiring them as teaching assistants to participate in this program. Complete information on the Teaching Assistant Preparation in English program is in section IV.

VI. Student Performance and Progress

A. Evaluation & Grading

1. Regular Courses/Seminars and Practice
   a. These courses are letter-graded with A = 4 points, B = 3 points, C = 2 points, and D = no graduate credit. At the discretion of the instructor, plus and minus marks may be used.
   b. All graduate courses must be taken for a letter grade, except for the Master's Project, Master's Thesis, Master’s Portfolio, Research Practicum, Dissertation Research Seminar, and Dissertation Research courses, which are offered on an R-W basis.
   c. Students who receive the mark of I must remove that mark within the first session of registration after the closing date of the session for which it is given; otherwise the grade becomes F, except that students with I’s from the spring semester are exempt from completing the course during the succeeding summer session. Courses may not be repeated to remove incompletes.
2. Individual Instruction
   a. This category includes Master's Thesis, Master's Project, Master’s Portfolio, Research Practicum, PhD Dissertation Research Seminar, and Independent Study Courses.
   b. These registrations are graded on the R-W basis.

B. Good Standing

1. A graduate student is in good standing if, in the collective judgment of the faculty, the student has exhibited "satisfactory performance," "normal progress," and "appropriate professional conduct."

2. Satisfactory Performance
   a. PhD Objective
      1) A cumulative College of Nursing and Graduate College grade-point average of at least 3.0.
      2) Generally good or excellent performance in individualized instruction registrations, as reflected in ‘R’ marks and written reports.
      3) Generally good or excellent performance in assistantship activities, as reflected in written reports.
   b. MSN Objective:
      1) A cumulative grade-point average of at least 2.75.
      2) A minimum grade of “C” is required in all the required courses in the Entry into Practice MSN: Clinical Nurse Leader Program for all pre-licensure students. The progression of the students enrolled in the Entry into Practice MSN: CNL Program is lock step requiring full-time study. If there is an interruption in the sequence of courses by dropping, withdrawing, and/or other reasons, the student may be unable to progress in the curriculum for a period of at least one year, and resumption/re-entry into the appropriate nursing course sequence would occur if space is available. *The student must meet with the Program Director for determination of their continued academic progress.
         *Situations precluding progression include, but are not limited to:
         Pre-requisites for courses have not been satisfied
         (http://www.nursing.uiowa.edu/academic_programs/graduate/mnhp/pre-req.htm)
         Space availability (which may be particularly difficult for clinical courses)
      3) A minimum grade of C is required in the advanced core and specialization courses for all students in practitioner programs.
      4) For clinical courses, demonstration of safe practice and satisfactory clinical progress.
      5) Generally fair or better performance in individual instruction registrations, as reflected in ‘R’ marks and written reports.
      6) Generally fair or better performance in assistantship activities, as reflected in written reports.
      7) Graduate College policies concerning academic standing, probation, and dismissal are in the Manual of Rules and Regulations of the Graduate College, Section IV.
C. Writing Guidelines and Resources

1. Writing Guidelines, APA style

The College of Nursing has minimum writing competencies for all nursing students. It is expected that graduate students at the College of Nursing will write at a level that meets or exceeds these minimum competencies.

The College of Nursing asks that you write in “APA style.” This refers to the editorial style that many of the social and behavioral sciences have adopted to present written material in the field. Editorial style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- as well as many other elements that are a part of every manuscript


2. APA Style guide

**APA FORMAT (5TH EDITION)**

**NOTES:**
1. Journal articles and BOOK TITLES: Only capitalize first word of title and first word after a colon
2. TITLE of journal is capitalized

**Journal article, one author**
*In text:* (Paivio, 1975).

**Journal article, two authors, journal paginated by issue**
*In text:* (Becker & Seligman, 1981)

**Journal article, three to five authors**
*In text:* First time, use all names  
Second and subsequent times the work is cited - (Horowitz et al., 1983).

**Journal article, six or more authors**
*In text:* Each time cited - (Winston et al., 1983).
3. Writing Resources

  a. The University of Iowa Writing Center

  The University of Iowa Writing Center was started by Carrie Stanley in 1934, and has a long-standing tradition of one-to-one instruction in rhetorical and communication skills. An understanding of how discourse, whether of writing, speaking, reading, or listening, is both purpose- and audience-driven has been a hallmark of the Writing Center and its host department, Rhetoric. We are located in room 110 of the English-Philosophy Building, by the Iowa River.

  Graduate students who have excelled in writing and who come from the departments of English, Communication Studies, and Rhetoric serve as our tutors, looking at their students' writing in the context of their development as writers. Students interested in developing their academic or personal writing style can sign up to work in the center for an entire semester at a time. The student and the tutor meet twice a week for a 50-minute session. For students who prefer only one 50-minute session, we also offer appointments a few nights a week.

  Tutors are oriented not to "fix" individual papers but rather to assist writers in improving their strategies of researching, organizing, drafting, editing, and revising. All levels of discourse are addressed, from idea development and brainstorming to word choice and comma placement. The quality instruction that the tutors provide allows for a mentoring relationship to develop between tutor and student. At the Writing Center, we believe that writing and thinking are processes that involve talking things through and revising.

  All writers, even Pulitzer Prize winners, benefit from feedback on their drafts. Among the questions we address are: What are my options for approaching this assignment? Am I making myself clear? Is my argument convincing? Is my claim or story believable? Did I fulfill the criteria of the assignment? Are there other ways I can present and organize this material? Is my language too technical for my audience?

  Whenever you have a gnawing sensation that something is not right, our tutors can help you to figure out what writing techniques would serve you best.

  We are proud of our Writing Center's demographic diversity with its international and multi-ethnic participants. Every semester, students from ten to fifteen different language backgrounds and countries enroll. We are also proud of our genre diversity, in that we will assist with autobiographical essays, fiction,
literary criticism, rhetoric assignments, research papers, biology lab reports, fine arts reviews, and theses and dissertations in almost every field.

Every semester we produce a journal of student writing, VOICES from the University of Iowa Writing Center. Some of the submissions for our publication are written at the center in response to "invitations" to write. At the end of the semester, the Writing Center sponsors a "reading" during which the authors of VOICES pieces can read their work to an interested Writing Center audience.

The torch of the Writing Center has passed from the directorship of Cleo Martin in the 1950s and 1960s, to Lou Kelley during 1965-1989, to Allison York during 1989-1991, and then to me, Carol Severino. I am such a strong believer in the possibility of the creative process that I play the drums in a rock band called "Rough Draft." And I am a strong believer in the benefits of the Writing Center for every interested individual.

So come on by any Monday to Thursday, 9:30 to 3:30, and check us out, or sign up for an appointment on the sheet posted on the Writing Center door. If you want to sign up for the whole semester, we strongly encourage you to come during the first few days of the semester. We fill up fast, but we also maintain an active waiting list, which we do our best to accommodate. If you have any further questions, please feel free to e-mail us at writing-center@uiowa.edu.

Excerpted from the Writing Center website:  http://www.uiowa.edu/%7Ewritingc/Welcome/welcome.html

b. The University of Iowa Graduate College Electronic Thesis and Dissertation Program:
   http://www.grad.uiowa.edu/Students/ThesisResources/Manual.htm


D. Recognizing and Avoiding Plagiarism in The University of Iowa College of Nursing

1. What is Plagiarism?

Plagiarism involves the use of other people's intellectual material and/or efforts in place of your own work, and representing these materials/efforts as being your own work. In other words, “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging the source” (From “Defining and Avoiding Plagiarism”, by the Council of Writing Program Administrators, obtainable at the Internet from http://www.wpacouncil.org)

2. Examples of plagiarism

   a. Presenting part or all of another student's lab report or other written assignment as your own.

   b. Use of an essay, review, report, or other material purchased or obtained free from any kind of 'writing service' or database (such as are found on the Web) to complete a class assignment.

   c. Copying from an unpublished or published source, including your textbook, lab manual, or other class material.

Comments:

(a) A source does not have to be copied verbatim (word for word) to be plagiarized. The use of small sections of a source, stitched together with bits of your own prose without scholarly or peer attribution, is plagiarism. Likewise, using material that has been modified by substituting synonyms, altering punctuation, or changing rhetoric in ways that do not alter the original passage in any substantial way, particularly paraphrasing, without attribution to the source, is also plagiarism.
(b) The basis of, and evidence for, plagiarism is the illegal use of material, not your intent. A charge of plagiarism is not automatically nullified by claims such as "I didn't know I was copying", or "I didn't know I couldn't copy that material." or "I didn't intend to plagiarize."

(c) Increasingly, our information comes from the Internet. It is important to realize that the concept of plagiarism is exactly the same when applied to material from the Internet as it is for printed material. “I got it from the Web” is never a valid excuse for failing to appropriately cite material and attribute the original thinking of another as such.

(d) A person who supplies an exercise that is illegally copied is as guilty as the copier. The argument "I just let so-and-so look at my paper as an example of how they are written" is not accepted as a defense in a case in which two papers are so similar that they are judged to share a common source, unless it can be clearly demonstrated that a fellow student has purloined another student’s original work by copying, downloading, or pilfering materials without the student’s knowledge.

(e) Materials which are prepared for an assignment in one class may not be used in their entirety to fulfill the requirements of an assignment in another class.

3. Why is plagiarism bad?

Plagiarism is bad for two reasons.

Firstly, plagiarism is cheating. You are here to learn a particular body of skills and materials, and to be assessed on how well you have learned. Any form of cheating impedes your learning and misrepresents your capacity to perform. There may be a short-term gain from cheating (better grades) but in the long term it benefits no one. Cheating--including plagiarism-- cannot be tolerated if the University is to fulfill its educational mission.

The second reason is that the products of intellectual work are property, just as other products of work are property. To use another person's work without crediting that person is intellectual theft. This is a major issue in the academic and commercial worlds, where ideas and the presentation of ideas are used for professional credit and/or material benefit.

4. What are the penalties for plagiarism?

Penalties for first offenses of plagiarism, or any other form of cheating, can include reduction in grade (up to an F in the course) at the instructor's discretion, and disciplinary probation. A second offense can result in suspension from the College, also resulting in simultaneous expulsion from the Graduate College. (See the updated Graduate College Manual of Rules and Regulations Part 1, Section IV.F.)

5. Is any use of other people's language or work plagiarism?

No. Here are some major exceptions.

a. Technical terms and language: No matter how specialized a term is, once it has been coined to describe a particular situation, it becomes common property.

b. “Common knowledge”: repeating “boilerplate” phrases such as “The purpose of this report is to analyze heredity in Drosophila” would not ordinarily be counted as plagiarism, since such sentences may turn up repeatedly in reports written independently. However, statements expressing scientific ideas, data, or conclusions do not fall under this exception.

c. Quotations: It is legitimate to cite another person's work verbatim if it is presented as a direct quotation. To do so, you must—

(1) enclose the material in quotation marks;
(2) cite the author and source.
For example, here is a correctly presented quotation from your text:
"...the biological species concept hinges on reproductive isolation, with each species isolated by factors (barriers) that prevent interbreeding, thereby blocking genetic mixing with other species."

Realize that we use quotations only occasionally, to 'dress up' a report, not to form the main body of a report. A report, essay, or other assignment that consists largely of quotations shows a capacity to read, but it does not necessarily show a good understanding of the material at hand.

6. If I use a lot of notes from source material when I prepare an assignment, how can I make sure I don't plagiarize?

Many people inadvertently (but still illegally!) plagiarize by the following poor work habits. They copy notes verbatim from a source as they read, put the notes aside, and later compile the assignment by reading and typing directly off those notes.

Avoid this error by studying material to understand it. Follow these steps:

a. As you read your source material, condense it in your own words and write those as notes. Do this paragraph by paragraph if the material is difficult. Acknowledge the influences of secondary sources in shaping your own original thinking (analysis).
b. Write commentaries on the material as you read it. Does it make sense? Do other sources agree or disagree with it? Can you think of better ideas or interpretations? And so on. Use it as you go. Review notes frequently to determine why you agree or disagree with the sources and where your original conclusions depart from the analyses of others.
c. Make an outline of your assignment, then write a rough draft without consulting your sources.
d. Go back to the source material to check facts and to make sure that you've expressed major ideas correctly. This procedure is a guarantee against plagiarism. Even more important, you will know your subject material when you are done, you will have had practice in writing, and your assignment will be easier for your audience to follow.
e. Finally, when in doubt, check with your instructor. You can never go wrong by taking this simple step.

7. Is recycling of my own earlier writing a form of plagiarism?

Technically, it is not. However, if you quote your own earlier writing it is considered proper to place it in quotation marks and cite its source. Furthermore, “Submitting the same paper in more than one course without the knowledge and approval of the instructors involved” is considered a form of cheating (see Chapter IX of the CLAS Student Academic Handbook, cited above). If you are taking this course a second time and are assigned to do a report on the same lab exercise that you had written on before and wish to incorporate material from your own earlier report, consult your lab instructor before you prepare the report.

8. Is mis-citing material a form of plagiarism?

An incomplete reference or one with a typo (e.g. in page numbers) is not an offense. However, deliberately citing the wrong sources is a serious offense, because it makes it harder for the reader to check up on the accuracy of the information that you present. Thus you may lose points on a paper for careless attribution of sources. If (as once happened) the sources cited bear no relation to the material quoted in the text, the paper will get a zero.
E. Academic Misconduct
Guidelines for Managing Academic Misconduct, Student Performance Deficiency, and Possession or Use of Drugs and Alcohol

<table>
<thead>
<tr>
<th>Subject</th>
<th>Faculty Actions to be Taken</th>
<th>Student Actions to be Taken</th>
<th>End Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Misconduct</td>
<td>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</td>
<td>1. Meet with faculty member for response to allegation.</td>
<td>1. Warning</td>
</tr>
<tr>
<td>- Cheating</td>
<td>2. Inform Program Director (PD) who will assist faculty to complete Academic Misconduct Report (AMR) form (available from secretary or 101 NB).</td>
<td>2. Meet with PD to respond to Academic Misconduct Report.</td>
<td>2. Potential suspension from the College of Nursing.</td>
</tr>
<tr>
<td>- Plagiarism*</td>
<td>3. PD notifies Associate Dean (AD).</td>
<td>3. Meet with AD regarding action and rights/responses.</td>
<td>3. Potential dismissal from College of Nursing.</td>
</tr>
<tr>
<td>2. Classroom Misconduct</td>
<td>4. PD meets with student as designated in informal complaint process.</td>
<td></td>
<td>4. Potential dismissal from University (See Operations Manual, IV-1: General Regulations Applying to Students.)</td>
</tr>
<tr>
<td>3. Professional Misconduct</td>
<td>5. AMR form is completed by faculty (typed) and forwarded to AD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Student is requested to meet with AD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. AD shares outcome of meeting with student with PD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. PD informs faculty of outcome of meeting with student and AD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. When satisfactory outcomes have not been obtained, the AD notifies the PD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Warning
- Potential suspension from the College of Nursing.
- Potential dismissal from College of Nursing.
- Potential dismissal from University (See Operations Manual, IV-1: General Regulations Applying to Students.)
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</tr>
</thead>
</table>
| 4. Student Performance Deficiency | 1. Inform student of deficiencies.  
  - Course objectives not met  
  - Course expectations not met  
  2. Provide information regarding necessary steps to be taken by student to correct deficiencies.  
  3. Warn student of consequences of deficiencies.  
  4. Dismiss student from clinical practice setting (as appropriate).  
  5. Provide student an opportunity to respond orally or in writing.  
  6. Inform PD who may assist faculty in completing written documentation of student encounters demonstrating deficiencies. Copies of this document should be forwarded to AD.  
  7. PD notifies AD as appropriate.  
  8. PD meets with student as appropriate.  
  9. Supporting documentation is forwarded to AD.  
  10. Student is requested to meet with AD as appropriate.  
  11. AD shares outcome of meeting with student with PD. AD places completed AMR form in student file.  
  12. PD informs faculty of outcome to meeting with student and AD.  
  13. Faculty completes “Re-entry Recommendation Form: and forwards for student file, as appropriate.  
  14. When satisfactory outcomes have not been obtained the AD notifies the PD.  
  15. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. | 1. Meet with faculty member regarding deficiencies and steps to be taken to correct deficiencies.  
  2. Meet with PD regarding written documentation of performance deficiencies and recommendation.  
  3. Meet with AD regarding recommendation of the College and student rights/responses.  
  4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.  
  5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. Performance deficiencies are reflected in course grade  
  a. Reduction in course grade, or  
  b. Failure in course  
  1) Decision for Repeating course  
  2) Probationary status (see Scholastic Performance Policies)  
  2. Formal notification of student’s status sent from AD |
<table>
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<tr>
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<th>End Result</th>
</tr>
</thead>
</table>
| 5. Possession or use of drugs and alcohol, which may involve physiological or psychological hazards. | 1. Inform student of allegation (possessing or using alcohol/drugs). Provide student an opportunity to respond orally or in writing.  
2. Refer student to Code of Student Life, (See *Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14*).  
3. Inform PD who will assist faculty to complete AMR form (available from secretary or 101 NB).  
4. PD notifies AD.  
5. PD meets with student as designated in informal complaint process.  
6. AMR form is completed by faculty (typed) and forwarded to AD.  
7. Student is requested to meet with AD.  
8. AD shares outcome of meeting with student to PD. The AD places completed AMR form in student file (to be removed upon graduation).  
9. The PD informs faculty of outcome of meeting with student and AD.  
10. When satisfactory outcomes have not been obtained, the AD notifies the PD.  
11. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. | 1. Meet with faculty member to respond to allegation.  
2. Meet with PD to respond to allegation.  
3. Meet with AD regarding complaint procedures within the college and options available to student.  
4. When satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.  
5. The student may contact and/or meet with the University Ombudsperson at any time in the process. | 1. See *Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14*. See also Student Services Website: [www.uiowa.edu~vpss/policies/policies](http://www.uiowa.edu~vpss/policies/policies) go to: II. B.-D.  
Any student found to have violated this policy will be irrevocably dismissed from the College of Nursing and any professionally licensed student who violates this policy will be reported to the Iowa Board of Nursing, as indicated by Board protocol. |

Channels of Communication are Program Director/Associate Dean/Dean.
F. Grievance Procedure

Student complaints concerning actions of faculty members are pursued first through appropriate communication channels as outlined or with the assistance of the University Ombudsperson.

1. Informal Complaint Mechanism – Communication Channels
   a. The student should first attempt to resolve the issue with the faculty member involved.
   b. Lacking a satisfactory outcome with the faculty member, the student may take the matter to the Master’s or Doctoral Program Director.
   c. If a satisfactory outcome is not obtained, the student may take the matter directly to the Associate Dean for Academic Affairs.
   d. Lacking a satisfactory outcome with the Associate Dean for Academic Affairs, the student may take the matter to the College of Nursing Academic Council.
   e. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.

2. Formal Complaint Mechanism

If a student complaint concerning faculty actions cannot be resolved through the informal mechanism available, the student may file a formal complaint which will be handled under the procedures established for dealing with alleged violations described in the statement on Professional Ethics and Academic Responsibilities as specified in section III-15 of the University Operations Manual. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in II-29.7.

If your complaint involves sexual harassment, you need not follow these procedures. The University policy on sexual harassment and consensual relationships in the instructional context can be found in “Policies and Regulations Affecting Students” (available at the Campus Information Center, Iowa Memorial Union, in the Office of Affirmative Action, 202 Jessup Hall [telephone 335-0705] and in September as a supplement to The Daily Iowan).

The Office of the University Ombudsperson (C108 Seashore Hall, telephone 335-3608) responds to problems and disputes brought forward by all members of the University community—students, staff, and faculty—that appear irresolvable through existing channels. Before consulting the ombudsperson, ordinarily an attempt should be made to resolve problems by following the procedures described above.

VII. College of Nursing Office of Student Services

A. Dual Advisement Program

1. Faculty Advisor, Program Staff advisor

Each student in the College of Nursing has a faculty advisor as well as an advisor in the Office of Student Services. All students are assigned a faculty advisor matched to their area of interest. The role of the faculty advisor is to mentor and provide career guidance to students. Advisors may also serve on the student’s thesis, project or portfolio committee. Additional advising by graduate office staff will encourage students to make decisions concerning educational goals, to orient themselves to the University, to resolve problems that may interfere with their educational progress and to help students enroll in courses and assist students in meeting important deadlines and complying with College requirements such as licensure, HIPAA, or criminal
background check. Students requiring professional help beyond the scope of the advisor’s role are referred to appropriate professional guidance services.

2. Changing a Faculty Advisor

From time to time it may be necessary to change a faculty advisor; this change is made through the Office of Student Services who will facilitate the change in consultation with the Area Chair and Program Director.

B. Association of Graduate Nursing Students (AGNS)

Graduate students have the opportunity to participate in the College of Nursing Association of Graduate Nursing Students (AGNS). AGNS meetings and events are held throughout the academic year to discuss issues and provide mentoring and share ideas. AGNS nominates student representatives to serve on the College of Nursing Academic Council and on the University Graduate Student Senate. Students are also eligible for membership in a variety of professional and specialty nursing organizations at the state and national level.

C. Communication

1. E-Mail

Every student at The University of Iowa is provided with an email account. This UIOWA account must be activated through ISIS. Students are required to activate the UIOWA account and to check this account regularly. You are assigned an "alias" address of the form "jane-doe@uiowa.edu". The alias address is typically your first and last names, separated by a hyphen, and followed by "@uiowa.edu". The alias address is much easier to remember and is the address you should share with others. All university-wide and departmental mass mailings are sent to your alias address, so you must have a valid routing address in order to receive the mailings. Also, if you change your routing address for some reason, you do not need to notify your e-mail correspondents because your alias address remains the same. If you already have a non-university e-mail account and would like to continue to use your Hotmail, AOL, or another account, then you should register your existing account as your "routing" address in ISIS. Give your e-mail correspondents your alias address.

2. Graduate Student listserv –agnsnet

College of Nursing Graduate Students have a listserv where announcements and discussions of various issues relating to graduate education take place. All students must subscribe. The Office of Student Services will only communicate information about courses, positions, graduation, etc., through agnsnet. To Subscribe:
Send message to listserv@list.uiowa.edu and in the body state: subscribe agnsnet
Upon graduation simply send a message stating unsubscribe agnsnet in the body.

3. Graduate Student ICON site – http://icon.uiowa.edu/index.shtml

The Office of Student Services creates and maintains ICON sites with information that is helpful to students as they progress through their degree programs. All graduate nursing students are subscribed and may access the site by clicking on the Student Services course in their “ongoing” courses. The site contains information about the programs, announcements, forms, scholarship information and bulletin board and important documentations for clinical experiences.

4. Graduate Student Mailboxes

Graduate Student mailboxes are located on the ground floor. Mailboxes should be checked regularly.

D. Electronic Based Resources

1. On-line Courses.
On-line courses fall into the following categories:

- **Web-based Courses** (generally defined as requiring no or minimal on-campus attendance, with all learning experiences managed through a course website)

  Web-based courses offered to graduate students will typically be offered through the Center for Credit Programs (CCP.) To register for the course the student may call the CCP (1-800-272-6430) or access the CCP at: [http://www.continuetolearn.uiowa.edu/ccp/studservs.htm](http://www.continuetolearn.uiowa.edu/ccp/studservs.htm). Students requesting registration through CCP will receive a registration packet if they are admitted to the course, via regular mail. Requesting registration does not guarantee admission to the course, as classes fill quickly. It is important to register early. It is recommended that students taking web-based courses have a cable modem or DSL.

- **Web-Assisted Courses**: (generally defined as requiring regularly-scheduled class attendance with course website providing access to course materials and assistance in organizing assignments and deadlines.) Students register for these courses through ISIS using their 4 digit registration number.

2. **College of Nursing Instructional Technology Center**

   The College of Nursing and ITS (Instructional Technology Services) maintain an ITC (Instructional Technology Center) in room 40NB. The ITC has both Macintosh and IBM desktop computers, laser and dot matrix printers and Ethernet access to various electronic resources (including the libraries, course registration, databases, internet and e-mail.) The Nursing ITC is open Monday – Thursday, 8am – 9pm and Fridays, 8am-6pm. Students who require additional access can go to any of the other campus wide ITCs. ITCs are located in 26 locations on campus, comprising a network of over 1200 workstations available for student use. Wherever you are on the University of Iowa campus, there is an ITC nearby to meet your technology needs. The ITS web page [http://www.its.uiowa.edu/cs/itcs/](http://www.its.uiowa.edu/cs/itcs/) provides access to ITC locations as well as information about printing, HawkID, software and tutorials on subjects such as CD burning, scanning and disc recovery.

3. **The Computer Demo Center**

   The Computer Demo Center is located at the ITS Help Desk in Room 15 of the Lower Level of South Lindquist Center. The contact number for the Demo Center is 384-HELP (4357). It is available at the following website: [http://helpdesk.its.uiowa.edu/demo/](http://helpdesk.its.uiowa.edu/demo/). This site provides the information that you will need to order a personal computer through one of the vendors specified at the site.

4. **Computer Requirements**

   When coming to Campus, we want you to be able to have reliable access to all University services. Provided are recommended computer configurations for accessing resources at the University when bringing a machine you already have to Campus as well as recommended configurations for purchasing a new system.

   **Bringing a Computer to Campus**

   If you are bringing a computer to campus with you, you will want to make sure that it meets some specifications to make sure that your computer experience will be enjoyable and reliable. There is some hardware that is recommended for every computer being brought to campus, these are:

   - Ethernet card (On Campus) - A standard 10/100 PCI ethernet card is encouraged for the dorms to allow access to the high speed Internet access, ResNet.
   - Modem (Off Campus) - A modem will allow access to the free Internet service, UI Remote Access from an off campus location.
   - Hard Drive Space - This is where you will save your documents and other information on your computer. Hard drive space can be at a premium on some older computers, so we recommend having at least 2 GB of free space to make sure you will not run into problems and have space for installing new programs.
Memory and Processor Speed - These specifications will depend on what operating system you are using, we recommend consulting the table below for our recommendations:

Windows

<table>
<thead>
<tr>
<th>Memory</th>
<th>Windows 98</th>
<th>Windows Me</th>
<th>Windows 2000</th>
<th>Windows XP</th>
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</thead>
<tbody>
<tr>
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Processor Speed

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<tbody>
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<td>Pentium III</td>
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Macintosh

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<th>G3 Laptop</th>
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<td>Windows Me</td>
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<td>Windows 2000</td>
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<td>Windows XP</td>
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Processor Speed

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<th>G3 Laptop</th>
<th>G4 Desktop</th>
<th>G4 Laptop</th>
</tr>
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<tbody>
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<td>G4 Laptop</td>
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Excerpted from the URL: http://helpdesk.its.uiowa.edu/demo/compreq.htm

E. Resource Labs & Libraries

1. Nursing Clinical Education Center

The Nursing Clinical Education Center (NCEC) staff is primarily responsible for supervision, coordination, operation and instruction in the use of multimedia equipment and nursing healthcare supplies. For graduate students, the NCEC provides equipment you may find useful in class presentations. Available for PowerPoint presentations are computers and data projectors. Also available are slide projectors, overhead projectors. An electronic catalog of visual aids is on line: http://www.nursing.uiowa.edu/sites/LRS_Equip_photos/

The NCEC is located on 4th floor of General Hospital. Directions: go West at the compass at UIHC and take elevator BW to the 4th floor. Exit right from the elevator and you have reached the NCEC. Carolyn Smith is the staff in the NCEC and available at: carolyn-smith@uiowa.edu

2. Nursing Service Administration Resource (NSA) Laboratory

The NSA Resource Laboratory, located in the College of Nursing, contains books, manuals, research instruments, and information on software packages that are used in the area of nursing serves administration. Also available are a Macintosh SE/30 computer and a database containing information on all items located in the laboratory. An IBM-compatible computer and a photocopier are available for students use while working in the lab. Also housed in the resource laboratory are readings on topics pertinent to nursing service administration. The material in the laboratory is for in-house use. For assistance see Bill Donahue in room 308 NB or contact him at 353-5520.

william-donahue@uiowa.edu

3. Morris Research Lab for Gerontological Nursing Research
The Morris Research Laboratory is located in the College of Nursing in Room 435 NB. The lab is open from 8 am to 4:30 pm year round and is available for students, faculty and staff who wish to do research, study, or use an IBM compatible computer. Contents of the lab include some of the latest research in the field of Gerontological Nursing and Instrument Assessments. The Morris Lab also offers a variety of journals that includes some of the more popular journals, such as The American Journal of Nursing, The Journal of the American Geriatric Society, The Gerontologist, the journals of Gerontology and Gerontological Nursing. The checkout policy is a maximum of two weeks for audio-visual materials and books, and a maximum of two hours for periodicals. For more information or assistance, see Kay Geguzis in room 454 NB or contact her at 335-7108.  

kay-geguzis@uiowa.edu

4. The Laboratory for Advanced Computing in Nursing

The Laboratory for Advanced Computing in Nursing (LACN) is located in the College of Nursing in Room 137. The Laboratory is designed to support specific research needs in bioinformatics and genetics, as well as the intersection of clinical specialties and informatics. It is specifically designed to support qualitative and quantitative methods, large database research, knowledge representation, and knowledge discovery. The Laboratory supports a mini-library of journals and tapes, as well as virtual presentations/discussions (individual PolyCom unit). The Laboratory has full access to all College of Nursing and University of Iowa network computer resources, including large data storage resources. Access includes but is not limited to a Microsoft SQL database server, University licensed software, email, and web servers. A magnetic ID card reader controls access to the Laboratory. To request access, please complete the form entitled Request for Use of Laboratory for Advanced Computing in Nursing and submit it to Debra Vogt, 101NB for consideration.

5. The Center for Nursing Classification and Clinical Effectiveness

The Center for Nursing Classification and Clinical Effectiveness facilitates the continued development of standardized languages to describe the work of nursing. Such classification research is crucial to the documentation and study of nursing care and to the articulation of nursing care with that of other health care providers. The Center purposes are to: 1) facilitate the continued development of Nursing Interventions Classification (NIC) and Nursing Outcomes Classification (NOC) to reflect current nursing practices; 2) conduct the review processes and procedures for updating the Classifications; 3) produce and disseminate materials related to the Classifications; 4) provide office support to assist faculty investigators to write grants and obtain funding; and 5) offer opportunities for student research assistants’ and fellows’ education and research experience. The Center For Nursing Classification and Clinical Effectiveness is located in room 407 NB. For more information see Sharon Sweeney in 407A NB or contact her at 335-7051.  

sharon-sweeney@uiowa.edu

6. The Hartford Center of Geriatric Nursing Excellence

The Harford Center of Geriatric Nursing Excellence is located in offices 494 NB, 492 NB and 490 NB in the College of Nursing, and is open Mon-Friday 8:00-4:30PM. The Hartford Center seeks to train nurse scientists and clinicians to ensure that "best geriatric practices" are produced and used "in the field" through educational programs that prepare geriatric nurse clinicians, practicing clinicians and clinical agencies, policy-makers who control resources and influence the environments where older persons live, and the lay public to enhance self-care and care giving skills. Information on John A Hartford Foundation Masters, Pre and Post Doctoral Scholarships are available through this office. For additional information, please see Bonnie Kinkead in room 492NB, or contact her at 335-7084.

bonnie-kinkead@uiowa.edu

7. Parent Child Family Resource Room

The Parent Child Family Resource room is located in the College of Nursing in Room 315. The room is open Monday through Friday from 8 a.m. to 4 p.m. for faculty, students and staff. There are selected texts related to pediatrics, women’s health, family nursing and school health nursing. A limited number of journals such as Journal of Pediatric Health Care, Journal of Pediatric Nursing, Journal of School Nursing, and Nursing Research are available and may be checked out. Other resource materials include selected research tools and
curriculum and other materials related to school nursing. For more information or to check out materials contact Kathy Farrier in room 340 NB 335-7047.

kathleen-farrier@uiowa.edu

8. The Hardin Library for the Health Sciences

The Hardin Library for the Health Sciences constitutes the primary information resource for all of the health colleges including the College of Nursing. Its mission is to disseminate health sciences information to the students, faculty and staff of the University of Iowa in support of education, research, and health care, and to preserve the scholarly record for the future. The Library contains over 370,000 volumes and provides system-wide access to over 14,000 electronic periodicals and nearly 2,000 print journals on site. In addition to supporting these collections, the Library is served by several large consortia through which faculty and students have superb access to materials held throughout the country. The Library also has a large amount of space for research and reading with 122 publicly available networked workstations and seating space for nearly 600 users.

The Hardin Library’s catalog is made available through InfoHawk which also provides networked access to nearly 200 health-related databases, including The Cumulative Index to Nursing and Allied Health Index, Medline, PsychInfo, and Current Contents. Hundreds of additional electronic books are also made available through this network both on and off-campus.

The Hardin library is home to two "Information Commons" (East and West), located on the second floor. These facilities provide a central support and delivery venue for courseware development, classroom instruction, health-related research, and independent learning. The Information Commons boasts several high-end multimedia development workstations, two networked 50-seat electronic classrooms, and information research workstations for searching health-related databases.

Library staff members work closely with the College of Nursing to provide a broad array of user education programs designed to acquaint students with the Library’s services and resources and to help them find information efficiently. Individual help is also offered through the Library’s reference consultation service provided by professional staff members.

The Hardin Web site (http://www.lib.uiowa.edu/hardin) offers a wealth of information on all of the services described above and provides links to its many resources.

9. The University of Iowa’s Main Library

In addition to Hardin Library for Health Sciences, the University of Iowa Libraries include the Main Library and 10 branch libraries. Additional libraries on campus include the Law Library and the Curriculum Lab in the College of Education. The UI Libraries is a depository for U.S. federal, State of Iowa, United Nations, and European Union publications. Through these depository programs, we receive all publications available from these agencies, with the understanding that they will be freely and readily available to the public. The UI Libraries Special Collections houses rare books, historical manuscript collections, and cataloged manuscript letters and individual manuscripts. The UI Libraries' website provides library users an easy yet powerful means for finding information and materials within the Libraries own collections and the collections of peer libraries. The UI Libraries maintains consortia arrangements with the Committee on Institutional Cooperation (CIC), the State of Iowa Regents libraries (Iowa State University and the University of Northern Iowa), the Research Libraries Group (RLG), the Association for Research Libraries (ARL), the Center for Research Libraries (CRL), the Coalition for Networked Information (CNI), and the Iowa Research and Education Network (IREN). Through the Libraries website you can ask questions online through chat with reference library staff: www.lib.uiowa.edu/ask.html. For more information including locations and hours of the Main Library, Hardin Library and branch libraries, check online at www.lib.uiowa.edu.

10. The University of Iowa Library Services for Distance Ed Students
The University of Iowa Libraries offers resources and services to all students enrolled in the distance-education courses directed by the Center for Credit Programs. This includes College of Nursing online courses delivered through the Center for Credit Programs.

This can be accessed with your HawkID online at:
www.lib.uiowa.edu/disted/handouts/Handout_distedStudents.pdf

- Short-Cuts to Electronic Resources by Subject.
  For each degree-granting program (computer science, education, electrical engineering, liberal studies, library science, nursing, public health, and social work), the Homepage provides a link to a list of the most useful electronic resources and databases. Some databases provide lists of articles and books by subject, keyword, author, etc., while other files provide information, such as full-text articles, statistics, etc.
  When distance-education students attempt to use the Libraries’ electronic resources, the Libraries’ proxy server (EZproxy) will prompt them for their Hawk IDs and Passwords (the University assigns a Hawk ID and Password to every student). For information about the ID system or to look up your ID, go to http://hawkid.uiowa.edu

  Importantly, with EZproxy, students do not have to re-configure their Web browsers (as some proxy servers require), and students also do not have to worry about firewalls. (Many companies set up firewalls to protect their computer systems.) With EZproxy, students gain seamless access to the Libraries’ electronic resources, even though their computers may be protected by firewalls.

- Access to The UI Libraries Catalog and Electronic Resources.
  The Distance-Education Library Services Homepage includes a link to The UI Libraries catalog, providing access to information about all books, journals, etc., owned by the Libraries. In addition, the Homepage also includes a link to all the electronic resources and databases available from the Libraries over the Internet.

- Circulation Privileges On-Campus Require Student ID Cards
  Distance-education students can use all libraries located on-campus in Iowa City at any time, and they can checkout books as long as they have a University Student ID card. Application forms for the ID cards can be obtained by contacting the Center for Credit Programs (see top of page). An ID card, however, is needed only when checking out books from on-campus libraries—distance education students DO NOT need a student ID card in order to use electronic resources or document delivery service.

- Document-Delivery Services (Articles and Books)
  1. Interlibrary Loan (ILL) Through Hometown Library -- Free delivery of books and articles. Since ILL services are generally free, distance-education students are encouraged to use regular interlibrary loan services from their local public or hospital library. ILL services can take just a few days, or they can take up to two-to-three weeks. Students are encouraged to place requests as soon as possible.
  2. Distance-Education Document Delivery Service-- $3 per request
     For students who would like to have books or articles sent directly to their homes or offices, especially those who need material quickly, the UI Libraries provides a special service that delivers material to students usually within 24-to-48 hours of each request. There is a fee, however.
     a. Articles: Distance-education students have the option of having articles sent to them electronically at no charge to any e-mail address they provide. Articles can also be mailed to any address provides or faxed to any fax number provided. For articles of twenty pages or less, the charge is three dollars ($3) for each article. For articles over ten pages, there is an additional charge of fifteen-cents-per-page (for pages twenty-one and higher).
     b. Books: Students also have the ability to request that books be sent by UPS to any address that they provide. The charge is three dollars ($3) for each book. Students are responsible for returning books to the Main Library or Hardin Library before the due date, and they may use any delivery method that they prefer (mail, UPS, hand-delivery, etc.). Renewals are possible.
Requests can be submitted electronically. Forms are available from a link on the Distance-Education Library Services Homepage. http://www.lib.uiowa.edu/disted/

For students enrolled in programs that have made financial arrangements with the Libraries, total costs will be charged to the program account. Otherwise, total costs will be charged to the student's University Bill.

Email and Toll-Free Telephone
Without leaving home or office, students can ask for help or advice from library staff. Any student who needs help finding information for a class project or help with research strategies should contact Stephen Dew, the Coordinator of Library Services for Distance Education. Web-based email forms are available on the Homepage. Otherwise, Dr. Dew can be contacted at the following:
1-877-807-9587
stephen-dew@uiowa.edu


F. Sigma Theta Tau International – Honor Society of Nursing

Sigma Theta Tau International provides leadership and scholarship in practice, education and research to enhance the professional development of our members, who strive to improve nursing care worldwide.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 120,000 active members, it is the second largest nursing organization in the world. Members are active in more than 90 countries and territories, and the 424 chapters are located on 523 college and university campuses in the U.S. and countries including Canada, Hong Kong, Pakistan, South Korea, Australia, Taiwan, The Netherlands and Brazil.

Membership is by invitation to baccalaureate and graduate nursing students, who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

The Sigma Theta Tau chapter at The University of Iowa is Gamma. We induct new members into our organization annually during spring semester. Criteria for membership as a graduate student are:

1. enrollment in programs of graduate study in nursing (master, post-master, doctoral, and post-doctoral).
2. achieved a cumulative grade point average of at least 3.5 on a 4.0 scale
3. completed a minimum of one-quarter of the required graduate curriculum
4. demonstrate superior academic achievement, academic integrity, and professional leadership potential.

The application process includes:

1. completion of “Membership Intent Form”
2. two letters of support
3. submission of official transcripts

Gamma Chapter provides scholarships, grants and awards to recognize academic and clinical excellence as well as innovative research.

G. Offices and Keys

1. RA/TA Office
The RA/TA office is located in room 313 NB. This office is available to RA’s and TA’s and is equipped with desks and computers. A sign up sheet for office hours is posted on the door. Keys to the office are available from the Finance Secretary in room 101J NB.

2. Masters Student’s Lounge

The master’s student’s lounge is located on the fourth floor.

3. Doctoral Student’s Office

The PhD office area is located in room 30 NB. Keys to the office are available from the Finance Secretary in room 101J NB. Doctoral student mailboxes are located on the fourth floor near the elevator. A photocopying machine is available in this area for doctoral students exclusively. It may be used for copying that pertains to coursework only. Photocopying needs for RA or TA duties should be made on copier in the faculty member’s area. Students should not make copies for handouts or other teaching assignments using the PhD copier.

4. Keys to the College of Nursing

Entrance keys for the College of Nursing are available from the Finance Secretary in room 101J NB. All keys must be returned at the time the student leaves the College permanently, or when access to the particular area is no longer required. University of Iowa keys may not be duplicated.

VIII. College of Nursing Policies

A. Photo Identification Badges

College of Nursing photo identification badges are ordered by the Office of Student Services. Students must wear their photo identification badges at all times while engaged in direct or indirect patient/client care activities as a student of the College of Nursing. If the original badge is lost or name is changed requiring a new badge, a $5.00 fee will be charged.

B. College of Nursing Smoking Policy

In April of 2007 the Health Science campus became a smoke free campus. Information about boundaries and policies can be found at the following web site: http://www.medicine.uiowa.edu/CCOM/smokefree/faq.html

C. CDC Prevention of Blood-borne Pathogens – Standard Precautions

The Centers for Disease Control (CDC) recommend the following practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens.

Hand Care:

1. Wash hands with soap and water frequently.
2. If health science student, wash hands before and after all patient care. Wash hands immediately after exposure to blood and/or body fluids and after removing disposable gloves.
3. If working with heavy cleaning activities, each individual should have his/her own pair of utility gloves to wear during at-risk activities, and wash and disinfect gloves after each use.
4. Avoid chapped and cracked hands if possible. Use a water-based hand lotion frequently. Petroleum-based products and Vaseline break down latex.
Protective Barriers should be worn at all times when working with blood or blood products or body fluids or waste that may contain blood.

1. Protective eyewear should be worn whenever there is a risk of eye splash.
2. Gowns, boots, and masks should be worn when risk of contamination to clothes, feet or face.

Individuals with open or draining lesions should not work directly with other people (health care students, food serves) while lesion is open or draining.

Do Not Recap, shear, or break needles at any time.

Discard needles and sharp objects in protective containers immediately.

Sterilize or disinfect reusable equipment that is to be used for more than one person. Do Not share equipment between roommates or friends.

Place items that contain a lot of blood in a red biohazard plastic bag, which you can get from Student Health Service or Housekeeping. Return red bag to Student Health Service so that bag can be incinerated.

Do Not pick up broken glass with bare hands. Wear utility gloves or sweep it up. Dispose broken glass in container that does not allow others to be cut.

Resuscitation: Mouthpieces or resuscitator bags should be used whenever resuscitation is carried out.

Further information on Center for Disease Control guidelines on healthcare workers exposure to blood in the workplace is available at: http://www.cdc.gov/ncidod/hip/Blood/exp_blood.htm
D. Protocol for Students who are Exposed to Blood or Body Fluids While Enrolled at the University of Iowa.

The purpose of this policy is to delineate a clear mechanism by which all University of Iowa students can receive immediate evaluation, testing, initiation of necessary prophylaxis, and follow-up for exposures to blood and body fluids. This includes any exposure to blood/body fluids that may occur in such locations as residence halls, classrooms, and health care settings. These recommendations were not developed to address sexual exposures. Certain sexual exposures may warrant individual consideration of this protocol.

Policy
The University of Iowa Student Health Service will provide initial screening, evaluation, testing, and initiation of necessary prophylaxis, follow-up, and referral when indicated for students who have had an exposure to blood or body fluids. In this process, Student Health Service will rely on the student’s supervisor for information on the source; will consult with other caregivers when the student chooses or is located off-campus; and will consult with the Division of Infectious Diseases (Internal Medicine) as needed and for annual program review.

Definition
Possible blood borne pathogen exposure: Any student having exposure to blood or other body fluid should check with Student Health Service. Possible exposure to a blood borne pathogen will include: needlestick, any sharps injury, exposure to an individual’s blood or other body fluids to non-intact skin, to eye, nose, mouth, or through a human bite that breaks the skin.

Procedure
Student will:
Immediately
- wash/irrigate area thoroughly.
- identify source (patient).
- inform supervisor or other responsible person in unit/agency.
- telephone Student Health Service (SHS) Triage Nurse or Physician - (319) 335-8392 - for screening and advice. If SHS is closed, telephone UIHC-ETC - (319) 356-2233, and ask to speak to the ETC Triage Nurse/Staff Physician.
- report to Student Health Service or other provider off-campus as advised by Triage Nurse.
- fill out Blood and Body Fluid Exposure Report, and, if applicable, Agency’s Incident Report, State of Iowa Employers Work Injury report (if forms not available at site, may be faxed by SHS).

Complete Follow-up
- send completed forms and completed treatment records back to SHS within one week.
- accept responsibility for follow-up needs of incident.

Student Health Service will:
- see student on priority basis.
- initiate additional wound care as needed.
- provide care and treatment whenever necessary according to policy as modified from UIHC Infection Control Policy 501 Protocol for Evaluation and Treatment of Hospital Staff Members Potentially Exposed to Bloodborne Pathogens in consultation with Division of Infectious Diseases.
- make appointments for all follow-up visits prior to the student leaving the clinic.
- complete and file forms as indicated.
- provide student with education regarding need for follow-up visits for testing, how to avoid future exposures, symptoms of possible infection, safer sex practices.
- review program yearly with Division of Infectious Diseases.
Student Health Service Triage Nurse or Physician/ETC/COD will:
- evaluate incident to determine level of risk and referral level need.
- if source person is known HIV positive, or at high risk for HIV positive, refer student for immediate evaluation and follow-up (must be done within 3 hours).
- communicate with student and supervisor regarding immediate care, referral and follow-up needs.
- fax essential form(s) to student if student is off-campus or does not have forms.

Student’s Supervisor/Attending M.D./Preceptor will:
- provide release time for student as necessary.
- investigate source person.
- communicate information on source person to student and Student Health Service.
- if off-campus, identify local treatment center to provide initial work-up and follow-up care following Student Health Service protocol.

If seen at ETC, ETC will:
- follow the same protocol for immediate evaluation and care as used by Student Health Service.
- access student immunization history through INFORMM.
- send report to Triage Nurse, SHS, in the morning of the next SHS clinic day.
- transfer the student to Student Health Service for follow-up care.
E. Any UI Health Science Student at Off-Site Locations Exposed to Blood or Body Fluids

The Student Will:

- Wash/Irrigate Area
- Identify Source Patient
- Inform Preceptor

Preceptor will:
- Identify local treatment center for initial work-up (may be SHS).
- Provide immediate release time to go to local treatment center
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results
- Inform local treatment center of source patient results

Go immediately to Student Health Service when the clinic is open and request to see the triage nurse OR go to local treatment center health clinic (Mon-Fri 8-5). If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

SHS or Local Treatment Center will:
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

Fill Out Forms:
- BBP Exposure Report
- Agency Incident Report
- If applicable, State of IA Work Injury Report

BBP = Blood Borne Pathogen
PEP = Post-exposure Prophylaxis
SHS = Student Health Service
F. Any Nursing Student at UIHC Exposed to Blood or Body Fluids

The Student Will:

- Wash/Irrigate Area
- Identify Source Patient
- Inform Preceptor

Preceptor will:
- Provide immediate release time to go to SHS
- Investigate source patient (with primary MD) ASAP
- Inform SHS of results

Go immediately to Student Health Service when clinic is open and request Triage Nurse OR go to UI ETC at any other time. If at high risk, PEP to be started within 1-2 hours of exposure if possible but may be started within 72 hours.

SHS MD/Triage Nurse/ETC will:
- Evaluate risk
- Initiate wound care
- Provide necessary care/Rx/Referral
- If high risk, start PEP ASAP

Fill Out Forms:
- BBP Exposure Report
- UIHC Incident Report
- If applicable, State of IA Work Injury Report

BBP = Blood Borne Pathogen
PEP = Post-exposure Prophylaxis
SHS = Student Health Service
IX. University of Iowa Policies

A. Registration Policies

Early registration for enrolled students begins each November and April. Students should refer to their individualized plan of study and may want to meet with their faculty advisor. MSN and PhD course schedules are available on the ICON MSN/PhD site, posted in the student mail area, and outside of the Office of Student Services. Information about enrollment status, grades and tuition as well as the full version of the academic calendar is available at the registrar’s website: http://www.registrar.uiowa.edu/default.aspx

B. Affirmative Action Policy

The University of Iowa does not discriminate in employment or in its educational programs and activities on the basis of race, national origin, color, religion, sex, age, disability, or veteran status. The University also affirms its commitment to providing equal opportunities and equal access to University facilities without reference to affectional or associational preference. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, telephone 319/335-0705, 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

C. Policies and Regulations Affecting Students

All students who enter the College of Nursing are responsible for obtaining a current copy of the University document entitled Policies and Regulations Affecting Students. This document is available on the University of Iowa website at: http://www.uiowa.edu/~vpss/policies/index.html Please refer to this document for questions regarding student rights, student responsibilities, and student organizations at The University of Iowa. Examples of policies that affect students are as follows:

1. Policy on Sexual Harassment and Consensual Relationships

   Outlined in each copy of the Policies and Regulations Affecting Students is The University of Iowa policy regarding Sexual Harassment and Consensual Relationships. Information on the procedure for filing a complaint about sexual harassment is available to students in the Office of Student Services and in the Assistant Dean's office at the College of Nursing.

2. Student Records Policy

   The Family Educational Rights and Privacy Act (FERPA), a federal law, affords students certain rights with respect to their education records. They are: (1) the right to inspect and review education records within 45 days of the day the University receives a request for access; (2) the right to request the amendment of the education records that the student believes are inaccurate or misleading; (3) the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent; and (4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Iowa to comply with the requirements of FERPA. The address of the Family Policy Compliance Office, which administers FERPA, is 400 Maryland Avenue, S.W., Washington, DC, 20202-4605.

Under FERPA, the University defines the following categories as directory information: name; local address; telephone number; HawkID and electronic mail address; hometown; major fields of study; college enrolled in; dates of attendance, including the current class or year; full-time/part-time status; degrees and awards received; height and weight of members of athletic teams; and information about participation in activities and sports. The University has authority under FERPA to release directory information regarding a current or former student to anyone without the consent of the student.
Directory information not restricted from release by the student is subject to public release and inclusion in the University directory.

In early September, the University will release directory information to a designated publishing company for inclusion in the annual student, staff, and faculty directory. Information included in the published directory includes name; local address; telephone number; hometown; and college enrolled in and current class or year.

Students are entitled to restrict the release of directory information, and former students may restrict address and telephone number. To avoid publication of any or all of this information in the University directory, a request must be submitted no later than 14 calendar days following the first day of classes of fall semester to the Office of the Registrar, 1 Jessup Hall. After the date in which the directory information is released to the publisher, the Office of the Registrar will process requests to restrict the release of directory information but such requests cannot be effectuated with respect to the information sent to the publisher. A request to restrict directory information will remain in effect until revoked by the student in writing.

FERPA permits disclosure of education record information without the student’s consent to school officials who have a legitimate educational interest in the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Not all information related to students is defined as education records under FERPA. For example, law enforcement records, medical records, and alumni records are not accessible as education records. Education record information may be released, moreover, under specified circumstances, and the University reserves the right to release student record information without the student’s prior permission as authorized by FERPA. For example, a student’s consent is not required prior to the release of unrestricted directory information or certain financial aid information, or in the case of a health or safety emergency.

Excerpted in part from: http://www.uiowa.edu/~vpss/policies/i.html#B

D. The University of Iowa Policy on Ethics in Research

Increasingly, cases dealing with academic misconduct have received attention within academic circles and from the press. There have been reports of scientific misconduct, plagiarism, and misuse and falsification of data occurring in some of the most prestigious laboratories and universities in the country. In order to help prevent such cases from occurring at Iowa, the Graduate Council believes that steps should be taken to increase the awareness of faculty and students to their responsibility toward academic integrity. The University of Iowa Operations Manual, available at: http://www.uiowa.edu/~our/opmanual/ii/27.htm#276 states:

E. Student Disability Policy and Services

http://www.uiowa.edu/~sds/
The office of Student Disabilities Services maintains a very complete website. Students who wish to pursue services are advised to plan ahead for the necessary time involved in submitting the Request for Services and followup processing to match the individual’s disability with the documentation guidelines. See links to forms and guidelines at http://www.uiowa.edu/~sds/forms/index.html
The mission of Student Disability Services (SDS) is to assure access through reasonable accommodations to qualified students who currently demonstrate a condition producing significant functional limitations in one or more major life activities. Equal access to education is achieved when barriers to learning are removed and students with disabilities are allowed to compete solely on the basis of their academic skills and abilities. In providing academic accommodations to qualified students with disabilities, SDS seeks to promote equal opportunity within the context of a diverse university community through practices that increasingly reflect the mission and values of The University of Iowa.
INFORMATION FOR ALL MSN STUDENTS

Information for MSN Students (Clinical Nurse Leader students should also refer to Clinical Nurse Leader section for additional and/or different requirements)

I. Overview of the Master of Science in Nursing Program

The Master of Science of Nursing program was initiated in 1952. It is under the aegis of the Graduate College which sets minimum regulations and requirements that must be fulfilled by all graduate students. Additional regulations or requirements are set by individual departments, schools, or colleges. Within the College of Nursing, the graduate program is the responsibility of the graduate faculty. Should the need arise advisors for individual graduate students interact directly with the Graduate College regarding student issues.

The master’s degree in nursing is built on a 33 semester hour plan of study that includes core courses, a selection of advanced core courses, and both prescribed and elective courses that support the area of interest. Within the 33 semester hour format, students can focus on specific areas of interest such as administration, education, informatics, gerontology and others.

Students desiring a nurse practitioner or nurse anesthesia program take additional specialized didactic and clinical course work to meet national educational standards and certification requirements. These programs vary in length from 46 semester hours to 52 semesters depending on the specialty

All MSN students, regardless of specialty area are required to take the four core courses which include:

96:211 Nursing Science & Inquiry
Research design and analysis for examining, applying, and using nursing science.

96:208 Leadership for Advanced Nursing Practice
Roles and behaviors for leading others and influencing health care delivery.

96:209 Health Systems/Economics/Policy
Global, economic, organizational, political, and technological contexts for advanced nursing practice.

96:263 Informatics in Nursing and Health Care
Foundation of information management and processing principles that support data, information, and knowledge in provision and delivery of nursing and health care.

Students in the nurse practitioner or nurse anesthesia programs enroll in advanced core courses appropriate to their specialty. These courses would include advanced pathophysiology, pharmacology, and advanced physical assessment. Completion of the MSN includes the final examination which is either a thesis, project or portfolio. In consultation with their advisor, students choose which option best fulfills their plan of study and career goals.
II. MSN Admission Requirements

A. Non-Clinical Nurse Leader Students
- Completed Graduate College application form and fee
- Undergraduate GPA minimum of 3.0
- Complete transcripts for all undergraduate and graduate work
- Professional resume or CV
- Typed goal statement
- Minimum score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) for students whose first language is not English
- Three professional recommendations. UI forms required, located at www.nursing.uiowa.edu/academprog/msn/admission
- Applicant course completion form. Located at www.nursing.uiowa.edu/academprog/msn/admission
- Clinical experience required for some programs of study such as NP programs

Students admitted to the MSN (non Clinical Nurse Leader) program must show proof of the following before enrolling in course work:
- Current license to practice professional nursing (RN) in the United States or another country
- An undergraduate research methods course before enrollment in Nursing Science & Inquiry (96:211)
- An upper-level statistics course taken within five years prior to enrollment in Nursing Science & Inquiry (96:211)
- Professional nurses liability insurance (annual verification required)
- Health insurance (annual verification required)
- Health screening
- Compliance with HIPAA and criminal background check
- Depending on program of study, verification of advanced skills such as Advanced Life Support may be necessary

B. Clinical Nurse Leader Students
- Baccalaureate or advanced degree in a non-nursing area
- A minimum of a 3.0 grade point average
- Complete personal essays
- Provide a current resume/portfolio
- Meet minimum computer competencies
- Provide three completed recommendation forms
- Completion of pre-requisite courses by the start of the program

Students admitted to the MSN Clinical Nurse Leader program must show proof of the following before enrolling in course work:
- Transcripts showing completion of non-nursing bachelors or higher degree
- An upper-level statistics comparable to 22S:101 or 22S:102
- CPR Certification
- Health insurance (annual verification required)
- Health screening
- Compliance with HIPAA and criminal background check
- First Aid Certification

III. Advising

All MSN students are assigned a faculty advisor matched to their area of interest. The role of the faculty advisor is to mentor and provide career guidance to students. Advisors may also serve on the student’s thesis, project or portfolio committee. Additional advising by graduate office staff will help students enroll in courses and assist students in meeting important deadlines and complying with College requirements such as licensure, HIPAA, or criminal background check.
IV. Programs of Study

The Basic MSN program is a 33 credit program. Students may also specialize in the following areas:

- Adult/Gerontological Advanced Practice Nurse
- Anesthesia
- Child Health
- Community Health
- Education and Gerontological Nursing Education
- Genetics
- Informatics
- Nurse Practitioner (Adult/Gero, Family, Neonatal, Pediatric)
- Nursing Service Administration
- Occupational Health
- Psychiatric/Mental Health (CNS, NP)
- School Nursing
- MSN/MPH joint degree
- MSN/MBA joint degree

V. Post Master’s Study

Students who have completed an accredited master’s degree in nursing may wish to complete a Post Master’s Certification for the advanced practice options. There is also a post baccalaureate certification for nursing service administration. Plans of study are developed on an individual basis based on previous course work and meeting the educational standards and certification requirements of the particular specialty practice.

Post Master’s Certification is available for the Nurse Practitioner programs, the Psych/Mental Health CNS and Nurse Practitioner program, and Nursing Informatics. Admission is ongoing. Students interested in this certificate program should contact the Office of Student Services Staff and submit transcripts for analysis. The student will then interview with the NP Program Director or Nursing Informatics Director, depending upon area of interest. At this time a plan of study will be developed which would include any core course deficits, advanced practice core deficits and didactic and clinical specialization courses relevant to the specialty. NP and CNS programs will include the relevant clinical hours to the specialty. Students must meet all of the admission requirements of the NP specialty. Student will then be advised of admission status and session of enrollment. Admitted students must apply to the Graduate College through Grad Admissions as a nondegree student and notify the Office of Student Services at the College of Nursing when they have done so. The Office of Student Services will send a letter (email) to Graduate Admissions specifying student information and requesting the code specific to the Post Master’s particular area. Upon completion of the required coursework, the student’s transcript will indicate the subtract based upon this initial coding.

VI. Independent Study – 96:296

A. Policy

Students may obtain through independent study those learning experiences which are not provided by established courses and which are related to and relevant to their educational goals. In some circumstances it may be used to meet basic degree requirements upon recommendation of the major advisor.

The identification of content, purpose, intent and plan for implementation and the faculty sponsor must be specifically identified at the beginning of the study on the attached Plan of Independent Study form. The faculty sponsor may or may not be the major advisor. A College
of Nursing faculty member will serve as the major sponsor and other faculty may serve as co-
sponsor(s). The Plan of Independent Study form is countersigned by the Faculty sponsor(s) and
the major advisor. The Plan of Independent Study is a contract between student and sponsor and
a copy must be placed in the student's file.

When registering for 96:296, Independent Study, the student must register the section number
properly. The faculty sponsor must furnish you with an instructor number.

Enrollment in Independent Study to meet degree requirements shall be limited to the number of
hours of nursing course requirements which the student was unable to meet through regular
courses. For Master’s Students this requires the approval of the Dean. This does not limit the
student's use of independent study in other than nursing departments.

The faculty sponsor is responsible for the quality and level of learning experience and for
grading the study. The faculty member should be a full-time assistant, associate or full
professor, any exceptions must have approval of the Area Study Chair. Independent Study credit
is graded on the R/W basis.

B. Procedure

1. Student will discuss with major advisor any independent study plans before registration and
prior to making arrangements with faculty sponsor.

2. Faculty sponsor or co-sponsor will provide periodic conferences with student as needed.

3. The Plan of Independent Study form shall be submitted to 444 NB for placement in the
student file prior to registration.

4. Student must register for the section number which is the same as the faculty sponsor's
instructor number.

5. The faculty sponsor must complete the Report of Independent Study and forward it along
with the student's grade to 444 NB where it will be placed in the student record.

5. The faculty sponsor must complete the grade report form from the Registrar's office at mid-
semester and upon course completion.

VII. Thesis/Project/Portfolio

A. The University Of Iowa Examination Policy For Graduate Students

1. University Final Examination Requirements

"The requirements for all master's degrees include a final examination, which,
at the discretion of the major department, may be written or oral or both. Such
an Examination will not duplicate course examinations. It will be evaluated
by the examining committee as satisfactory or unsatisfactory. The report of
the final examination for the thesis option is due in the Graduate College no
later than forty-eight hours after the date of the examination The student must
be registered in the graduate college at the time of the Final Examination.
(RRGC, Sec. X-J)

2. Examining Committees (Thesis option)
"The examining committee for the master's degree consists of at least three members of the Graduate Faculty, appointed by the Dean. Upon recommendation of the major department, the Dean may appoint additional qualified persons (not necessarily members of the Graduate Faculty) to serve as voting members of the examining committee, and at his discretion, the Graduate Dean may add a member to the committee." (RRGC, Sec. X-K)

3. Examining Committees (Project/Portfolio)

A minimum of three faculty are required for the committee for students completing a project or portfolio. Please see the table following for composition of the committee.

B. College of Nursing Requirements, Policy, and Procedures

All Master of Science in Nursing students must complete and defend either a written thesis, master's project, or portfolio. Each student, along with the advisor, will select the option that best maximizes the students' identified career needs. This meets the requirements of the UI Final Exam.

Prior to beginning work on the thesis, project or portfolio the student must complete the IRB Tracking form which may be obtained in the Office of Student Services. Failure to complete this form prior to beginning work on the thesis, project or portfolio will nullify the final product.

The thesis, project, or portfolio will be completed following or near completion of the required coursework and upon recommendation of the student's advisor. Although the thesis defense or project/portfolio evaluation will occur during the final semester of the student's enrollment in the master's program, the student should be developing ideas and resources for it early on in the program.

The student shall complete and file in the Graduate Program Office a thesis/project/portfolio approval form as soon as possible after the committee has been chosen and before registration for the thesis, or project. The academic advisor or another graduate faculty selected by the student will serve as the thesis/project/portfolio chair. The examination committee will be comprised of the chair and two additional graduate faculty holding professional rank selected by the student and approved by the chair. One committee member may be from outside the College of Nursing.

Summary of Master’s Thesis, Project and Portfolio Tables follows:
### Summary of Master’s Thesis, Project and Portfolio

<table>
<thead>
<tr>
<th></th>
<th>96:299 THESIS (5 s.h.)</th>
<th>96:298 MSN PROJECT (2-35 s.h.)</th>
<th>MSN CLINICAL PORTFOLIO (0 s.h.)</th>
<th>MSN PROFESSIONAL PORTFOLIO (0 s.h.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Provide the opportunity for systematic investigation of a nursing problem of student's choice under the guidance of faculty.</td>
<td>Provide the opportunity for an in-depth analysis and synthesis of a chosen topic that contributes to some aspect of nursing practice.</td>
<td>Provide the opportunity for clear and cohesive synthesis of advanced practice clinical experiences and competencies.</td>
<td>Provide the opportunity for clear and cohesive synthesis of experiences and competencies, including those gained in graduate study, that portray the student’s professional strengths and career goals.</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>Any MSN student</td>
<td>Any MSN student</td>
<td>MSN students enrolled in the nurse practitioner, nurse anesthesia, community health nursing, genetics, or clinical specialist tracks.</td>
<td>MSN students enrolled in the nurse manager program, nursing informatics, MSN/MBA or other non-clinical tracks.</td>
</tr>
<tr>
<td><strong>Role of Advisor</strong></td>
<td>Assist student in understanding difference between thesis and non-thesis options, monitor their movement toward selecting an option consistent with their career goals, and advise the student in selecting a chair.</td>
<td>Assist student in understanding difference between thesis and non-thesis options, monitor their movement toward selecting an option consistent with their career goals, and advise the student in selecting a chair.</td>
<td>Assist student in understanding difference between thesis, project and clinical portfolio options. Monitor student progress in identifying key clinical experiences and learning activities, and advise regarding collection of information and development of presentation.</td>
<td>Assist student in understanding difference between thesis, project and portfolio options. Monitor student progress in identifying key experiences and activities that will enrich a professional career, and advise regarding collection of information and presentation of portfolio.</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>Selected by student with advice and approval of advisor when student has tentatively identified topic. Must be member of U of Iowa graduate faculty holding professorial rank. Assists student in selecting committee, supervises and directs thesis progress, and serves as chair of proposal meeting and final defense.</td>
<td>Selected by student with advice and approval of advisor when student has tentatively identified topic. May be clinical or tenure track CON faculty. Assists student in selecting committee, supervises and directs project progress and determines with student and committee the need for proposal meeting and final committee meeting.</td>
<td>The NP program director serves as chair for the NP students. For students enrolled in other clinical options, the advisor will serve as chair. The chair may be clinical or tenure track CON faculty and assists student in selecting committee and advises on development of written synthesis of clinical experiences and competencies.</td>
<td>The advisor will serve as the chair. May be clinical or tenure track CON faculty. Assists student in selecting committee and advises on development of written synthesis of experiences and competencies.</td>
</tr>
<tr>
<td></td>
<td>96:299 THESIS (5 s.h.)</td>
<td>96:298 MSN PROJECT (2-3s.h.)</td>
<td>MSN CLINICAL PORTFOLIO (0 s.h.)</td>
<td>MSN PROFESSIONAL PORTFOLIO (0 s.h.)</td>
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<tr>
<td><strong>Composition of the Committee</strong></td>
<td>Minimum of three faculty (including chair) holding professorial rank, two of whom hold primary appointments in the College of Nursing. Chosen by student after consultation with chair based on expertise related to topic.</td>
<td>Minimum of three faculty (including chair) from clinical or tenure track, two of whom hold primary appointments in the College of Nursing. Chosen at the time Master's project topic is approved. Chosen by the student after consultation with chair based on expertise related to topic.</td>
<td>Minimum of three faculty (including chair) from either the tenure or clinical track, two of whom hold primary appointments in the College of Nursing. Chosen at the time clinical portfolio option is selected. Chosen by the student after consultation with chair based on expertise related to topic.</td>
<td>Minimum of three faculty (including chair) from either the tenure or clinical track, two of whom hold primary appointments in the College of Nursing. Chosen at the time clinical portfolio option is selected. Chosen by the student after consultation with chair based on expertise related to topic.</td>
</tr>
<tr>
<td><strong>Role of Committee</strong></td>
<td>Members chosen because of their expertise related to thesis to give student guidance and direction throughout thesis.</td>
<td>Members chosen because of their expertise related to Master's project to give student guidance and direction throughout project.</td>
<td>Members chosen because of their expertise to review the written synthesis of advanced practice clinical experiences and competencies.</td>
<td>Members chosen because of their expertise to review the written synthesis of the student’s professional experiences and competencies.</td>
</tr>
<tr>
<td><strong>Registration for Hours</strong></td>
<td>May begin after completion of 96:211 and selection of thesis chair, commensurate with objectives determined by student and chair. Master's Thesis Chair Approval Form must be submitted to Graduate Program Office 444 NB at least a week before registering for 96:299. Must submit IRB tracking form prior to doing any work on thesis.</td>
<td>Upon recommendation of project advisor, commensurate with objectives determined by student and project advisor. Master's Project Chair Approval Form must be submitted to Graduate Program Office 444 NB at least a week before registering for 96:298. Must submit IRB tracking form prior to doing any work on project.</td>
<td>No credit hours are awarded for the clinical portfolio option. (See fees) Master’s Clinical Portfolio Approval Form must be submitted to the Graduate Program Office 444 NB prior to registering. Must submit IRB tracking form prior to doing any work on portfolio.</td>
<td>No credit hours are awarded for the portfolio option. The Master’s Professional Portfolio Approval Form must be submitted to the Graduate Program Office 444 NB prior to registering. Must submit IRB tracking form prior to doing any work on portfolio.</td>
</tr>
<tr>
<td><strong>Proposal</strong></td>
<td>Upon approval of thesis chair, the proposal is reviewed by full committee after student has prepared written proposal, usually including the first three chapters of the thesis. Upon approval of proposal, student must submit signed thesis approval form to the Graduate Program Office. Student must submit proposal when Human Subjects Review is required.</td>
<td>1-2 page written proposal to be reviewed by project advisor who will determine the need for a 1) meeting of the committee or 2) circulation of the proposal to committee members to give feedback and direction to the student. Upon approval of proposal, student must submit signed project approval form to the Graduate Program Office. Student must submit proposal when Human Subjects Review is required.</td>
<td>No Proposal necessary</td>
<td>No Proposal necessary</td>
</tr>
<tr>
<td><strong>REV:Jan08</strong></td>
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<td></td>
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</tr>
<tr>
<td>96:299 THESIS (5 s.h.)</td>
<td>96:298 MSN PROJECT (2-3 s.h.)</td>
<td>MSN CLINICAL PORTFOLIO (0 s.h.)</td>
<td>MSN PROFESSIONAL PORTFOLIO (0 s.h.)</td>
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<tr>
<td>Format</td>
<td>Project is described in a 15-20 page paper of publishable quality, using APA format (or format required for journal to which manuscript will be submitted), demonstrating writing competency as outlined by College of Nursing Minimum Writing Competencies for Nursing Students. The proposal should describe the project purpose, rationale, goals, and plan for completing the work.</td>
<td>Portfolio materials are determined by the directors of the advanced practice programs. They may include: 1) a written matrix that documents key clinical settings, preceptors, clients, cases and clinical experiences that contributed to the development of the advanced practice role; 2) a narrative self assessment that describes the clinical competencies and target populations for which the student has developed clinical competency; and 3) identification of areas for future growth and development and initial strategies for continued knowledge and skill development. Additional content may be required.</td>
<td>The student prepares a professional portfolio that consists of the following four parts: 1) a 2-3 page document that lists the practicum sites, type of organization, preceptors and professional experiences that contributed to the development of professional competencies in the student’s area of specialization; 2) a 1-2 page narrative self-assessment that describes the professional competencies the student has developed during the program of study and strategies for continued knowledge development; 3) selected examples of the student’s learning experiences that demonstrate the professional competencies described above; and 4) an up-to-date comprehensive resume that includes a description of all previous professional positions and experiences and identifies positions the student is prepared to assume. The portfolio materials will demonstrate writing competency as outlined in the College of Nursing Minimum Writing Competencies for Nursing Students.</td>
<td></td>
</tr>
<tr>
<td>Follow guidelines in the Graduate College Thesis Manual, using APA format and demonstrate writing competency as outlined by College of Nursing Minimum Writing Competencies for Nursing Students. Product is a five chapter thesis (approximately 80-100 pages). See completed Master’s theses in Hardin Health Science Library.</td>
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<tr>
<td>Final Examination (Defense)</td>
<td>Thesis defense meeting scheduled after final draft of thesis has been completed and approved by chair. Sufficient time (at least 7 days) must be allowed for the committee to review the thesis before final examination (defense).</td>
<td>A final meeting of the committee or circulation of the written project will occur at the discretion of the project advisor. Sufficient time (at least 7 days) must be allowed for the committee to review the project before final approval.</td>
<td>A final meeting of the committee or circulation of the clinical portfolio will occur at the discretion of the project advisor. Sufficient time (at least 7 days) must be allowed for the committee to review the written summary before final approval.</td>
<td>The portfolio will be circulated for approval to the committee after the chairperson has approved the portfolio. Sufficient time for all committee members to review and circulate the portfolio—at least 2 weeks is needed for this process.</td>
</tr>
</tbody>
</table>

<p>| 96:299 THESIS (5 s.h.) | 96:298 MSN PROJECT (2-3 s.h.) | MSN CLINICAL PORTFOLIO (0 s.h.) | MSN PROFESSIONAL PORTFOLIO (0 s.h.) |
| Approval | The thesis will be evaluated by the examining committee as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The report of final exam is due in the Graduate College not later than 48 hours after the examination. | The project will be evaluated by the examining committee as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The College of Nursing Report of Final Examination: MSN with Project Option must be signed and returned to the Graduate Program Office | The clinical portfolio will be evaluated by the examining committee as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The College of Nursing Report of Final Examination: MSN with Portfolio Option must be signed and returned to the Graduate Program Office | The portfolio will be evaluated by the examining committee as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The College of Nursing Report of Final Examination: MSN with Portfolio Option must be signed and returned to the Graduate Program Office |
| Thesis Deposit and Examination Deadlines | Students should refer to Graduate College deadlines for first deposit, final deposit and final examination for graduation. A bound copy of the final edited thesis is to be given to each member of the thesis committee. | A copy of the final edited Master's Project is to be given to each member of the project committee at the discretion of the committee. | A copy of the final edited Clinical Portfolio is to be given to each member of the committee at the discretion of the committee. | A copy of the final edited Professional Portfolio is to be given to each member of the committee at the discretion of the committee. |</p>
<table>
<thead>
<tr>
<th>Abstract</th>
<th>Submitted to Office of Research, (410 NB) College of Nursing, in addition to being included in thesis. (See guidelines in Graduate Student Handbook)</th>
<th>An abstract (500 word maximum) with the name of the student and project chair is to be submitted to the Office of Research (410NB) for inclusion in Research Resource Book.</th>
<th>No abstract required.</th>
<th>No abstract required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Practice in the research process and preparation for doctoral study.</td>
<td>Experience in conducting an in-depth project and preparing and submitting a manuscript for publication.</td>
<td>Fosters student evaluation of learning opportunities, analysis of the evolution of clinical skills, and identification of areas for additional development.</td>
<td>Assists student to evaluate professional competencies, experiences and strengths; assists in the transition from student to professional positions; assists in job placement.</td>
</tr>
</tbody>
</table>
VIII. Graduation Information

In order to facilitate your graduation we have listed the pertinent paperwork below. You may pick up the forms in the Graduate Program Office. Forms should be completed and returned to the Graduate Program Office. If you have any questions, please contact the Graduate Program Office at 384-4667.

**All forms must be completed by the deadlines posted each semester. Final responsibility for meeting graduation requirements resides with the student.** If you have filed these forms previously, all must be refilled by the deadline listed except the Graduate College Plan of Study; a Graduate College Plan of Study should be refilled only if it has changed.

Students must be registered during the semester they plan to graduate for Thesis hours (96:299), Master's Project (96:298), Master's Final (000:001) which requires a 2 s.h. tuition and fees payment, or another regular course. *Guided Independent Study* course work, and courses for which tuition and fees are not assessed may not be used to satisfy the final registration requirement of the Graduate College.

**Graduation Forms**

**APPLICATION FOR DEGREE** - submitted to the Registrar, 1 Jessup Hall. This form must be signed by your advisor and logged in to the Office of Student Services. It is available at:  
http://www.registrar.uiowa.edu/forms/gradapplication.pdf

The Plan of Study Summary Sheet, current grade report, current registration slip, and Request for Final Examination (for thesis) must be submitted together. The Graduate Program Office will supply grade report and registration.

**GRADUATE COLLEGE PLAN OF STUDY SUMMARY FORM** - submitted to the Graduate College, 205 Gilmore Hall. Note that the prerequisite Statistics course and any credit over 10 years old cannot be applied toward your degree. A current grade report and a current registration slip must accompany this form. The Graduate Program Office will complete and submit the Summary Sheet.

**REQUEST FOR FINAL EXAMINATION** (request for Thesis Defense - submitted to the Graduate College, 205 Gilmore Hall. This form will be completed and submitted by the Graduate Program Office

**REPORT OF FINAL EXAMINATION** (report on Thesis Defense, - submitted to the Graduate College, 205 Gilmore Hall, within 48 hours of thesis defense. This form remains in your student file in 444 NB until the day of Thesis Defense. The committee chair or student should pick this form up prior to the Defense or Evaluation.

**REPORT ON FINAL EXAM, PROJECT OR PORTFOLIO** This is a College of Nursing form, which must be signed by committee chair and committee members and returned to the Office of Student Services.
I. Overview of the Doctor of Philosophy in Nursing Program

The Doctor of Philosophy in Nursing program prepares scholars to conduct research in nursing, to extend the knowledge base relevant to nursing, and to collaborate in interdisciplinary research with other scholars. Study requires expertise in nursing and developing competence in research that relates to the practice of nursing and delivery of health care. Graduates of the program are prepared for careers as researchers, faculty, consultants, and as leaders within the profession, in health policy making agencies, and within the health care delivery system.

Students benefit from close interaction with nationally recognized faculty and are quickly integrated into research, teaching, and seminar activities. Students work with faculty members on joint research projects and develop their own area of research. In addition, students present their research at national and regional conferences as well as through publications.

A. PhD Nursing Focal Areas

There are four specific PhD nursing focal areas, Nursing in Aging, Nursing Administration, Child and Family Nursing, and Nursing Informatics. Focus areas indicate areas of study in which there are cadres of faculty with funded programs of research. Students benefit from close interaction with faculty with clinical and research expertise in their focal area of concentration. Students are quickly integrated into teaching, research, and seminar activities and become full, active, and valuable members of their focal areas. The programs of study are flexible and individualized to meet the interest and training needs of the student. Each student completes a required core of courses and then engages in intensive research interests. The many cognate areas available to doctoral students indicate the diverse opportunities available at The University of Iowa and create rich opportunities for student growth.

B. Individualized Focal Area

In addition, students with an interest in a nursing focal area outside of the four primary focal areas may develop an Individualized Program of Study. In order to develop an Individualized Program of Study, prior to admission to the doctoral program the prospective student must contact a faculty member who has a program of research in the student’s area of research interest and develop a program of study, to be submitted with the application to the
Doctoral Program. Possible foci of individualized programs of study include Nursing Genetics, Women’s Health, Minority Health, and Occupational Health, as well as other foci represented by faculty programs of research. Students in an Individualized Program of study must complete the required Nursing Core courses and the Additional Program Requirements.

II. PhD Admission Requirements
Persons may enter a program of study for the Doctor of Philosophy in Nursing with a bachelor's or master's degree. Students are admitted to the program in the fall semester. Application deadline: February 1st of each year for the following fall.

The following requirements must be fulfilled for admission to either the post master’s PhD or BSN-PhD programs:

- Completion of an accredited basic nursing program
- Minimum grade point average of 3.0 on a 4.0 scale in BSN program and Masters program, where applicable
- Graduate Record Examination (GRE), with a combined verbal and quantitative score of 1000 or above
- Successful completion of an upper division course in statistics
- A minimum score of 550 paper-based, 213 computer-based, or 81iBT on the Test of English as a Foreign Language (TOEFL) for students whose first language is not English
- Current license to practice nursing (Special license for international students)
- A two-to three-page statement describing educational objectives, research focus, career goals, and identifying a focal area for doctoral study
- Three (3) recommendations from professionals in the field that speak to the potential of the applicant as a scholar
- A current resume or curriculum vitae
- Complete transcript of all college programs and courses

Note: Applicants with a previous master’s degree may have coursework that could be applied to the PhD program of study. Previous graduate coursework should be reviewed in advance by the Graduate Programs Office
III. PhD Advising

A. Academic Advisor

All PhD students are assigned a Faculty Advisor as well as an advisor in the Graduate Programs Office at the time of Admission to the program. The advisor is a faculty member in the student’s focal area of interest, typically with a funded program of research. Students and faculty meet on a regular basis throughout the students program. The schedule of meetings is negotiated between the students and the advisor. Faculty advisors discuss with their students course selection, timing of courses, research practicums, the comprehensive examination and the dissertation process. A student’s faculty advisor may be a member of the student’s comprehensive examination committee and the dissertation committee, but this is not required. The Director of the Doctoral Program may change a student’s advisor at the request of the student and/or faculty advisor. Additional advising by graduate office staff will assist students to orient themselves to the University, to resolve problems that may interfere with their educational progress and to help students enroll in courses and assist students in meeting important deadlines and complying with College requirements such as licensure, HIPPA, or criminal background check. The PhD student benchmark flow sheet may be used as a guide for the student’s progress.

PhD Student Benchmark Flow Sheet Follows:
### PhD Student Recommended Benchmarks
(***Full-time***)

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Done</th>
<th>Not Done</th>
<th>Notes/Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1:</strong></td>
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<tr>
<td>Finalize &amp; submit course of study, signed by the advisor, to Doctoral office</td>
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<tr>
<td>Select strong cognate minor courses that broaden and deepen cognate major</td>
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<tr>
<td>Make good progress in coursework</td>
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<tr>
<td>Regularly attend research colloquia</td>
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<tr>
<td>Attend at least one regional or national research conference</td>
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<td>Work with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary)</td>
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<tr>
<td>Prepare and submit an individual pre-doctoral fellowship application (grant proposal) to NIH (or other appropriate funding source) by the end of the 1st year of full-time study</td>
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<td><strong>Year 2:</strong></td>
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<td>Co-author or author 1 journal article and submit the manuscript for publication</td>
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<tr>
<td>Submit an abstract for a presentation at a regional or national research conference</td>
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<tr>
<td>Make good progress with coursework</td>
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<tr>
<td>Continue working with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary)</td>
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<td>Resubmit pre-doctoral application if not funded</td>
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<td><strong>Year 3:</strong></td>
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<td>Author (or first author) 1 additional journal article and submit the manuscript for publication</td>
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<tr>
<td>Present at a regional or national research conference</td>
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<tr>
<td>Continue working with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary)</td>
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<td>Complete research practicum</td>
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<td>Complete coursework</td>
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<tr>
<td>Gain teaching experience as TA if no previous teaching experience</td>
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<td>Schedule comprehensive examination</td>
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<td>Schedule dissertation proposal meeting</td>
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<td><strong>Year 4:</strong></td>
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<tr>
<td>Author (or first author) 1 additional journal article and submit the manuscript for publication</td>
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<td>Present at a regional or national research conference</td>
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<td>Collect dissertation data and analyze or complete analysis of secondary data</td>
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<td>Schedule dissertation defense</td>
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<td>Explore post-doctoral study, prepare application, if career goal is to be an academic and or research scientist</td>
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<td>Defend dissertation</td>
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<td>Complete program with graduation at end of 4 years of full-time study</td>
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* The benchmarks are applicable for part-time students according to the number of credit hours that have been completed (Example: 18 hours of credit equals 1 year of full-time study)
B. Annual Review

Once a year each PhD student has a formal review of progress in the PhD Program. The annual review is intended to give students the opportunity to share their progress with doctoral teaching faculty and administrators. It is also intended to give students a chance to share any problems that they may be having in the program. Annual review meetings are scheduled through the Graduate Programs Office. The student, the student’s advisor, and the Director of the Doctoral Program are expected to attend the review session. Students and advisors may invite other faculty members that may have a specific interest in the student’s progress. All faculty are invited to attend the annual review meetings of PhD students. Meetings are approximately 45 minutes long.

Students should come to the review relaxed and prepared to have a useful, informal exchange with faculty who are here to be sure that you are successful in the program. Students should provide copies of the following to the advisor and Director of the Doctoral Program at the review:

1. A current curriculum vitae or professional resume
2. A current copy of your PhD Student Plan of Study or BSN-PhD Student Plan of Study*
3. A current copy of your Individual PhD Program of Study*
4. A current copy of your transcript
5. Copies of any journal article publications or other publications (in print, in press, or under review)
6. A completed Review Form*

*Will be available electronically and should be maintained electronically by the student throughout the program of study
College of Nursing  
The University of Iowa  

PhD Student Plan of Study

Student Name________________________ Admission Date______________

Expected date of graduation______________

<table>
<thead>
<tr>
<th>PhD Nursing Core Courses</th>
<th>Course Number</th>
<th>Expected Year &amp; Semester of Completion</th>
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<th>Focal Area Courses (including Residency)</th>
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<th>Cognate Courses</th>
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<tr>
<th>Methods &amp; Statistics Courses</th>
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<th>Dissertation Seminars/Research Practica/Dissertation Hours</th>
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______________________________  __________________________
(Student Signature)           (Advisor Signature)  
(Date)                        (Date)
BSN-PhD Student Plan of Study

Student Name __________________________  Admission Date __________

Expected date of graduation ____________

<table>
<thead>
<tr>
<th>Master’s Nursing Core Courses</th>
<th>Course Number</th>
<th>Expected Year &amp; Semester of Completion</th>
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<td>Master’s Level Specialization Courses</td>
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<td>PhD Nursing Core Courses</td>
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<td>Focal Area Courses (includes Residency)</td>
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<td>Cognate Courses</td>
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(Student Signature)          (Date)          (Advisor Signature)         (Date)
College of Nursing, The University of Iowa  
Individual PhD Program of Study

Student Name: _______________ Admission Date: _________ BSN-PhD or PhD ____________
Focal Area: __________  Advisor: ____________________ or ____________________
Residency Requirement met by ______________________________ or ________________________________________________________

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<th></th>
<th>Fall</th>
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<tr>
<td><strong>YEAR 1</strong></td>
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<td>Semester Total</td>
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<td>Overall Total</td>
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<td>Overall Total</td>
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<td>Overall Total</td>
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<td>Overall Total</td>
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<td><strong>YEAR 4</strong></td>
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<td>Overall Total</td>
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<td>Overall Total</td>
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Comprehensive Exam Date: _______________ Expected date of graduation: _______________

The Graduate Programs Office will complete for the first semester you are enrolled and will forward it electronically to both you and your advisor. As you progress through the program, please fill in each semester on the electronic copy as noted below, print, and bring with you to your Annual Review.

1. course numbers and titles
2. semester hours for each course
3. total number of s.h. for that specific semester
4. aggregate total for current and completed semesters
The University of Iowa College of Nursing

Review Form

Annual Review of PhD Students

Please complete the requested information and bring a copy of this form with you to the annual review meeting.

Name of Student: __________________________

Date: __________________________

Faculty Advisor/Sponsor: __________________________

1. Please review your accomplishments in the past year related to your progress in the program. (Include course work, projects, proposals written or funded, comprehensive exam, progress on dissertation, manuscripts accepted for publication, etc.)

2. What are your plans/goals for the forthcoming year? (Include proposed course work, research practicum, projects, dissertation work, etc.)
IV. PhD Student Collegiate Involvement

In addition to your individual plan of study, all students are expected to participate in College of Nursing activities that contribute to the student’s professional and academic experiences.

A. Graduate Seminar Series
Each Wednesday the Graduate Seminar Series is held over the lunch hour in the Heritage Room (133NB). The Graduate Seminar Series include:

- Research Colloquium
- Writing skills sessions
- Teaching seminars
- Presentations on International and diversity issues

The Research Colloquium is part of the Graduate Seminar Series. There are approximately 6 research seminars in the Colloquium each semester. All doctoral students are expected to attend the Research Colloquium. Topics for the Research Colloquium vary but often include:

- Presentations on research projects by faculty and students
- Mock grant review sessions
- Information on resources and skills appropriate for novice researchers

B. College of Nursing Areas of Study
The College of Nursing is organized into three areas: 1) Adult and Gerontological Nursing, 2) Parent, Child, and Family Nursing, and 3) Systems and Practice. PhD students are typically assigned to the area of study that is the best fit with their focal area of study. Students may participate in the activities of the area as appropriate.

C. Association of Graduate Nursing Students (AGNS)
AGNS meetings and events are held throughout the academic year to discuss issues and provide mentoring and share ideas.
V. Programs of Study

A. BSN to PhD

The BSN to PhD is designed as an accelerated pathway for outstanding BSN graduates, who have an identified and focused research and scholarship interest, to complete the PhD. For persons who enter with a bachelor's degree in nursing, the program consists of a minimum of 72 semester hours, including 12 semester hours of master's level courses that include 2 master’s level core courses and 2 clinical master's specialization courses (such as geriatrics, pediatrics, administration). Four primary focal areas are available for doctoral study. These include Nursing Administration, Aging, Family/Child and Informatics. In addition there is an Individualized Nursing Focal Area that allows students to develop an individualized program of study. Several other specialty areas of study are also available. Among these are Women’s Health, Oncology, and Genetics. Students who enter the Doctoral Program in Nursing without a Masters degree can earn a Masters of Science in Nursing degree (MSN) after having completed 33 semester hours. This is comparable to the 33 sh required for the Basic MSN in the College of Nursing.

Credits for PhD:

Master’s Nursing Core:
- 96:208 Leadership for Advanced Nursing Practice 3 sh
- 96:206 Nursing Science and Inquiry 3 sh
- 2 Masters Specialization Courses (such as geriatrics, pediatrics, administration) 6 sh
- Masters Qualifying Exam or Portfolio or Project or Thesis 0-5sh*

PhD Nursing Core:
- Graduate level course in Nursing/Health Informatics 3 sh
- Graduate level courses in two of the following three areas: 6 sh
  - Nursing Classics
  - Health Economics
  - Health Care Policy

PhD Focal Area (Cognate Major) 12 sh

Cognate Minor 9 sh

Research Methods (must include intermediate multivariate statistics) 9 sh

Research Practicum (2 semesters) 0 sh*

Comprehensive Exam, Oral & Written 0 sh*

Dissertation Seminar I & II 1 sh
  (Seminar I early in program = 1 sh credit; Seminar II later in program = 0sh*)

Dissertation Research and Final Exam (The dissertation can be traditional or a three-paper option) 11 sh

Total Credits to complete PhD 72 sh
Students in the BSN-PhD program who would like to obtain and MSN should contact the Graduate Programs Office. They will need to complete the following:

**Masters Degree (MSN):**

Students will be required to have successfully completed the following:

- 96:206 Nursing Science and Inquiry and 96:208 Leadership for Advanced Nursing Practice, 6 sh
- 2 clinical Master's Specialization Courses (such as geriatrics, pediatrics, administration) 6 sh
- Masters Qualifying Exam or Portfolio or Project or Thesis 0-5sh*
- 1 Graduate level course in Nursing/Health Informatics 3 sh
- 1 Graduate level course in Health Economics or Policy 3 sh
- Courses agreed on by the student and advisor that are part of the students Doctoral Plan of Study 10-15 sh

33 sh

Students who would like to complete the requirements for a MSN in one of the specialty areas, such as one of the Practitioner programs, would need to be admitted to that program and meet the specific requirements of that program.

**B. PhD**

Students entering the program with a master’s degree must complete a minimum of 72 semester hours following the bachelor’s degree. The student should meet with the Graduate Programs Office to review the student’s masters program of study to identify coursework that may be used as part of the 72 s.h doctoral program of study.

The recommended PhD program of study includes:

**PhD Nursing Core:**

- Graduate level course in Nursing/Health Informatics 3 sh
- Graduate level courses in two of the following three areas: Nursing Classics, Health Economics, Health Care Policy 6 sh

**PhD Focal Area (Cognate Major)** 12 sh

**Cognate Minor** 9 sh

**Research Methods (must include intermediate multivariate statistics)** 9 sh

**Research Practicum (2 semesters)** 0 sh*

**Comprehensive Exam, Oral & Written** 0 sh*

**Dissertation Seminar I & II** 1 sh

(Seminar I early in program = 1 sh credit; Seminar II later in program = 0sh*)

**Dissertation Research and Final Exam** 11 sh

(The dissertation can be traditional or a three-paper option) 60 sh

*C. Tuition and Fees for 0 sh courses*

Although these additional required activities are zero semester hours, tuition and fees will be assessed unless the student is also registered for 9 s.h. in that semester.
D. Residence Requirement
Students may complete their program of study either full or part time. However, students must meet the Graduate College Residence Requirement as follows. The doctoral candidate is expected to have completed at least three years of residence in a graduate college. At least part of this residence must be spent in full-time involvement in one’s discipline, at this University, beyond the first 24 semester hours of graduate work; this requirement can be met either by: (1) enrollment as a full-time student (9 semester hour minimum) in each of two semesters, or (2) enrollment for a minimum of 6 semester hours in each of three semesters during which the student holds at least a one-quarter-time assistantship certified by the department as contributing to the student’s doctoral program.
BSN-PHD NURSING PROGRAM OF STUDY

Master’s Nursing Core (6 s.h.)
96:206 Nursing Science and Inquiry 3
96:208 Leadership for Advanced Nursing Practice 3

2 Master’s Level Specialization Courses, such as (6 s.h):
96:260 & 96:261 Nursing Administration: Proc, Roles & Strat. I & II 6 or
96:280 & 96:284 Primary Care/Adult & Older Adult I & II 6 or
96:219 & 96:220 Primary Care: Infants, Child & Adolescents I & II 6

PhD Nursing Core (18 s.h.)
96:340 Nursing Theory Construction 3
96:342 Qualitative Research 3
96:344 Quantitative Research 3
Graduate level course in Nursing/Health Informatics 3
Graduate level courses in 2 of the following 3 areas:
96:340 Nursing Theory Construction 3
96:342 Qualitative Research 3
96:344 Quantitative Research 3
History of Nursing, Health Economics, or Health Care Policy

DOCTORAL NURSING FOCAL AREAS (12 s.h.)*
(All courses listed below are 3 s.h.)

<table>
<thead>
<tr>
<th>NURSING IN AGING</th>
<th>NURSING ADMINISTRATION</th>
<th>CHILD AND FAMILY NURSING</th>
<th>NURSING INFORMATICS</th>
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</thead>
<tbody>
<tr>
<td>96:430 Nursing Research in Sociocultural Phenomena and Interventions for the Elderly</td>
<td>96:460 Innovations in Nursing Management</td>
<td>96:425 Research in Sociocultural Perspectives for Family and Women's Health</td>
<td>Choose at least 1 additional informatics course**</td>
</tr>
</tbody>
</table>

Additional Program Requirements (30-35 s.h.):

<table>
<thead>
<tr>
<th>Cognate Area (9 sh)</th>
<th>Research Methods &amp; Statistics (9 sh)</th>
<th>Masters Qualifying Exam or Portfolio, or Project or Thesis (0-5 sh)</th>
<th>Additional Program Requirements (30-35 s.h.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Practica 96:490, 491 (0 sh)</td>
<td>96:498 (0 sh)</td>
<td>96:499 (11 sh)</td>
<td>Dissertation Seminar II 96:498 (0 sh)</td>
</tr>
<tr>
<td>96:497 (1 sh)</td>
<td>Written Comprehensive Examination</td>
<td>Dissertation Research 96:499 (11 sh)</td>
<td></td>
</tr>
</tbody>
</table>

*Individualized Nursing Focal Area: The Individualized Program of Study allows students with an interest in a nursing focal area outside of the four primary focal areas to develop an individualized program of study. Prior to admission to the doctoral program, the prospective student must develop, in conjunction with a faculty advisor, a program of study, to be submitted with the application to the Doctoral Program. Students in an Individualized Program of Study must complete the required Nursing Core courses and the Additional Program Requirements.

**This should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.
**NURSING PhD PROGRAM OF STUDY (Following a Master's Degree)**

**PhD Nursing Core (18 s.h.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:340</td>
<td>Nursing Theory Construction I</td>
<td>3</td>
</tr>
<tr>
<td>96:342</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>96:344</td>
<td>Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Graduate level course in Nursing/Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Graduate level courses in 2 of the following 3 areas: History of Nursing, Health Economics, Health Care Policy</td>
<td></td>
</tr>
</tbody>
</table>

**DOCTORAL NURSING FOCAL AREAS (12 s.h.)**

(All courses listed below are 3 s.h.)

<table>
<thead>
<tr>
<th>NURSING IN AGING</th>
<th>NURSING ADMINISTRATION</th>
<th>CHILD AND FAMILY NURSING</th>
<th>NURSING INFORMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Research of Biological Phenomena and Interventions for the Elderly</td>
<td>Research Seminar in Nursing Administration I: Organizational Systems Concepts</td>
<td>Family Nursing Research</td>
<td>Research in Nursing Informatics I</td>
</tr>
<tr>
<td>96:420</td>
<td>96:451</td>
<td>Choose 2 of the following</td>
<td>Choose at least 1 additional informatics course***</td>
</tr>
<tr>
<td>Nursing Research in Sociocultural Phenomena and Interventions for the Elderly</td>
<td>Innovations in Nursing Management</td>
<td>Genetic Nursing Research</td>
<td></td>
</tr>
<tr>
<td>Research Utilization Residency in Care of the Elderly</td>
<td>Residency in Nursing Service Administration</td>
<td>Residency in Child and Family Nursing</td>
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</tr>
</tbody>
</table>

**Additional Program Requirements:**

| Cognate Area (9 sh) | Research Area (9 sh) | Research Practica 96:490, 491 (0 sh) | Dissertation Seminar I 96:497 (1 sh) and Dissertation Seminar II 96:498 (0 sh) | Written Comprehensive Examination | Dissertation Research 96:499 (11 sh) |

*Total semester hours following the bachelor’s degree must be at least 72 sh.*

**Individualized Nursing Focal Area:** The Individualized Program of Study allows students with an interest in a nursing focal area outside of the four primary focal areas to develop an individualized program of study. Prior to admission to the doctoral program, the prospective student must develop, in conjunction with a faculty advisor, a program of study, to be submitted with the application to the Doctoral Program. Students in an Individualized Program of Study must complete the required Nursing Core courses and the Additional Program Requirements.

***This should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.
VI. BSN-PhD Program: Master’s Level Requirements

Students who enter the Doctoral Program in Nursing without a Masters degree may earn a Masters of Science in Nursing degree (MSN) after having completed 33 semester hours. This is comparable to the 33 sh required for the Basic MSN in the College of Nursing. Students will be required to have successfully completed the following:

- 96:206 Nursing Science and Inquiry and 96:208 Leadership for Advanced Nursing Practice, 6 sh
- 2 clinical Master's Specialization Courses (such as administration, gerontology, family/child, informatics, women's health, community/public health, psychiatric, oncology, or genetics), 6 sh
- Masters Qualifying Exam or Portfolio or Project or Thesis, 0-5 sh
- 1 Graduate level course in Nursing/Health Informatics, 3 sh
- 1 Graduate level course in Health Economics or Policy, 3 sh
- Courses agreed on by the student and advisor that are part of the students Doctoral Plan of Study, 10-15 sh

33 sh

Note: Students who would like to complete the requirements for a MSN in one of the specialty areas, such as one of the Practitioner programs, would need to be admitted to that program and meet the specific requirements of that program.

A. Master's Level Core Courses

There are four Master’s Level Core Courses, 96:206 Nursing Science and Inquiry, 96:208 Leadership for Advanced Nursing Practice, 96:209 Health Systems/Economic/Policy, 96:263 Informatics in Nursing and Healthcare. Students in the BSN-PhD program are required to take two of these courses, 96:206 Nursing Science and Inquiry and 96:208 Leadership for Advanced Nursing Practice.

96:206 Nursing Science and Inquiry
Focuses on research design and analysis necessary to examine, apply and utilize nursing science. It presents an overview of current issues in knowledge development in nursing including the process of research utilization. The course prepares students to conduct analytic critiques of the research literature for scientific merit, and to synthesize these critiques for application to practice. Students will examine existing practice protocols and research-based guidelines and will articulate their research base. They will learn the processes of creating new protocols and guidelines and evaluating the impact of these changes. Finally, they will gain strategies for providing leadership for making research utilization a reality in their current and future work settings.

96:208 Leadership for Advanced Nursing Practice
Focuses on roles and behaviors for leading others and influencing health care delivery. Selected concepts included in the course are leadership, motivation, power, role, teamwork, collaboration, change and entrepreneurship. Students engage in an analysis of leaders and followers and variable affecting their functioning.

B. Clinical Master's Specialization Courses

There are a number of master’s level clinical specialization courses available to BSN-PhD students. Students should identify their area of masters specialization and discuss with their advisor courses appropriate for meeting this specialization. Some possible examples of masters level specialization courses students might identify include:

- Pediatric Nursing: 96:219 and 96:220, Primary Care: Infants, Child and Adolescents I and II
• Nursing Administration: 96:260 and 96:261, Nursing Administration: Process, Roles and Strategies I and II
• Gerontological Nursing: 96:280 and 96:284, Primary Care: Adult and Older Adult I and II

C. Qualifying Exam, Portfolio, Project, or Thesis
If the student wants to obtain an MSN, the student will discuss with their advisor which of the four options (qualifying exam, portfolio, project, or thesis) to pursue. The document entitled, Summary of Master’s Thesis, Project and Portfolio, in the MSN section of this Handbook gives detailed information related to these three options. Information related to the Qualifying Exam can be obtained from the Graduate Programs Office.

D. Application for MSN Degree
The student will need to follow the graduation guidelines and deadlines specified by the College of Nursing and the Graduate College. Refer to the Graduation Forms section of the MSN portion of the Handbook for more information. Also, consult with the Graduate Programs Office related to the forms and deadlines prior to or at the beginning of the semester you plan to complete the requirements for the MSN. A student will not need to step-out or reapply upon completion of the graduation documents; a seamless transition will be made with the MSN notation added to the transcript at the end of the specified semester.
VII. Nursing PhD Core Courses

All PhD students are required to take three theory/research methods courses, a graduate level course in Nursing/Health Informatics, and two graduate level courses in the three areas listed below. These courses are viewed as central to the education of nurse researchers. Each course is 3 semester hours. The Nursing PhD Core Courses are:

**Three theory courses:**
- 96:340 Nursing Theory Construction
- 96:342 Qualitative Research
- 96:344 Quantitative Research

**Graduate level course in Nursing/Health Informatics**

**Two graduate level courses from the following three areas:**
- Nursing Classics
- Health Economics
- Health Care Policy

Courses that students might take to meet the Health Economics or Health Care Policy requirement include the following from the College of Nursing and College of Public Health.

- 96:209 Health Systems, Economics and Policy
- 96:320 The Economics of Health Care and Nursing
- 96:330 Nursing’s Role in Health Care Policy
- 174:212 Health Economics I

Course descriptions for the PhD core courses and related courses follow:

**96:340 Nursing Theory Construction**
The purpose of Theory construction I is to provide students with a foundation for generating nursing theory for professional practice. Initially, topics will include issues in the history, philosophy and sociology of science. Subsequently, the development of a scientific community in nursing will be addressed. Finally, students will examine the relationship between theory construction and research and will examine methods used to generate specific theories. In general, practice oriented rather than macro level theories will be addressed.

**96:342 Qualitative Research**
An overview of qualitative research emphasizing ethnography, grounded theory, historiography, phenomenology, and variations within each of these approaches is provided. Philosophical underpinnings and research design will be discussed across traditions; components include participant recruitment and selection, and modes of data collection, management and analysis, as well as criteria for evaluation. Current and emerging issues in qualitative research are addressed including integrated methods, metasynthesis, and working with vulnerable populations.

**96:344 Quantitative Research**
This course will refine the student’s understanding of the application of scientific logic. Emphasis will be placed on the criteria for causality and its application in
health-related research studies. Various quantitative research designs and their corresponding analyses methods will be discussed. Sampling theory and approaches to sample selection and recruitment, including methods to avoid bias, will be addressed. Issues related to instrument selection, reliability and validity considerations, management of large data sets and maintenance of data integrity will be included.

96:263 Informatics in Nursing & Health Care
This course focuses on providing a foundation on information management and processing principles used to support the data, information, and knowledge needs in the provision and delivery of nursing and health care. Topics include computer-based patient record, healthcare and nursing languages, minimum data sets, telehealth, computer-mediated decision support, education, and research.

96:300 Classics in the Social Evolution of Modern American Nursing
This course is concerned with the social evolution of modern American nursing from 1870 to the present. Throughout the course, students will be engaged in a critical analysis of the significant social, ethical, economic and political issues in the development of the discipline of nursing. Important writings, classic books and documents in the nursing discipline will be studied as well as the societal conditions which have affected the expansion of nursing services and nursing education over time. The course will further provide the student with the foundation for a rediscovery of the heritage of nursing and the acquisition of knowledge of the cultural and philosophical acquisition of knowledge of the cultural and philosophical milieu in which nursing emerged.

96:320 The Economics of Health Care and Nursing
Health economics is concerned with the allocation of scarce resources to provide an optimal mix of both quality and quantity of health services. The consumers want health care which is accessible and available at reasonable cost. Providers want to insure their place in the market and want to protect their incomes and freedom to determine appropriate care. The government wants to improve the health of people and to encourage access and quality. This course will prepare students with the basic economic principles necessary to analyze issues in the economics of health care, including the demand and supply for health manpower, insurance issues, costs and financing of health care services, contemporary hospital structures and organization and the role of the government. Whenever possible, reading will draw from examples and issues related to nursing.

96:330 Nursing’s Role in Health Care Policy
This course covers three interrelated areas concerning nursing's role in health care policy. The first area involves examination of health care policy analysis and the political process, including a framework for understanding the objectives of legislators, federal and state agencies, and health care associations. Next, is examination of issues that presently shape health care policy development and those anticipated to affect health care policy into the twenty-first century, and the likely policy implications for nursing goals and health care. The third area examines nursing involvement in influencing health policy; nursing research as a mechanism to influence health care policy development and implementation; exploration of how nursing can increase its effectiveness in influencing health care policy formation,
debates, legislation, and regulations; and contributions made by nursing research to important areas of health policy.

96:209 Health Systems, Economics, and Policy
This course examines global, economic, organizational, political and technological contexts within which advanced nursing practice occurs. Students acquire knowledge and skills necessary for understanding the evolution of health services organizations, the development of health care policy, and the dynamic interrelationships among socioeconomic and political systems influencing health care and nursing practice. The impact of macro systems on the distribution, acquisition, and use of power in the delivery of health care services is analyzed.

174:212 Health Economics I
The purpose of this course is to develop conceptual and analytic skills in the application of basic principles of microeconomic theory to issues concerning the organization and delivery of medical care services. Economic theory will be applied to the demand and supply of medical care, health insurance, payment mechanisms, and market structure. Students will also gain a general understanding of economic issues related to health care institutions, including Medicare, Medicaid, managed care, regulation, hospital and physician behavior, and pharmaceutical markets. Economic theory will be used to analyze the tradeoffs associated with alternative health care delivery systems.

174:243 Introduction to Health Policy: Process and Context
The purpose of this course is to define health-related issues as public policy problems, formulate policy alternatives and set a health policy agenda as well as understanding how health-related issues are converted into legislation and other forms of public policy, and then implemented within the Federalist system of American government. Students will become familiar with the policies surrounding some of America’s most critical public health programs: Medicare, Medicaid, and the Older Americans Act. They will be integrating course materials with their own particular policy interest.

VIII. Focal Area Courses
Each of the four focal areas has a series of courses from which students in that area choose three courses (9 sh) in addition to taking the residency course. Following are course descriptions for each course and the tentative schedule of when these courses may be offered from Fall of 2004 through Spring of 2009.

A. Nursing in Aging

96:410 Nursing Research of Biological Phenomena and Interventions for the Elderly
The focus of this course is the analysis and evaluation of research specific to the functional health of elderly clients and biological processes of aging. Major concepts include sensation/perception, energy balance, biological defenses, movement and pharmacokinetics. Critical analysis of research will review client characteristics and related nursing interventions. Methodological issues and instrumentation appropriate for the study of biological phenomena will receive particular emphasis.
96:420 Geriatric Mental Health Research
The focus of this course is the analysis and evaluation of geriatric mental health research. Major concepts, for which nursing interventions will be identified, include: cognitive and affective function, self-concept, quality of life and well-being, alcohol and drug abuse and caregiver burden. Epidemiological research, instrumentation and measurement studies, biophysical and animal studies and cross-cultural research related to geriatric mental health will be reviewed and critiqued. Program evaluation and geriatric mental health services research will be analyzed, and ethical and methodological issues (e.g. recruitment of subjects, attrition, response bias, statistical techniques and innovative designs) will be emphasized.

96:430 Nursing Research in Sociocultural Phenomena and Interventions for the Elderly
This course delineates specific sociocultural issues for aging clients and identifies corresponding nursing interventions. Major areas of focus will include: a) theoretical orientations to dynamics of aging; b) transitions and role changes; and c) social environmental issues, such as: socioeconomic status, ethnicity, social networks and living environments. In addition, existential issues associated with transitions and role changes as well as service delivery and utilization will be discussed. Relevant literature is reviewed and includes an evaluation of assessment tools (e.g. risk assessment, functional capacity, social network analysis, environmental analysis, social support adequacy) and an analysis of the research base for associated nursing interventions (e.g. reintegration of values and life goals, facilitating transition to nursing homes, aging assertiveness training, training peer counselors, strengthening social networks, improving person-environment fit).

B. Nursing Administration

96:450 Research Seminar in Nursing Administration I: Organizational Systems Concepts
Selected research literature on topics of importance to nurse administrators and researchers in the area of nursing administration will be reviewed. The focus will be on the growing body of nursing administration research which includes research monographs, books and journal publications. Literature from other fields relevant to the topics chosen will also be included. For each topic, available data collection instruments will be reviewed for quality and applicability. Throughout the course, future directions for further research and implications for model building, research methods and practice will be discussed. Content areas will focus on concepts related to the health care organization and the nurses in the organization. Topics will be selected from the following: absenteeism, autonomy, organizational commitment, motivation, job satisfaction, conflict, leadership, performance, staffing, turnover/retention.

96:451 Research Seminar in Nursing Administration II: Healthcare System Concepts
Content areas will focus on management concepts influenced by factors in the healthcare environment that have an impact on the delivery of care system. Patient outcomes and the measurement of quality nursing care will be discussed. Topics
will be selected from the following: biomedical technology, cost-effectiveness, prospective payment/reimbursement, cost of nursing care, information systems for administration and care planning, interorganizational relationships, labor relations, credentialing, professionalization, legal aspects and legislation, patient outcomes/quality assurance.

96:460 Innovations in Nursing Management
The course focuses on recent innovations in nursing and health care management that impact on the functions and responsibilities of the nurse administrator. Innovations that will be examined include: primary care, product line management, shared governance, case management, nurse extenders, differentiated practice, continuous quality improvement, and patient focused care. Part of the course will be devoted to an examination of delivery of care systems for high risk populations, e.g. homeless, underinsured, HIV infected, substance abusers, abuse victims.

C. Child and Family Nursing

96:405 Family Nursing Research
This course will include the examination of family theories and empirical research from nursing and related disciplines. Mid-range family theories will be analyzed. Research methodological issues will be discussed, including conceptual and operational definitions, unit of analysis, instrumentation, and strategies for data analysis. Students will be asked to develop a research proposal addressing these issues.

96:415 Genetic Nursing Research
This course will address concepts in human genetics regarding implications of gene discoveries for understanding of causes of and human responses to conditions with a genetic component. The course will address the application of this body of knowledge to health promotion, prevention, and nursing interventions throughout the life span. Relevant nursing theories and concepts will be evaluated for their integration with genetic concepts for nursing research. Students will analyze current research on selected genetic topics of concern to nursing. Methods in researching nursing problems in populations with specific genetic concerns will be examined.

96:425 Research in Sociocultural Perspectives for Family and Women’s Health
This course will explore the health experiences of women and families in the United States who are from cultural and social groups that are often oppressed and marginalized. Students will analyze the intersection of multiple forms of oppression; specifically those based on gender, race, ethnicity, class, religion and sexual orientation. Attention will be given to barriers to culturally sensitive and effective health care. Implications for development and testing of mid range theories will be discussed.

96:435 Research in Cognitive and Behavioral Interventions for Children
This course will focus on the evaluation of research on cognitive and behavioral problems in children. Major concepts to be discussed include behavioral disorders of childhood, stress and coping in children, risk behaviors in adolescents, children’s responses to acute and chronic health problems, environmental influences, and
parenting interventions. Ethical and methodological issues unique to research with children, such as subject recruitment, informed consent/assent, parent role in research, measures for children, behavioral research designs, and developmental variations will be emphasized.

D. Nursing Informatics*

96:310 Advanced Nursing Informatics
This 3 credit graduate course focuses on knowledge: the management and processing of data and information to create knowledge; the evaluation of information systems that serve the knowledge needs of the nursing profession; and the exploration of related informatics research methods to support knowledge development. The course emphasizes seminar and interdisciplinary field study.

96:462 Research in Nursing Informatics I
Nursing informatics is a combination of computer science, information science, and nursing science designed to assist in the management and processing of data, information, and knowledge to support the practice of nursing. Nursing informatics deals with the rules and processes that operate on symbolic representations of nursing phenomena and as such bring opportunities to study nursing from the perspectives of information and computational sciences. There is a progression of transforming data into information and information into knowledge. Knowledge then can be thought of as then being transformed into decisions and discoveries. This course focuses on the fundamental theoretical research related to the study of symbolic representation (text, image, voice), comprehending and communicating nursing phenomena, developing methods to build databases, and developing prototypes for decision support systems, workstations.

*The third focal area course should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.
### THE UNIVERSITY OF IOWA COLLEGE OF NURSING

#### E. PhD Program Course Schedule SUBJECT TO CHANGE

X = Course is offered this semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall '04</th>
<th>Spr '05</th>
<th>Fall '06</th>
<th>Spr '06</th>
<th>Fall '07</th>
<th>Spr '07</th>
<th>Fall '08</th>
<th>Spr '09</th>
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<tbody>
<tr>
<td>96:300 Classics</td>
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<td>Fall '07</td>
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<td>96:490/491 Res Pract</td>
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<td>96:497 Res Seminar I</td>
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<td>96:498 Res Seminar II</td>
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<tr>
<td>96:499 Dissertation</td>
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</table>

Note: Courses that may be taken by arrangement any semester (Fall/Spring/Summer) as appropriate: 96:490: Research Practicum I, 96:491: Research Practicum II, 96:499: Dissertation research
F. Residency Courses

Each Focal Area requires students to complete a research relevant residency. The residency involves the equivalent of 12 hours per week for 14 weeks or 1 month of 40 hour weeks in the field. The residency may be taken any semester including summers depending upon the student's program of study and selection of preceptor. Residency experiences may be in Iowa or out of state. (See “Guidelines for Arranging a Residency and Course Grade” described below)

Students in the Individualized Focal Area should arrange, in consultation with their Advisor, a residency experience similar to those described below, by registering for an independent study with their Advisor or an appropriate faculty member.

If a student is doing a residency outside the University of Iowa, they need to clarify whether a contract is necessary. If so, please notify the Graduate Programs Office and the Office of the Associate Executive Dean for Academic Affairs.

The residency courses are 3 semester hours each and include:
- 96:440 Research Utilization Residency in Care of the Elderly
- 96:480 Residency in Nursing Service Administration
- 96:445 Research Residency in Child and Family Nursing
- 96:465 Residency in Nursing Informatics
- 96:485 Research Residency for Individualized Option

Course descriptions for each residency course follows.

Nursing in Aging: 96:440 Research Utilization Residency in Care of the Elderly

The purpose of this course is to provide students with an opportunity to conduct a project in research utilization based upon relevant gerontological nursing research under the guidance of a preceptor. The preceptor will be an established doctorally prepared investigator who initiates, implements and evaluates the translation of research findings into clinical protocols.

Selection and arrangements for the research utilization experience will be made by the student, with consent of the academic advisor. Specifically, the student will contract for the conduct of a particular research utilization experience. The details of the contract may vary widely across students depending on the following factors:

a. the particular clinical problem selected as a focus;
b. the state of the art of research based knowledge regarding the topic;
c. the structural and functional characteristics of the clinical agency; and
d. the background of preceptor and student.

Nursing Administration: 96:480 Residency in Nursing Service Administration

The course provides the opportunity to apply knowledge and skills in administration to: forecast changes and plan long range strategies for their achievement; analyze policy development and evaluate policy; examine organizational structure and its relation to organizational theory, current policy, communication systems, and
performance evaluation; and examine the impact of economic policy and change on health care delivery systems.

The experience will be tailored to individual student needs. Each student will identify an agency and a person within the organization who can serve as preceptor. Preceptors should have a national reputation for excellence and may be executives in practice settings, directors of clinical research, or directors in national professional or research organizations. Applications for field placement must be made to the advisor the semester before the experience. Individual objectives for the experience should be determined by the student in conjunction with the preceptor and with consent of the advisor before the student begins the experience.

**Parent, Child and Family:** 96:445 Residency in Child and Family Nursing
The purpose of this course is to provide students with an opportunity to participate in a research or research utilization project based on relevant child and/or family nursing research under the guidance of a preceptor. The preceptor will be an established, doctorally prepared investigator who is actively involved in a program of research and/or who initiates, implements and evaluates the translation of research findings into clinical protocols.

Selection and arrangements for this residency will be made by the student, with consent of the academic advisor. Specifically, the student will contract for the conduct of a particular research or research utilization experience. The details of the contract may vary widely across students depending on the following factors:

a. the particular clinical problem selected as a focus;
b. the state of the art of research based knowledge regarding the topic;
c. the structural and functional characteristics of the clinical agency; and
d. the background of preceptor and student.

**Nursing Informatics:** 96:465 Residency in Nursing Informatics
The course provides students the opportunity to participate in a research project based on relevant nursing or health informatics research under the guidance of a preceptor. The preceptor will be an established, doctorally prepared (preferable) investigator who is actively involved in a program of research and/or who initiates, implements, and evaluates the translation of research findings into clinical information or knowledge management applications.

The experience will be tailored to individual student needs. Selection and arrangements for this residency will be made by the student with consent of the academic advisor. The student will contract for the conduct of a particular research or translational research experience. The details of the contract may vary across students depending on the following factors:

a. the particular clinical problem selected as a focus;
b. the state of the science regarding the topic;
c. the structural and functional characteristics of the clinical agency; and
d. the background of preceptor and student.
Individualized Option: 96:485 Research Residency for Individualized Option

The course provides students the opportunity to participate in a research project based on an individualized plan of study under the guidance of a preceptor. The preceptor will be an established, doctorally prepared (preferable) investigator who is actively involved in a program of research and/or who initiates, implements, and evaluates the translation of research findings into nursing practice.

The experience will be tailored to individual student needs. Selection and arrangements for this residency will be made by the student with consent of the academic advisor. The student will contract for the conduct of a particular research or translational research experience. The details of the contract may vary across students depending on the following factors:

a. the particular clinical problem selected as a focus;
b. the state of the science regarding the topic;
c. the structural and functional characteristics of the clinical agency; and
d. the background of preceptor and student.

Each student will identify an agency and a person within the organization who can serve as preceptor. Preceptors should have a national reputation for excellence and may be executives in practice settings, professional organizations, or corporations. Applications for field placement must be made to the course instructor the semester before the experience. Individual objectives for the experience should be determined by the student in conjunction with the preceptor and with consent of the course instructor before the student begins the experience.

Guidelines for Arranging a Residency

Students should meet with their faculty advisor to plan their research residency. Some students decide to complete their residency locally, while others choose to work with a nurse researcher or administrator at another institution. For students planning an experience at another site, the following guidelines will help in arranging the residency experience.

a. Students should begin thinking about this 6-12 months ahead of the time you wish to begin. Read the course description/objectives and identify a short list of possible preceptors/places. Have some ideas of what you would like to accomplish during the residency. (The NSA lab has a list of possible preceptors for 96:480; some of the people on the list who are Clinical Directors of Research might also be appropriate for 96:440.) The type of experience you select should build on your previous experience. Do not choose something that repeats a similar past experience and do not choose something for which you have no preparation. A good time to do the residency is in a summer for a 1-3 month time period or, depending on the experience, it can be spaced over one or two semesters.

b. Approximately 6-9 months before you wish to begin, make an appointment with your advisor to discuss your ideas. With the help of your advisor, select a preceptor and place. Ask your advisor to call or write the preceptor for the
initial contact. Remind the advisor that the preceptor will have to be told about the program and course objectives even if they have previously been contacted and agreed to take a student. Busy people forget. Also, clarify whether a contract is necessary. If so, please notify the Graduate Programs Office and the Office of the Associate Executive Dean for Academic Affairs.

c. Once the advisor has made the initial contact and has ascertained interest on the part of the preceptor, send a letter and then follow it with a call to the preceptor. Your letter should be enthusiastic, describing your time constraints, and be flexible. Include your CV and a copy of the course objectives. Have some areas of interest/projects in mind to offer as part of the telephone discussion according to the response of the potential preceptor. Some of the preceptors will be able to help you with financing the experience and it is acceptable to ask them about any financial assistance they can offer you. Most of the assistance will only be available if you move to the site for a period of time, and some preceptors will want you to stay longer than one month. If possible, this would make the experience more valuable for you.

d. You should follow the phone call with a written proposal. This should be 1-2 pages in length and should include your objectives for the experience and the amount of time you will spend. A possible project will have been discussed in the phone call with the preceptor and should be included here. A letter from your advisor endorsing the experience and telling about the course expectations (e.g. evaluation letter at the end of the experience) could also be attached. Send this material within a week of your phone call. A delay does not make a good impression. Note: the proposal to your preceptor may be viewed as a contract, so make the objectives clear and measurable. Make sure your advisor gets a copy.

e. Register for the residency with your advisor's number. Follow through as the preceptor directs with arrangements. Don't beleaguer the preceptor but take the initiative. Make sure you understand, with your advisor, the arrangements for a course grade. See grading guidelines; all modifications must be approved by the advisor. Give a copy of your project to both your preceptor and advisor. Keep your advisor informed. Two weeks before the end of the experience, remind the preceptor about writing a letter of evaluation to your advisor. While it may not be required, consider keeping a weekly journal about the experience (for your own future reference and for helping sort through what is happening at the time).

Grading Guidelines for the Residency Courses

The grade is determined by the advisor.

Criteria include:
50% Completion of the field experience to the satisfaction of the preceptor. It is the responsibility of the student to make sure the preceptor sends a performance evaluation to the course instructor based on the contract.
40% Completion of the project or paper, a copy of which will be sent to course instructor for grading. Depending on the project, some written background may have to be supplied by the student to put it in context.

10% Communication by student to advisor on how things are going. It is expected that the student will not overburden the advisor but will keep her/him informed once or twice during the experience about what is happening.

0% of grade but expected. Presentation of the experience the next semester at an appropriate forum: e.g. the NSA or Aging Research Seminar. While the advisor should encourage this, the student should seek out these opportunities to share their learning.

NOTE: Should the residency extend more than one semester, you should register for it the first semester and take a grade of incomplete until it is finished.
IX. Cognate Minor and Electives

A. Cognate Areas

Students are expected to identify, in discussion with their advisor, three courses (9 semester hours) for a cognate area of study. The cognate component provides for acquisition of essential knowledge needed to understand and master a related field. A series of designated courses in a related field provide for a broader scope of scholarship and a knowledge base that is interconnected with nursing. Seminars, independent study, research writing, observation, and participation in a related field constitute typical learning experiences. Studying the research methodologies of other disciplines and the impact of their discoveries on nursing and on society further the acquisition of new and fundamental knowledge and develop a student's ability in interdisciplinary methods of analysis. Study in a related field such as Epidemiology, Human Development, and Health Administration advance interdisciplinary relationships that not only enlarge insight into general and specialized knowledge but also could lead to collaborative research projects, seminars and field studies.

As part of the comprehensive examination system the student's mastery of basic knowledge and research methods in the related field is tested, including the student's ability to organize, synthesize, integrate and relate the ideas acquired to the discipline of nursing. This part of the comprehensive examination is designed by faculty from the related field of study. Thus, it is important that the student select a cognate advisor who is willing to assist in the selection of related courses in that cognate and which, together, form an integrated whole and reflect significant depth in an area of study. This cognate advisor will also serve as a member of the examining committee for that content area.

Examples of Cognate Areas:

- College of Business - Management, Finance, Accounting, Economics, Marketing
- College of Medicine - Anatomy, Physiology, Pharmacology, Human Genetics, Microbiology
- College of Public Health: Occupational Health, Preventive Medicine, Environmental Health, Epidemiology
- College of Liberal Arts - Anthropology, Sociology, Political Science, Religion, Psychology, Health Psychology, History, Biology
- College of Education - Educational Measurement/Statistics, Counseling Psychology, Educational Psychology, Psychological and Quantitative Foundations
B. Electives

Students may take elective courses beyond the recommended program of study. For example, students are often interested in education courses as electives since many plan careers in academic nursing. The College of Nursing offers two nursing education courses. Both of these courses have an alternative delivery approach - primarily web-based with face-to-face contact four times throughout the semester.

96:247 Curriculum Development in Nursing Education
The major focus of this course is to develop an understanding of factors that influence curriculum development and program evaluation. Since most of the students who have enrolled in this course have had very limited (if any) experience in the educational arena, we start from the beginning - looking at institutional and program mission and philosophy and move forward from there. Students self-schedule a 40 hour field experience with a preceptor in an educational setting so that they can experience curriculum development and related processes in action! (Offered every other year - Fall 2005, 2007)

96:246 Nursing Education: Process, Roles and Strategies
This is what I call the 'hands-on" course for educators. We cover a wide variety of topics that faculty need to be aware of to successfully organize the day-to-day activities associated with the management of the classroom, skills lab and clinical experiences. A 40 hour field experience is also a part of this course - provides students an opportunity to 'apply' the classroom theory as well as develop materials for a teaching portfolio. A sampling of the topics that we cover include: teacher-centered versus learner-centered environments, teaching philosophy, presentation strategies, formative and summative evaluation techniques, test item development and item analysis, grading, classroom management, lesson plans, psychomotor skills, clinical supervision, and distance education (Offered every other year Spring 2006, 2008).

X. Statistics and Methods Courses

All PhD students are expected to complete at least 9 semester hours of course work in statistics and research methods. These courses will vary depending on the students individual research needs and interests. Students should discuss with their advisor the courses most appropriate for them.

Three series of statistic courses are recommended. Most students find it valuable to take courses within the same series of courses form the same department. The following are the courses recommended from the College of Education, College of Public Health, and Sociology.
# Recommended Statistics and Research Methods Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>7P:243</td>
<td>Intermediate Stat Methods (Same as 22S:148) offered in spring</td>
<td>3</td>
<td>7P:143 or equiv</td>
</tr>
<tr>
<td>7P:244</td>
<td>Correlation and Regression (Same as 22S:157 offered in spring)</td>
<td>4</td>
<td>7P:243 or equiv</td>
</tr>
<tr>
<td>7P:246</td>
<td>Design of Experiments (Same as 22S:159; includes ANOVA in greater depth)</td>
<td>4</td>
<td>7P:243 or equiv</td>
</tr>
<tr>
<td></td>
<td>Offered in fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7P:245</td>
<td>Applied Multivariate Analysis</td>
<td>3</td>
<td>22S:152 and 22S:158 or equivalents; and facility with matrix algebra</td>
</tr>
<tr>
<td>7P:252</td>
<td>Intro to Multivariate Stat Methods (MANOVA) offered in fall</td>
<td>3</td>
<td>7P:244 or consent</td>
</tr>
<tr>
<td>7P:247</td>
<td>Nonparametric Statistical Methods</td>
<td>3</td>
<td>7P:243 or 22S:120</td>
</tr>
<tr>
<td>7P:249</td>
<td>Factor Analysis and Structural Equation Models</td>
<td>3</td>
<td>7P:252 or equiv, or consent</td>
</tr>
<tr>
<td>7P:257</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
<td></td>
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<tr>
<td>Course #</td>
<td>Course Title</td>
<td>S.H.</td>
<td>Prerequisite</td>
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<tr>
<td>171:162</td>
<td>Design &amp; Analysis of Exper in the Biomedical Sciences (Same as 22S:140; inc. regression analysis; offered spring sem)</td>
<td>3</td>
<td>171:161 or equivalent</td>
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<tr>
<td>171:262</td>
<td>Analysis of Categorical Data (Same as 22S:220; offered spring sem)</td>
<td>3</td>
<td>22S:194 or consent</td>
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<tr>
<td>171:261</td>
<td>Survival Data Analysis (Same as 22S:225; offered fall sem, odd years)</td>
<td>3</td>
<td>22S:153, 22S:154 and 171:202 or equivalent</td>
</tr>
<tr>
<td>171:241</td>
<td>Statistical Methods in Epidemiology I (offered fall sem)</td>
<td>3</td>
<td>171:161 and 173:140; 171:162 strongly recommended</td>
</tr>
<tr>
<td>171:242</td>
<td>Statistical Methods in Epidemiology II (offered spring sem, odd years)</td>
<td>3</td>
<td>171:162 and 171:241</td>
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<tr>
<td>171:163</td>
<td>Intro to the Design of Sample Surveys (offered fall sem, even years)</td>
<td>3</td>
<td>171:161 or equivalent</td>
</tr>
<tr>
<td>171:173</td>
<td>Intermediate Design of Sample Surveys (offered spring sem, even years)</td>
<td>2</td>
<td>171:163 or equivalent</td>
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</tbody>
</table>
**Sociology**

**Recommended Statistics and Research Methods Courses**

<table>
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<th>Course #</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>34:214</td>
<td>Introduction to Sociological Data Analysis</td>
<td>3</td>
<td>Intro to Stat or consent</td>
</tr>
<tr>
<td>34:215</td>
<td>Sampling Measurement &amp; Observation Techniques</td>
<td>3</td>
<td>34:214 or consent</td>
</tr>
<tr>
<td>34:216</td>
<td>Linear Models in Sociological Research</td>
<td>3</td>
<td>34:214 or consent</td>
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<tr>
<td>34:218</td>
<td>Advanced Statistical Modeling of Data</td>
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<td>adv grad standing &amp; consent</td>
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<tr>
<td>34:219</td>
<td>Structural Equation Modeling</td>
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<td>Consent</td>
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XI. Research Practica

96:490/491  Each student will register for two supervised research practicum in an ongoing project. The principal investigator should be an experienced researcher, preferable one with a current large project requiring a team of investigators. The investigator may or may not be a nurse, but the project should be relevant to the student’s area of study. The student may or may not be paid for the experience.

The research practicum serves as a system of apprenticeship by which a student is led through all aspects of scientific processes, methodologies, and analysis. Students complete two supervised practicum as research assistants in an ongoing investigative team. Research team membership will be separate from the dissertation research.

The form below can be obtained from the Graduate Programs Office.

96:490/96:491
Ph.D. Research Practicum
Consent to Supervise Form

Date:______________

I agree to provide_________________________________________________________

with a supervised research experience for ______ semester/s as part of my (1 or 2)
study entitled___________________________________________________________

___________________________________________

Researcher's Name

___________________________________________

Advisor's signature

NOTE: This form should be completed at the time of registration for 490 or 491. Once it is signed by both parties the student registers for 0 credits, however tuition and fees will be assessed. The completed form should be returned to the Graduate Programs Office to be placed in the student's file. Reminder, although this is a zero semester hour course, tuition and fees may be assessed depending on the number of semester hours a student is registered for in that semester.
XII. Dissertation Seminars

To facilitate the dissertation process, each student will participate in two research seminars. The first seminar focuses on how to develop as a doctoral student while the second seminar focuses on research application and advanced design.

96:497 Dissertation Research Seminar I: Scholarship Development
This seminar is the first semester component of a two-semester of seminars designed to assist doctoral students to prepare for the successful completion of doctoral coursework and the dissertation, as well as establishing one’s career research trajectory. The faculty-guided structure provides opportunities for students to assimilate knowledge and behavior of a scholar and the activities that facilitate development of the dissertation and optimize their socialization and success as nurse scientists. Students will be able to anticipate and explore practical problems associated with their dissertation research.

96:498 Dissertation Research Seminar II: Dissertation Development
During the second Dissertation Seminar, the focus of discussion is on assisting students with the development of their dissertation. Discussion is guided by the needs of the students participating in the seminar. Content covered typically includes discussion on advanced research design and application including sampling, data collection procedures, data management, and analysis procedures.
XIII. PhD Independent Study Policy and Procedure

Students may obtain through independent study (96:496 Doctoral Independent Study) those learning experiences which are not provided by established courses and which are related to and relevant to their educational goals. In some circumstances it may be used to meet basic degree requirements upon recommendation of the major advisor.

The identification of content, purpose, intent and plan for implementation and the faculty sponsor must be specifically identified at the beginning of the study on the Plan of Independent Study form. The faculty sponsor may or may not be the major advisor. A College of Nursing faculty member will serve as the major sponsor and other faculty may serve as co-sponsor(s). The Plan of Independent Study form is countersigned by the Faculty sponsor(s) and the major advisor. The Plan of Independent Study is a contract between student and sponsor and a copy must be placed in the student's file.

When registering for 96:496 Independent Study, the student must register the section number properly. The faculty sponsor must furnish you with an instructor number.

Enrollment in Independent Study to meet degree requirements shall be limited to the number of hours of nursing course requirements which the student was unable to meet through regular courses. For Graduate Students this requires the approval of the Dean. This does not limit the student's use of independent study in other than nursing departments.

The faculty sponsor is responsible for the quality and level of learning experience and for grading the study. The faculty member should be a full-time assistant, associate or full professor, any exceptions must have approval of the Area Study Chair. Independent Study credit is graded on the S-U basis.

PROCEDURE

1. Student will discuss with major advisor any independent study plans before registration and prior to making arrangements with faculty sponsor.

2. Faculty sponsor or co-sponsor will provide periodic conferences with student as needed.

3. The Plan of Independent Study form shall be filled out and routed to 444NB for placement in the student file.

4. Student must register for the section number which is the same as the faculty sponsor's instructor number.
5. The faculty sponsor must complete the Report of Independent Study and forward it along with the student's grade to 444NB where it will be placed in the student record.

6. The faculty sponsor must complete the grade report form from the Registrar's office at mid-semester and upon course completion.
Plan for 96:496 PhD Independent Study

Student Name: ___________________________ SS#: ___________________________

for _________________________________ semester for ______ s.h. credit

IF CLINICAL _____, circle appropriate category:

Geriatrics       Community Health       Mental Health       Surgical
Maternal         Medical                  Pediatrics

Specialty________________________________________

Agency________________________________________

Contact Person________________________________

Inclusive Dates and Times at Agency________________

PURPOSE INUNDERTAKING INDEPENDENT STUDY:

PLAN (describe in brief what is to be included, as nature and intent or clinical
practicum, investigative study, written papers, conferences, seminar, etc.)

Faculty Sponsor: ___________________________ Signature ___________________________ Date

Approved by Area Study Chair: ___________________________ Signature ___________________________ Date

This form must be submitted to The Graduate Programs Office at the time of registration.
Grade Report of 96:496  PhD Independent Study

Student Name: ___________________________  SS#: ___________________________

Semester ___________________________  Enrolled for _______ s.h.

IF CLINICAL ______, circle appropriate category:

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Agency</th>
<th>Contact Person</th>
<th>Inclusive Dates and Times at Agency</th>
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</thead>
<tbody>
<tr>
<td>Geriatrics</td>
<td>Community Health</td>
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<tr>
<td>Maternal</td>
<td>Medical</td>
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<td>Specialty</td>
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<td>Specialty</td>
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</table>

Report what was done (Titles and brief resume of paper or papers written, practicum completed, seminars held, investigation completed)

Grade: __________________

Faculty: Grading is on the S-U basis.

Faculty Sponsor: ___________________________  Signature  ____________ Date

Approved by Area Study Chair: ___________________________  Signature  ____________ Date

This form must be submitted to The Graduate Programs Office to become a part of the student's record.
XIV. Comprehensive Examination

A. Purpose

The purpose is to assess the student's preparation for research and scholarly activity. The exam will test the student's ability to think critically and imaginatively, and to synthesize knowledge in nursing (both core and focus areas) and in the cognate area (both content courses and research methods). Successful completion of the examination will result in the student's being admitted to candidacy for the degree.

B. Eligibility

The examination is taken after successful completion (or near completion) of the essential course work and upon recommendation of the student's advisor. This time will usually be during the fifth or sixth semester in the program. A student must be registered in the Graduate College at the time of the comprehensive examination, which must be passed not later than the session prior to the session of graduation.

C. Scheduling the Examination

1. The student intending to take the comprehensive examination assumes responsibility for declaring this intent to her/his advisor and the Graduate Program Office at least four months prior to the examination. At that time the student will advise the Graduate Program staff of the examination committee chair and members. The student will pick up the Comprehensive Exam written and oral grading sheets from the Graduate Programs Office.

2. The student immediately contacts the examination committee members and arranges the date of the exam, including when the two-week written exam will be completed and the date of the oral component.

3. The Graduate Program Office will fill out and submit the Request for the Comprehensive Examination which must be forwarded to the Graduate College at least two weeks in advance of the examination, and must include the date and time. The request will be accompanied by a Doctoral Plan of Study Summary Sheet which is prepared by the Graduate Program Office in consultation with the student’s advisor. The Doctoral Plan of Study Summary Sheet requires the Graduate Program Office staff to perform a transcript review indicating successful completion of essential coursework in the student’s focal area and indicating coursework remaining to be completed to be eligible to graduate. This is signed by the student’s advisor, the Associate Executive Dean for Academic Affairs, and submitted to the Graduate College for approval/signature by the Graduate College Dean, along with the Request for Comprehensive Exam. Department and student copies of the Doctoral Plan of Study Summary Sheet are returned to the Graduate Programs Office. The student will receive a copy, and a copy will be placed in the student’s file. After this point any changes to the Doctoral
Plan of Study must be requested formally through a four part request form submitted to the Graduate College through the Graduate Programs Office.

4. It is the student's obligation to make arrangements for a meeting time for the oral portion of the examination, as well as make arrangements for the room, and notify the members of the committee and the Graduate Program Office of the date, hour, and place.

D. Examination Committee

The examination committee will be composed of five members and is typically chaired by the student's advisor. The committee will be selected by the student with approval of the advisor. The committee membership should reflect the student's focal and cognate areas and will consist of at least one person outside of the College of Nursing. For most students, the comprehensive examination committee will be the same as the dissertation committee.

E. Exam Structure

The examination will consist of both a written and oral part.

1. Written Part
The written part will be a take-home exam in which the student responds to questions covering knowledge in three areas:
- nursing core (theory development, health economics, classics, informatics, health care policy)
- nursing specialty (either aging, administration, child and family, or nursing informatics)
- cognate area (content and methods)

The student's PhD examining committee will compose the examination. The chair will solicit questions from each of the members or from other specialists in the relevant areas. It is the responsibility of the Chair to edit the questions and provide a copy of the final questions to committee members and the student. The student's examination shall consist of 3 questions, each of which may represent a single area or more than one of the above areas.

Each student has two weeks in which to complete the written examination. During this period of time the student should not consult with faculty, students, or outside individuals. It is expected that the work is solely that of the student.

Written answers to each of the questions should be typewritten and no more than 10 pages per question, 1.5 spaced. The 10 pages are exclusive of tables and appendices. At the end of the two weeks, it is the student’s responsibility to copy and disseminate the exam to each committee member.

In most cases, every member will read and grade the answers; however, a committee member may, after seeing the questions, disqualify her/himself with
respect to grading an area or areas. If a member disqualifies her/himself, the
student is informed as to who will not be grading.

2. Oral Part
The oral examination is scheduled for two weeks after the completion of the
written examination. The purposes of the oral are: a) to clarify and validate
the answers to the written examination, and b) to engage in preliminary
discussion of the dissertation. It is the responsibility of the chair of the
committee to provide instructions to the committee on the format for the oral
examination. In general, the following guidelines will be adhered to: time
limitation of 2 hours; focus on content (not editing) in written exam; use of
questions/discussion that validates the student understands what she/he wrote on
the written exam; ask for preliminary information on dissertation direction but
does not substitute for dissertation proposal meeting. It is the student’s
responsibility to pickup the Report of Doctoral Comprehensive Exam form from
the Graduate Programs Office prior to the oral examination and returning the
copy with the Committee signatures to the Graduate Programs Office following
the exam.

F. Grading

Each examination question on the written area shall be read and graded by all
committee members. (In the case of disqualifications, each question must be
read at minimum by two faculty members on the Committee.)

Each member assigns a grade to each question of either superior, pass,
conditional pass, or fail and substantiates the grade with a written evaluation.
These evaluations with the grade indicated are given to the committee chair at
the oral exam. During or just following the oral exam any member may add
comments to her/his written evaluation. All of the written evaluations will be
given to the student (without the individual grades) with the final grade decision.

In the interim between the written and oral exams the student shall not be
provided with evaluative feedback. The oral exam is viewed as an integral part
of the process, and judgment as to overall performance and the final outcome
should be withheld until the completion of the oral exam.

Immediately following the oral examination, the committee decides on an
overall grade. All committee members at the oral will grade the oral even
though they did not grade all or part of the written. The final grade will reflect
performance on each of the three written questions and on the oral.

Final grades will be one of the following:

a. **Superior**: The student receives grades of superior in all or most written parts
   and on the oral. Such a decision is to be recorded as "Satisfactory" on the
   Graduate College Report form.
b. **Pass:** The student receives grades of pass or better in all written and oral parts. This decision is to be recorded as "Satisfactory" on the Graduate College Report form.

In both of the above cases the student is not required to take any more comprehensive examinations and is advanced to candidacy.

c. **Conditional Pass:** The student fails one part or is borderline in several. The decision is to be recorded as "Reservation" on the Graduate College Report form and a copy of the letter sent to the student specifying reservations to be met and the deadline for removal must be attached. The student does not necessarily have to take the examination again, but must make up the deficiency in a manner and within a time specified by the exam committee in order to be advanced to candidacy. The student may be required to make up deficiencies through another examination, additional course work, and/or readings or assigned research papers. The chair of the student's committee will place in the student's file the determination as to whether or not the student has satisfactorily removed the reservations. If the student does not remove the reservations within the specified time, the grade will be changed to fail. Note, a conditional pass may not be used if this is a second exam for the student. A copy of all correspondence will be sent to the Graduate College.

d. **Fail:** The student fails two or more parts. This decision is to be recorded as "Unsatisfactory" on the Graduate College Report form. The student receiving a failing grade may retake the examination the next semester. The committee will decide whether all parts or just the failed parts should be reexamined. The time and manner of the second examination will be determined by the committee and will be stated in writing and given to the student.

The student who twice fails the examination or who declines to take it a second time after failing once, or who fails to take it within four months after completing any necessary preparatory coursework or other requirements shall be dismissed from the program.

**G. Feedback to the Student**

Following the oral exam, the student shall be notified by the committee chair as to the decision, and the student will receive in writing a statement of the decision and the reservations, if there are any. The student is told in exact terms in which of the four decision categories she/he has been placed. Written comments by each of the committee members will be given to the student.

**H. Change in Procedure**

Any part of the rules stipulated above may be waived or modified for a given student through an appeals procedure. Only very unusual circumstances should prompt a proposed modification. The following procedures shall be followed to
modify the PhD comprehensive exam system. (Note: this refers to major modifications, such as not having an oral examination. Small modifications are up to the committee chair.)

Procedure to appeal the process: The student shall propose the modification in writing with a rationale and submit to the Chair of the Comprehensive Examination Committee, who will be responsible for circulating the proposed modification to the Graduate Faculty at least one week before a graduate faculty meeting. Acceptance of the proposed modification requires a majority vote of the faculty present.

I. Comprehensive Exam Advisor/Chair

Often the student’s academic advisor is also the chair of the student's comprehensive examination committee and chair of the dissertation committee. The student should discuss with his or her advisor the most appropriate faculty member to chair the Comprehensive Exam. If the student and/or advisor feel that the student’s Comprehensive Exam chair should be changed, the student should discuss this with Director of the Doctoral Program.

XV. Timeline from Comprehensive Exam to Dissertation Defense

A. Continuous Registration Policy

The Continuous Registration Policy became effective as of Fall, 2003. It is available on the Graduate College website at: http://www.grad.uiowa.edu/Students/AcademicPolicies/ContinuousRegistration.asp.

The Continuous Registration after Completion of the Comprehensive Examination Policy is as follows:

The student is required to register each semester after passing the doctoral comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to doctoral candidacy unless the readmission is approved by the advisor, the departmental executive, and the Graduate College dean.

All registrations should accurately reflect the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. In order to maintain continuous registration, a doctoral student may register (1) for required and/or elective courses, research, and thesis hours to complete the plan of study, or (2) for Doctoral Continuous Registration (000:002). Doctoral Continuous Registration requires a 2.s.h. tuition and fees payment. If a temporary lapse in a student’s academic program is required due to military service, medical leave, maternity leave, or a personal/family leave, a student may petition the Graduate College to be allowed to register for PhD Postcomprehensive Registration (000:000) which allows for the assessment of a special minimum fee. If a petition is granted, it is to be understood that a student will not make significant use of university resources, or engage in significant consultation with the faculty.
Registration in a Guided Independent Study course or in a course for which tuition and fees are not assessed (Cooperative Education Internship, for example) will not satisfy the continuous registration requirement.

B. Final Exam (Dissertation Defense) timeline

The final exam (Dissertation Defense) may not be held until the session after passing the comprehensive exam nor until the dissertation is accepted for first deposit by the Graduate College; however, a student must pass the final exam no later than five years after passing the comprehensive exam. Failure to meet this deadline will result in reexamination of the student to determine his or her qualifications for taking the final exam. In the final semester, doctoral students may register for Doctoral Final Registration (000:003), which requires a 2 s.h. tuition and fees payment, or appropriate course work.
XVI. Dissertation Research and Defense
The dissertation process includes a proposal meeting, the student completing the research project agreed on in the proposal meeting, and an oral defense of the completed, written dissertation.

A. Prospectus/Proposal Meeting
The student should work closely with his or her advisor to begin developing a research project for the dissertation. The first issue to clarify is whether the student’s advisor or a different graduate faculty member will be the Chair of the student’s dissertation committee. Prior to beginning the dissertation, students should review the Graduate College requirements related to the dissertation at: http://www.grad.uiowa.edu/students/ThesisResources/Index.htm

1. PhD Examination Committee
In consultation with the Chair, the student needs to identify the members of the student’s Dissertation Committee. The committee that guides and evaluates the student's dissertation is comprised of five graduate faculty members holding professorial rank (Assistant Professor or above). One member must be from a discipline other than nursing and relevant to the student's area of study. The membership of the committee is selected by the student and committee Chair. If a proposed committee member is outside the University of Iowa or is not a graduate faculty member at the University of Iowa, please obtain the individual’s curriculum vitae and meet with the Graduate Programs Office as soon as possible. The student should invite the identified faculty to participate on the Dissertation committee.

2. Proposal Meeting
The Proposal Meeting, which includes the student and the dissertation committee, is held to approve the student’s proposed research project. Prior to this meeting, the student consults with the Chair and other appropriate faculty members on the development of the dissertation proposal. The proposal typically includes the first three chapters of the dissertation as outlined by the Graduate College.

It is the student’s responsibility to contact members of the committee and arrange the date, time and location of the proposal meeting.

During the meeting, the student presents the proposal. The outcome of the Proposal Meeting is agreement among the committee members and the student on the proposed dissertation research. If the committee members do not agree on the proposed research, another Proposal Meeting may be necessary.

Once the proposal is agreed on, the student typically begins registering for dissertation hours. A completed Dissertation Chair Approval form is due in the Graduate Programs Office prior to enrollment in dissertation hours.
B. Oral PhD Defense
The PhD Final Examination is an oral defense of the dissertation. The examination includes critical questions about the purpose, method, and results presented in the dissertation and intense questioning on areas of knowledge consistent with the context of the dissertation. An oral defense of the dissertation will evaluate the candidate's ability to communicate the specific research project and the implications of the research.

1. Scheduling the PhD Oral Defense/Final Exam
A student is scheduled for the PhD final exam by the Chair of the student’s PhD committee. The final examination may not be held until the session after satisfactorily completing the comprehensive examination. The student must pass the final examination no later than five years after satisfactorily completing the comprehensive examination. The final examination may not be held until after the thesis is accepted for first deposit by the Graduate College. A formal request for the PhD final exam will be submitted by the Graduate Programs Office to the Graduate College. The request for the PhD final exam must be submitted at least three weeks in advance of the date set for the examination; therefore, the student should contact the Graduate Programs Office four to five weeks prior to the date. This is to allow for public notice of the examination.

The PhD final examination must be scheduled during the academic year, i.e., between the beginning of regular registration for the fall semester and the close of examination week in the spring semester. Only in very unusual circumstances will requests for exceptions to this rule be considered by the faculty. The final exam is administered on campus.

It is the responsibility of the student and the PhD Chair to see that the request for the PhD final exam is submitted in accordance with deadlines established by the Graduate College.

The student is responsible for getting a copy of the dissertation to the committee members at least two weeks in advance of the examination, and for informing members of the time, date, and place of the examination.

2. Grading and Reporting of the Oral Defense/Final Exam
The PhD Final Exam is evaluated by the committee, with each member of the committee indicating a Satisfactory or Unsatisfactory rating. The overall report will be regarded as Unsatisfactory if there are two unsatisfactory ratings. A brief written evaluation of the candidate's performance is prepared by the Chair of the committee and is placed in the student's file. The general nature of the evaluation is conveyed to the student by the committee Chair. The PhD supervisor is responsible for reporting to the faculty the results of each PhD final. The report of the examination is due in the Graduate College within 48 hours after the examination. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the committee report unsatisfactory. In case of a report of unsatisfactory in the final examination, the candidate may not present herself/himself for reexamination until the next session. The
examination may be repeated only once, at the option of the major department. Submission of the report to the Graduate Programs Office within 24 hours is the responsibility of the committee Chair.

In the case of a report of unsatisfactory in the final examination, the candidate may not present himself or herself for reexamination until the next session. The examination may be repeated only once.

An abstract of the dissertation is to be forwarded to the Office of Research, College of Nursing, in addition to being included in the dissertation.

C. Written Dissertation

The final written report of the dissertation must meet the standards defined by the Graduate College and expected by the dissertation committee. Graduate College guidelines for the written dissertation can be found at: http://www.grad.uiowa.edu/Students/CurrentStudents/ThesisInfo/ThesisPreparation.htm

D. Three-Paper Option for PhD Dissertation

At the discretion of a student’s Dissertation Committee, the student may fulfill the PhD dissertation requirement with the Three-Paper Option. This option integrates three publishable papers into the standard Graduate College five chapter dissertation format. Papers must be submitted to a scholarly, peer reviewed journal approved by the student’s Dissertation Committee. (see the following pages for details related to the Three-Paper Option for PhD Dissertation.)
Three-Paper Option for PhD Dissertation

At the discretion of a student’s Dissertation Committee, the student may fulfill the PhD dissertation requirement by writing three papers. Each must be submitted to a scholarly, peer reviewed journal approved by the student’s Dissertation Committee, subject to the following conditions;

1. The dissertation must form a coherent body of research in a particular scholarly area. Thus, the three papers must represent a single coherent research topic, not a series of unconnected topics.

2. The three papers must be distinct. They may either address three separate research aims, or if they address only one, they must differ in some significant fashion, such as in theoretical perspective, approach, methodology, sample, and/or dataset.

3. At the discretion of the Dissertation Committee, up to two of the three papers may have been previously written, submitted, and/or published by the student if: 1) the student is first author on the paper; 2) all co-authors attest that the student did most of the work and most of the writing of the paper; 3) the work was completed while the student was enrolled in the Ph.D. program; and 4) the Dissertation Committee agrees that the papers are consistent with the criteria for a three-paper dissertation. The Committee is under no obligation to accept previously published, accepted, or submitted papers as meeting the requirement of the dissertation.

4. The format of the dissertation must adhere to the requirements of the Graduate College. Graduate college guidelines can be found at: [http://www.grad.uiowa.edu/Students/CurrentStudents/ThesisInfo/ThesisPreparation.htm](http://www.grad.uiowa.edu/Students/CurrentStudents/ThesisInfo/ThesisPreparation.htm)

5. Thus, the dissertation will typically include five chapters. The first chapter is an introduction, the next three core chapters are the three papers, and the fifth chapter is a conclusion.

   a. The *introductory chapter* (Chapter 1) should present an introduction to the study, background and literature review, theoretical or conceptual framework, discussion of the problem, aims of the study, significance and justification for the focus of the proposed research, and an overview of the three papers. The overview of the papers should include purpose and scope of the papers, methodologies to be employed, and discussion of how the papers are integrated to represent a coherent body of research. A theoretical or conceptual framework may not be appropriate for a qualitative dissertation. If included, the framework could be provided through discussion of a general conceptual framework in the introductory chapter, or each paper could contain a section providing the conceptual basis for the analysis presented in that paper.

   b. The *three papers* (Chapter 2, 3, & 4) may include an analytical review of the literature or a meta-analysis, a methodology paper, and a data based paper or multiple data based articles with the literature review integrated into each paper. At the discretion of the Dissertation
Committee, one of the three papers may be a detailed discussion of the conceptual model for the dissertation research. All three papers must be submitted to journals approved by the Dissertation Committee prior to the student’s graduation.

c. The concluding chapter (Chapter 5) should summarize and integrate the major findings. This concluding chapter should synthesize the knowledge that has been gained by the research as presented in the three papers, discuss the limitations of the body of research, and enumerate future research plans.

6. Given that one objective of the 3-paper format for dissertations is to increase the opportunity for students to publish papers from their dissertation work, the core chapters should, to the extent possible, conform to page-length constraints required by the specific scholarly journal(s) identified by the student and approved by the Dissertation Committee as appropriate for publication. Therefore, the core chapters may be expanded or supplemented by appendices, as necessary.

7. The Graduate College requires that the dissertation follow their formatting rules. Thus, pagination must be continuous, there must be a common table of contents, and one integrated bibliography must serve for the whole document. Students must follow all Graduate College rules for dissertations and it is the student’s responsibility to do so.

8. At the time of the dissertation proposal, the student and Dissertation Committee should discuss the expectations for each chapter and paper. Agreement should be documented in a signed memo that spells out any substantive points or issues that differ from the proposal document. The memo and approved dissertation proposal must be submitted to the Director of the PhD Program. If questions concerning Dissertation Committee discretion arise, the Committee should consult with the Director of the PhD Program.

9. Eventual authorship on papers to be submitted should be negotiated between the student, his/her advisor, and the Dissertation Committee. Dissertation Committee members may be named as co-authors on submitted papers if they have made a substantial contribution to the paper consistent with academic standards and journal submission requirements. Journal requirements vary, but at a minimum, all authors must have contributed substantially to conception and design or analysis and interpretation of the data, contributed to drafting or revision of content, and approved the final version. There must be no presumption that serving on a Dissertation Committee constitutes grounds for co-authorship of a student’s paper, even if the committee member provides significant feedback on a paper.
THE UNIVERSITY OF IOWA
COLLEGE OF NURSING
DOCTORAL DISSERTATION CHAIR APPROVAL

This form is to be signed by the advisor and submitted to the Office of Graduate Student Services at least one week prior to initial registration for Dissertation hours (96:499). Committee members need not be chosen at this time, but if they have been, be sure to include their names. It is very important to add the committee member names at a later date so that your graduation forms may be processed by Graduate College deadline dates. You may stop in to the Graduate Program Associate’s Office at any time to update this form. Please take the responsibility to keep this form up to date.

_____________________________________________________________________

has agreed to serve as my dissertation advisor.
Print Name

TITLE:

COMMITEE MEMBERS:
Note: The committee consists of a minimum of five faculty holding professorial rank (Asst. Professor or above). One member of the committee must be a member of the graduate faculty from outside the major department.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Dept (if not Nursing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Anticipated date of proposal meeting:_______________
Anticipated date of completion:_______________

APPROVED:

__________________________________________________________
The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

The Doctoral Dissertation Chair Approval Form is available in the Graduate Programs Office.
XVII. Graduation Information

In order to facilitate your graduation we have listed the pertinent paperwork below. This information is available in the Graduate Programs Offices. The forms requiring departmental executive signature should be processed through the Graduate Program Associate.

All forms must be completed by the deadlines posted each semester. Final responsibility for meeting graduation requirements resides with the student. If you have filed these forms previously, all must be refilled by the deadline listed except the Plan of Study; a Graduate College Plan of Study should be refilled only if it has changed.

NOTE: The student must be enrolled in the Graduate College during the session in which the degree is to be conferred. In the final semester, doctoral students may register for Doctoral Final Registration (000:003), which requires a 2 s.h. tuition and fees payment, or appropriate course work. Guided Independent Study course work, Ph.D. Postcomprehensive Registration (000:000) and courses for which tuition and fees are not assessed may not be used to satisfy the final registration requirement of the Graduate College.

Graduation Forms
Graduate College Academic Calendar is available at http://www.grad.uiowa.edu/EventsDeadlines/CurrentAC.asp

APPLICATION FOR DEGREE - submitted to the Registrar, 1 Jessup Hall. This form must be signed by your advisor and logged in to the Graduate Programs Office.
http://www.registrar.uiowa.edu/forms/gradapplication.pdf

CHANGE IN PLAN OF STUDY - Submit this form if you have made any changes in your plan of study since the comprehensive examination. See Graduate Program Associate for information.

REQUEST FOR FINAL EXAMINATION (request for dissertation defense) - submitted to the Graduate College, 205 Gilmore Hall by this deadline and at least 3 weeks prior to defense. Submit names of committee members; official thesis title; and date, time, and place of defense to the Graduate Program Associate one month prior to your defense.

The student is responsible for reserving a room for the defense.

FIRST THESIS DEPOSIT - due to Graduate College, 205 Gilmore Hall by deadline and prior to defense. Thesis manuals are available on the Web. The University Microfilms Contract, Survey of Earned Doctorates form, Thesis Fee Payment form, and Second Address form are available only at the Graduate College.

REPORT OF FINAL EXAMINATION (report of defense) - signed form submitted to the Graduate College, 205 Gilmore Hall upon completion of defense and by the deadline. This form remains in your student file in 444 NB until the day of defense.
RETURN SIGNED FORM TO GRADUATE PROGRAM OFFICE IMMEDIATELY AFTER COMPLETION OF DEFENSE, WHO WILL THEN FORWARD TO GRADUATE COLLEGE.

FINAL THESIS DEPOSIT - two copies due to the Graduate College, 205 Gilmore Hall. Include signed and dated Abstract and signed Certificate of Approval.

THESIS ABSTRACT DELIVERY FORM - due to the College of Nursing Research Office, 410 NB. Deliver the enclosed form and one copy of your Abstract to Room 410 NB.
Students are responsible for knowing and adhering to the policies and procedures contained in this handbook.
The University of Iowa College of Nursing
RN-BSN Progression Program

Handbook Introduction

Introduction
College of Nursing Philosophy Statement
Baccalaureate Program Outcomes
RN-BSN Graduation Profile
INTRODUCTION

This handbook has been developed to provide College of Nursing faculty and RN-BSN students with information and answers to questions concerning the nursing major, the College of Nursing, and the University of Iowa. In this and other documents in this folder, students will find:

1. RN-BSN Program Overview
2. Admission Requirements/Maintaining Academic Records
3. Verification of Clinical and Professional Requirements
4. Registration Procedures and Policies
5. College of Nursing Academic Policies
6. University Academic Policies
7. Policies Governing the UI Community
8. Resources for College of Nursing Students
9. Student Services Annotated Directory
10. Essential Websites to Bookmark

We urge you to read this material carefully, and refer to it throughout the year for answers to your program and academic questions. Feel free to contact the RN-BSN Program Associate, 37 Nursing Building, (phone 1-800-272-6430, ext 57069) if you have questions about topics not covered in this handbook or suggestions for additions.

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Equal Opportunity and Diversity, (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

The University of Iowa requests personally identifiable information for the purpose of maintaining records. No persons outside the University are routinely provided this information, except for items of directory information, such as name and local address. If you fail to provide required information, the University may not be able to advise you appropriately.
The University of Iowa College of Nursing

PHILOSOPHY STATEMENT

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention, and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master’s level prepares graduates to function in multiple roles including advanced practice and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student’s educational goals. The faculty is accountable to the students served and is responsible for creating and environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the educational process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, college, and university resources to further their own learning.

We believe that learning is a continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.

In order to fulfill the scholarship mission of the college, we are committed to the development of nursing as an academic discipline through scholarly activities that advance the science of nursing. The dual aims of nursing research are to further the health of the public and improve the care of individuals across the life span. Nursing research focuses (1) on the role of nursing care
in the promotion of health and well-being, (2) the prevention of disease, (3) the care of the sick at
the level of the individual, family, and community, (4) the effectiveness of specific interventions
targeted health outcomes, and (5) the organizational and setting factors that affect the
effectiveness of health care delivery. In our commitment to the science of nursing, we
acknowledge the reciprocal relationship between theory and research in knowledge development,
value both naturalistic and controlled approaches to inquiry, support both basic and clinical
research, encourage interdisciplinary and collaborative research efforts, and promote the
translation and dissemination of research findings into practice.

As a college within a public university, we are committed to faculty involvement in a wide range
of service activities. We believe that to carry out the service mission of the College requires that
faculty members serve as role models for nursing practice, community service, collaborative
practice, and health policy development. Faculty members also provide services that contribute
to the operations and vitality of the College, the University, and the profession. This requires a
faculty with a mix of appointments that include clinical and tenure track appointments.

The faculty believes that the knowledge, skills, and values of the nation’s health care students
and practitioners have a fundamental impact on health care. The kind of care these individuals
provide, how they provide, it, how they define quality, and how efficiently they work
determines, to a great extent, the quality, cost, and availability of health care. Thus the faculty of
the College of Nursing is committed to high standards of excellence in education, scholarship,
and service.

Baccalaureate Program Outcomes

RN-BSN Program faculty subscribe to a set of program outcomes and strive to develop and
maintain teaching-learning strategies that will support the success of students in demonstrating
achievement in all program outcomes. The outcomes are integrated throughout the RN-BSN
curriculum.

The following Graduation Profile details the outcomes. This document becomes a part of the
student’s permanent record at the College of Nursing. Please contact your faculty coordinator or
the RN-BSN Program Office if questions about the BSN Graduation Profile.
The University of Iowa College of Nursing
RN-BSN Progression Program

B.S.N. GRADUATION PROFILE
Program Completion Date: May 16, 2008

Name: «FNAME» «LNAME»                      Student ID: «SS»

PERFORMANCE RATING (Circle the number indicating level of performance)
1 = Competent – satisfactory performance, safe, meets expectations
2 = Exceptional – exceeds expectations

This graduate demonstrates:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>Use of nursing process and knowledge of human response to illness, perceptions of health and health problems.</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing skills to promote the health of individuals, families, groups and communities.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.</td>
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<tr>
<td>1</td>
<td>2</td>
<td>Caring attributes in nurse-client and colleague relationships.</td>
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<td>1</td>
<td>2</td>
<td>Consideration of sociocultural and environmental factors affecting an individual’s health.</td>
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<td>1</td>
<td>2</td>
<td>Legal, ethical and professional accountability to recipients of health care, one’s self and one’s colleagues.</td>
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<td>1</td>
<td>2</td>
<td>Collaboration with others in the delivery of health care.</td>
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<td>1</td>
<td>2</td>
<td>Use of research findings as a basis for decision making in clinical practice.</td>
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<td>1</td>
<td>2</td>
<td>Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Leadership behaviors essential to function as a member of professional nursing groups.</td>
</tr>
</tbody>
</table>

Faculty Signature          Title          Date

Student Signature          Date
RN-BSN Program Overview

RN-BSN Individual Planning
Degree Requirements for RN-BSN Students
Additional Requirements for the BSN
Supporting Courses
General Education Requirements
Nursing Major Requirements for RN-BSN Students
Descriptions of Required Courses in the Nursing Major
Sample Progression Plan for Registered Nurses
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RN-BSN Graduation Profile
RN-BSN Individual Planning

A plan of study for the RN-BSN student begins with a review of transfer course work. Because each student has a unique combination of prerequisites courses yet to complete, an individualized plan of study according to the student’s choice of articulation option is developed in conjunction with the RN-BSN student’s academic advisor. Students may complete prerequisite courses on a part or full-time basis.

After completion of all prerequisites the recommended plan of study for courses in the nursing major is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>96:191</td>
<td>Health Assessment</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:190</td>
<td>Dimensions of Professional Nursing *</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Fall</td>
<td>96:192</td>
<td>Community Health Nursing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:193</td>
<td>Community Health Nursing Practicum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:143</td>
<td>Research for Nursing Practice *</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:***</td>
<td>Nursing Elective(s) **</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>Spring</td>
<td>96:194</td>
<td>Leadership &amp; Care Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:195</td>
<td>Leadership &amp; Care Management Practicum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>96:196</td>
<td>Special Studies in Nursing</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

* These courses, as well as the required 5 s.h. of nursing electives, may be taken prior to admission to the College of Nursing.

** Students choose from electives offered by the College of Nursing.
(May include 96:150 Independent Study or Honors Courses.)

Basic computer literacy (word processing skills, email, access to the Internet) is a prerequisite expectation for the course Dimensions of Professional Nursing.

NURSING ELECTIVES, 5 S.H. (96:***)

RN-BSN students will select nursing electives to earn a minimum of 5 semester hours.


See online ISIS schedule for current offerings. The Center for Credit Programs website also maintains a listing of extension offerings (Saturday and Evening, online courses, and Guided Independent Study).

Degree Requirements for the RN-BSN Student

A minimum of 128 semester hours and satisfactory completion of all RN-BSN program requirements is required, including prerequisite and supporting courses beyond the basic ADN or Diploma in Nursing, general education and elective requirements, and 30 s.h. of required and elective nursing major courses.
Additional Requirements for the BSN:

Rhetoric:

Most RN-BSN students will need additional coursework to meet the university’s rhetoric requirement. Having typically completed composition I as part of the basic diploma or ADN, students tend to still need composition II and speech. Experienced RNs, especially those who have specific responsibility for patient teaching or staff development programs, may be successful in petitioning the speech component of the rhetoric requirement. Students with writing fluency, especially those who have completed college-level courses requiring formal papers, may choose to petition the composition II component of the rhetoric requirement. Petition is made to the University of Iowa Rhetoric Department. It may be helpful to discuss the petition process with staff in the RN-BSN Program Office as well.

Supporting Courses:

The associate degree or diploma RN is presumed to have prerequisite competency in basic communication (composition I), microbiology, anatomy, physiology, nutrition, introductory psychology and sociology, lifespan human development and behavior, and basic nursing competency.

The supporting course areas are designed to assist RNs in building on individual interests and strengths. Students must complete at least three supporting courses (a minimum of 9 s.h. total), choosing from at least two of the three areas and are strongly encouraged to meet with an advisor to discuss their selections. The three supporting areas are

Biophysical Science Supporting Area:
This area aims at growth in college-level basic science, e.g., chemistry, biology, genetics, epidemiology, pathology, pharmacology, and environmental science courses. Students considering masters level study in an advanced practice role such as nurse anesthesia would be strongly encouraged to complete a full year of biology and inorganic chemistry, a semester of organic and biochemistry, as well as physics, pathophysiology, and pharmacology.

Social Science Supporting Area:
This area aims at growth in the educator, group facilitator, and counselor roles that many RNs fill. Examples of support courses include psychology and sociology courses beyond the introductory level, courses that focus on a particular population such as children or the older adult, and education and counseling courses. Many RNs have also expressed interest in religion courses that help them to better understand the belief and support systems of themselves and others. Others may choose political science courses, which may increase knowledge and understanding of the political process and how health care professionals can contribute to the development of public policy and improvements in the delivery of health care services.

Business/Management Supporting Area:
This area aims at growth in the skills related to management, supervision, budgeting, and innovation or entrepreneurship. Examples of support courses include courses in computer applications or information management, economics, accounting, and grant writing. Many schools are also beginning to develop courses designed for current managers who are interested in developing ways to support creativity and innovation in the workplace.

Statistics:
Elementary statistics is required. Most elementary statistics courses presume competence in high school algebra. Some RN-BSN students choose to complete an upper-division statistics course, such as 22S:102 Introduction to Statistical Methods or 22S:101 Biostatistics, to both satisfy the BSN requirement and meet the MSN requirement for a recent (no older than five years), upper-division statistics course prior to enrollment in the required MSN research course.

General Education Requirements

The following areas are required prior to graduation. Many RN-BSN students choose to complete these requirements before beginning the nursing major. Some may also be taken with the nursing major to fill out a full-time schedule.

Cultural Anthropology:
This requirements aims for increased depth in the study of human behaviors, institutions, and social systems. There are numerous lower and upper-division cultural anthropology courses offered, including 113:003 Introduction to the Study of Culture and Society, 113:010 Anthropology and Contemporary World Problems, 113:128 Faces of Culture, and numerous community college transfer courses.

Humanities or Fine Arts:
Students must choose coursework (a minimum of 3 s.h.) from either of these areas. The Humanities requirement aims to assist students in becoming interpreters of culture by learning various strategies for critically examining a wide variety of texts. Humanities courses also examine how the human mind constructs patterns of meaning that defines both the self and culture. The Fine Arts requirement aims to increase knowledge of the history, theory, and appreciation of the creative arts. Students may choose from traditional classroom offerings, but may also choose from studio, production, and performance courses.

Foreign Civilization and Culture OR Cultural Diversity:
Students must choose coursework (a minimum of 3 s.h.) from either of these areas. The Foreign Civilization and Culture requirement aims to increase knowledge and understanding of civilizations and cultures outside the United States. The focus may be historical or contemporary. The Cultural Diversity requirement aims to increase knowledge and understanding of cultures or peoples of the U.S. different from the majority or dominant culture or peoples. These differences may relate to race, ethnicity, gender, religion, social class, sexual orientation, or other significant human diversity.

Foreign Language Requirement:
The College of Nursing requires a minimum of two years at the high school level or one year at the college level of the same foreign language. Most students will have met this requirement with high school level courses. College level study of a foreign language or manual communication is encouraged and will count toward elective requirements. RN-BSN students who graduated from high school prior to 1991 are exempted from the foreign language requirement.
Nursing Major Requirements for RN-BSN Students

The following courses must be satisfactorily completed. A minimum grade of C (2.0 on a 4.0 scale) is required in each course for successful completion. Students earning a grade lower than C may repeat a course once. A student may repeat only one clinical nursing course.

96:190 Dimensions of Professional Nursing, 3 s.h.
96:191 Health Assessment, 4 s.h.
96:192 Community Health Nursing, 3 s.h.
96:193 Community Health Nursing Practicum, 3 s.h.
96:143 Research for Nursing Practice, 3 s.h.
96:194 Leadership & Care Management in Professional Nursing Practice, 3 s.h.
96:195 Practicum for Leadership & Care Management, 3 s.h.
96:196 Special Studies in Nursing, 3 s.h.
96:*** Nursing Electives, minimum of 5 s.h.

The nursing major is organized to be completed over a calendar year, beginning in early June for a summer session, and continuing through the fall and spring semesters. Students are encouraged to plan for completion in one year. However, students who need to extend the program will be accommodated.

The faculty recognize the significance of work and family obligations for RN-BSN students and have developed a curriculum that is conducted primarily online, incorporating limited face-to-face or teleconferenced experiences that occur on Wednesdays. However, preparation for online learning and small group activities and the scheduling of individually arranged practicum experiences are the responsibility of the student. The flexibility of that scheduling will be determined by each individual’s choice of practicum setting and population and access to library and computer resources. While faculty and staff advisors are eager to assist students in academic planning, it is each student’s responsibility to establish realistic academic loads, taking into consideration work and personal obligations.
Descriptions of Required Courses in the Nursing Major

96:190 Dimensions of Professional Nursing 3 s.h.

This course focuses on the multiple dimensions of the nursing discipline and the identification, exploration, and analysis of selected contemporary issues and trends in nursing. The course serves as a mechanism for the critical analysis of previous educational experiences, integration of those experiences into present learning goals, and promotes resocialization into professional nursing roles. The content emphasizes 1) professional roles and responsibilities, 2) the health care environment including historical, legal, ethical, political, and economic aspects, and 3) the importance of nursing science, theory, and research to nursing practice.

Offered during an 8-week summer session. This course can be taken prior to admission to the College of Nursing.

96:191 Health Assessment, 4 s.h.

The first clinical nursing course focuses on health assessment of the adult. Students demonstrate selected assessment skills, compile a health history, conduct a physical exam, and develop nursing diagnoses for selected clients.

Offered during an 8-week summer session. In addition to online didactic content, also includes lab experiences on selected Wednesdays in regional support centers around the state.

Prerequisites: Admission to the College of Nursing, completion of required supporting courses, and CPR Certification.

96:192 Community Health Nursing, 3 s.h.

This course focuses on nursing’s role in the relationship between community conditions and the health of the public. Registered nurse students are assisted in learning to apply the principles of public health and their nursing knowledge and nursing skills to address the primary, secondary, and tertiary disease prevention needs of individuals, families, and aggregates in society. Offered fall semesters.

Prerequisites: 96:190, 96:191, and RN Licensure. To be taken prior to or with 96:193 Community Health Nursing Practicum

96:193 Community Health Nursing Practicum, 1 or 3 s.h.

The individually arranged practicum will enable Registered Nurse students to apply the principles of public health along with their nursing skills and knowledge to address the primary, secondary, and tertiary disease prevention problems of individuals, families, and aggregates in society. Offered fall semesters.

Note: the 1 sh enrollment is limited to MSN students who may need a community health practicum course for the graduate program.

Prerequisites: 96:190, 96:191, and RN Licensure
Prerequisite or Corequisite: 96:192
96:143 Research for Nursing Practice, 3 s.h.

An exploration of the research process includes: conceptual basis, methodology, data collection, data analysis, and the presentation and utilization of research. The goal is for the student to become a critical consumer of research in order to promote evidence based practice.

Offered fall semesters. This course may be taken prior to admission to the College of Nursing, assuming prerequisites have been met.

Prerequisites: approved statistics course and 96:190 or consent of instructor

96:194 Leadership and Care Management in Professional Nursing Practice, 3 s.h.

This course explores concepts related to nursing leadership and management in a dynamic practice environment. Focus will be placed on the context in which nurses practice and on leadership and management principles necessary to function effectively in a changing health care system. Strategies for managing the quality and cost of health care, as well as research utilization, are emphasized to promote effective practice. Offered spring semesters.

Prerequisites: 96:192 and 96:193, 96:197 To be taken prior to or with 96:195

96:195 Practicum for Leadership and Care Management in Professional Nursing, 3 s.h.

This practicum provides an opportunity for students to apply the concepts of leadership, management, and evidence based practice in a variety of settings. Students will develop an individualized plan of study for this experience. Offered spring semesters.

Prerequisites: 96:192 and 96:193, 96:197, RN Licensure, and current CPR Certification
Prerequisite or Corequisite: 96:194

96:196 Special Studies in Nursing 3 s.h.

This course focuses on the identification, exploration, and analyses of selected contemporary issues confronting the professional nurse, the practice of nursing, the regulation of health care systems and available resources. Emphasis will be on the use of critical thinking in the analyses of fundamental problems and issues involved in the professional development in nursing. The interface among course content, individual experience and goals for professional practice will be achieved through selected study and application opportunities. Offered spring semesters.

Prerequisites: 96:192

Nursing Electives 5 s.h.

In addition to the required major courses listed above, RN-BSN students select a minimum of 5 semester hours of nursing electives, typically accruing a minimum of 30 semester hours in the major. Suggested nursing electives typically offered include:
96:108 Basic Aspects of Aging, 3 sh
96:112 Human Sexuality, 3 sh
96:118 Pathophysiology, 3 sh
96:119 Neurological & Behavioral Pathology, 1 or 2 sh
96:137 Nursing Care of the Patient in Pain, 3 sh
96:147 End of Life Care for Adults, Older Adults, & Their Families, 2, 3, or 4 sh
96:179 Selected Topics in Nursing, 1 or 2 sh
96:187 Legal Issues for Healthcare, Counseling, and Social Service Providers, 3 sh
96:150 Independent Study, 1, 2, or 3 sh
96:151 Honors Independent Study, 2 or 3 sh
96:152 Honors Seminar, 1 sh

Sample Progression Plan for Registered Nurses

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<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>96:190 Dimensions of Prof Nsg</td>
<td>96:192 Comm Hlth Nsg</td>
<td>96:194 Ldrship &amp;Care Mgmt</td>
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<tr>
<td>3 s.h.</td>
<td>3 s.h.</td>
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</tr>
<tr>
<td>96:191 Health Assessment</td>
<td>96:193 Comm Hlth Nsg Practicum</td>
<td>96:195 Practicum Ldrship &amp; Care Mgmt</td>
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<td>4 s.h.</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
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<tr>
<td></td>
<td>96:143 Research for Nursing Practice</td>
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<td></td>
<td>3 s.h.</td>
<td>9 s.h.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If not completed previously, Nursing Electives (5 s.h. required) may be taken with the nursing major to fill out the schedule.</td>
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The Iowa Articulation Plan for Nursing Education: RN to Baccalaureate

The College of Nursing participates as a receiving institution in the Iowa Statewide Articulation Plan for Nursing Education: RN to Baccalaureate. Students choose one of four options designed to facilitate entry into BSN programs.

**Note:** The BSN is awarded upon completion of 128 semester hours and all degree requirements: supporting courses, general education requirements, electives, and nursing major courses.
Application for Degree
An Application for Degree must be filed by the deadline established by the Office of the Registrar. The online application may be completed any time after early registration prior to the session in which the student plans to graduate. For additional information about procedures and deadlines relating to graduation and commencement, visit the Registrar’s website at http://www.registrar.uiowa.edu/commencement/undergraddegree.aspx

Applicants will receive a Final Degree Evaluation, once the application has been processed. Applicants who do not graduate in the session applied for must reapply for another session. It is the student's responsibility to carefully check the Final Degree Evaluation and make certain that all degree requirements have been met.

RN-BSN Graduation Profile
At the end of the clinical cohort, each student prepares a self-assessment, working with the practicum instructor for leadership/management to prepare the RN-BSN Graduation Profile. The primary purpose of the RN-BSN Graduation Profile is to assess performance at graduation on the curriculum goals. It is not a letter of reference.

Therefore, it is strongly recommended that letters of reference be obtained and kept in a placement file at the Business and Liberal Arts Placement Office, 24 Phillips Hall. Upon request, letters of reference may also be kept in the student’s advising file in the RN-BSN Program Office for five years following graduation.

When the College of Nursing is requested to supply information to a prospective employer or to a graduate program, a copy of the RN-BSN Graduation Profile is sent. A sample copy of the RN-BSN Graduation Profile is in the Introduction Section of this handbook. A transcript from the Registrar’s Office must be specifically requested if this information is needed.

THE COLLEGE OF NURSING DOES NOT RELEASE GPA’s OR ISSUE TRANSCRIPTS. COPIES OF TRANSCRIPTS MUST BE REQUESTED FROM THE UNIVERSITY REGISTRAR.
Admission Requirements and Maintaining Academic Records

Application & Admission Requirements for RN-BSN Students

Application Procedures

Procedures for Newly-Admitted RN-BSN Students

Procedures for Students Re-Entering the RN-BSN Program

Overview of Articulation Options

Core Performance Standards
**Application and Admission Requirements for RN-BSN Students**

To apply for admission to the RN-BSN program, each student must be admissible to The University of Iowa and present:

- Completion of an accredited Associate Degree or Diploma program in nursing
- RN Licensure in the state(s) in which the student will practice and/or participate in practicum experiences
- Current enrollment in or completion of prerequisite and supporting coursework, which includes composition II, statistics, and at least two of the three required supporting courses
- Minimum cumulative grade point average of 2.5 on a 4.0 scale
- Applicants for whom English is not the first language are required to present a minimum TOEFL score of 550 (paper-pencil) or 213 (computer-based)

It is strongly recommended that students have a minimum of one year of experience as a Registered Nurse prior to beginning the nursing major.

**Application Procedures**

**College of Liberal Arts Applicant:**

Students who wish to complete prerequisite and supporting courses at The University of Iowa may apply to the College of Liberal Arts. Applications must be submitted to the Office of Admissions, Calvin Hall, indicating the College of Liberal Arts and the degree code of 96R (pre-nursing RN student). Students who are admitted as pre-nursing RN students to the College of Liberal Arts are advised by the College of Nursing, but are subject to all Liberal Arts policies. Deadline dates for application to the College of Liberal Arts are:

- Fall Semester: April 1
- Spring Semester: November 15
- Summer Session: April 1

Foreign student applicants have earlier deadlines and should contact the Office of Foreign Admissions for information, 115 Calvin Hall. Phone 335-1534 or 1-800-553-4692, ext. 1534.

**College of Nursing Applicant:**

Most RN-BSN students complete prerequisite, supporting, and general education requirements prior to admission to the College of Nursing, having completed those requirements by enrolling in comparable courses at local community colleges or through University of Iowa extension offerings such as the Saturday & Evening Program, Telecourses, Iowa Communications Network, online offerings, and Guided Independent Study.

Applications to the College of Nursing are submitted online to the Office of Admissions at [http://www.uiowa.edu/admissions/apply.html](http://www.uiowa.edu/admissions/apply.html) The major code 96N must be entered on the application. Official transcripts from all schools attended must be sent to the RN-BSN Program Office, 37 Nursing Building, The University of Iowa, Iowa City IA 52242. A dated photocopy is kept and the original official transcript is forwarded to the Office of Admissions, where it becomes a part of the application file. It is
important to note that an official transcript is sent from one school to another and can be transmitted by the student only in a sealed envelope, with the Registrar seal unbroken. Also, although most schools list courses that have been accepted in transfer from other schools, the official transcript serves to validate grades and hours earned only at that school.

The application deadline for 96N (RN-BSN students) is January 15. RN-BSN students are admitted each spring for a year-long nursing major cohort. Once the application has been processed in admissions, the Office of Admissions notifies each applicant of their individual HawkID and HawkID password, providing online access to the admissions profile.

Selection Factors: Satisfying the minimum application requirements does not guarantee admission to the College of Nursing. From the pool of applicants, a committee of College of Nursing faculty members recommends for admission those applicants who are deemed most likely to be successful.

Conditional admissions are occasionally offered to RN-BSN applicants. If the cumulative gpa falls below the minimum 2.5 required for consideration, applicants are strongly encouraged to consult with the faculty advisor and RN-BSN Program Office well before the application deadline regarding additional information or letters of support that may be submitted for faculty review.

### Procedures for Newly Admitted RN-BSN Students

Applicants are notified by letter of the admission decision, typically 6-8 weeks after the application deadline passes. The College of Nursing mails specific information relating to requirements for beginning the nursing major (orientation, health screening requirements, preparing for online access to program information, etc.)

Students’ records are coded as to choice of articulation option. Most students will have received an articulation option worksheet as part of their preliminary review. This worksheet is prepared according to one of the articulation options of the Iowa Articulation Plan for Nursing Education: RN to Baccalaureate and continues to be the most accurate representation of hours earned at the point of admission.

Once the articulation option has been verified and students are enrolled in the first session of their coursework, adjustments in the credit hours earned within the option are made to the student record. For most students, there is a considerable increase in hours during and directly following the first session of registration in the College of Nursing. Prior to that adjustment period, the hours on the degree evaluation cannot reflect the option choice.

Most students complete the nursing major in a calendar-year cohort. However, those students who choose to extend the program over two years will be accommodated. Due to the planning necessary for clinical assignments, plans to extend beyond the cohort year should be communicated to the RN-BSN Program Office and the regional faculty coordinator as soon as possible. Students should always feel comfortable contacting the program office or the faculty coordinator for assistance in this decision process and in anticipating the enrollment implications of the two-year plan. New admits should submit their initial plans (see the section labeled Intent to Enroll) on the Student Services Website as soon as possible, but no later than the April orientation period.

All students are assigned to a Regional Faculty Coordinator upon admission to the College of Nursing. International students are advised by the RN-BSN Program Director. Students may also continue to contact the RN-BSN Program Office with specific questions regarding registration, transfer credit, and the individual degree evaluation.
Records of Courses Completed at Other Institutions

RN-BSN students often enroll in a combination of community college and University of Iowa extension offerings to complete prerequisite, supporting, and general education requirements. The RN-BSN Program Office and regional faculty coordinators provide early advising for students who typically are not formally admitted to the College of Nursing until just prior to beginning the nursing major. It is strongly recommended that students take advantage of these advising resources prior to formal admission. During this preliminary advising period, the student is responsible for providing unofficial copies of transcripts to the RN-BSN Program Office on a regular basis. This is essential for smooth transition and eventual admission to the program.

At the point of application to The University of Iowa, it is the responsibility of the student to request that official transcripts be sent to the RN-BSN Program Office from all schools attended. This includes transcripts from schools and universities which awarded credit for supporting courses required by an affiliated hospital school (e.g., Drake credit for Iowa Methodist diplomas). Submission of the high school transcript is recommended for all transfer students, but is required only if the student graduated from high school 1991 or thereafter.

Procedures for Students Re-Entering the RN-BSN Program

Students returning to the nursing major course sequence for the second year or after an interruption to attend to personal or professional priorities should contact the RN-BSN Program Office well before the enrollment period for their next class. The RN-BSN Program Office can help coordinate communication with the regional faculty coordinator, check the academic record to confirm remaining requirements, and assist students through the necessary steps for re-enrollment or, if necessary, re-entry.

Admitted students who have not been enrolled for 12 months or more are required to submit a re-entry application to the College of Nursing. This form is available on the UI Admissions website at http://www.uiowa.edu/admissions/undergrad/returning/index.html

Re-entering students are reminded of the requirements to re-enter the nursing major cohort and the clinical sequence:

1. Access RN-BSN Program Information on the Student Services website. (This step requires students to recall their HawkID and HawkID password and may involve resetting an expired password. See #2)

2. Review the procedure for logging on to UI resources with your HawkID and Hawkid password. This id and password is very important and would have been provided to you when you were admitted. Contact the ITS Help Desk at 319 384-4357 if you don’t have this information. If you have forgotten your password, it can be reset for you but this must be done through the Help Desk.

3. If you aren’t already on it, sign up for the RN Listserv. If you have problems subscribing, send an email to kathy-keasler@uiowa.edu for assistance.

4. If not done already, activate a UI email account. This is a requirement for all students. Instructions are available on the university’s Instructional Technology Services (ITS) website: http://cs.its.uiowa.edu/email/ or by going to ISIS and selecting the “MyUIowa” link at http://isis.uiowa.edu
5. Complete the following essential requirements BEFORE starting a clinical course. There are a number of verifications that must be completed (or updated) and be on file before students can begin a clinical nursing course. The following verifications must be on file before beginning the practicum experience:

- Proof of RN Licensure
- Verification of Malpractice Insurance
- Copy of current CPR card
- Bloodborne Pathogen/Universal Precautions Training
- Health Screening Requirements—including required annual updates
- Proof of Health Insurance Coverage
- Background Check

Students who anticipate problems in completing the required activities and associated documentation must contact the RN-BSN Program Office as soon as possible (319-335-7020 or 800-272-6430, ext. 57020.)

Overview of Articulation Options

When the Iowa Board of Nursing unveiled a statewide articulation plan for nursing education in 1990, Iowa registered nurses were introduced to a new era as they considered returning to school. With new choices and a more standardized approach to the “old” choices, students can be better informed about the choices available to them, making them more astute consumers of high education.

Participating receiving institutions agree to offer all available options. All options as implemented by the University of Iowa College of Nursing involve crediting RN-BSN students with at least half of the hours required for the BSN. Because of the diversity in educational backgrounds, the RN-BSN Program Office provides individual review of transcripts as part of the advising or admission process. The amount of credit earned will depend on the individual transcript and the choice of option.

Option 1 (TCV) of the Iowa Articulation Plan is available to recent graduates of validated Iowa programs. The Board of Nursing has responsibility for validating Associate Degree and Diploma nursing programs. Validation by the board provides students and baccalaureate programs with assurance that prerequisite competencies will have been met in microbiology, anatomy, physiology, nutrition, psychology, sociology, human growth and development, and basic communication (English composition). Graduates of validated Iowa programs have six years to “use” the option and can approach baccalaureate study assured that they will not be held for any of these competencies and that they will have earned at least one-half of the hours required for a BSN at participating Iowa BSN programs.

Option 2 (PEP or NLN) of the Iowa Articulation Plan is closest to what Iowa registered nurses have recognized as the traditional pathway to the BSN. Validation of basic nursing knowledge is accomplished by successful completion of standardized nursing exams, typically the ACT/PEP or NLN Mobility exams. This method of validation is straightforward and objective. Students who are accomplished test-takers, students who feel that their good scores will help to present them as attractive candidates for admission, and students who may have recently taken the exams for other states’ programs are part of this target audience. The wide availability and strength of this validation method makes this the only option for graduates of foreign nursing programs.

Option 3 (IAC) of the Iowa Articulation Plan was targeted to graduates of any associate degree or diploma nursing program with little or no transferable transcript credit. This group tended to include graduates of vocational-technical institutes or hospital programs that were not affiliated with colleges or universities, not unusual from the 60’s, 70’s, and into the 80’s.
To meet the special needs of this group, three “transition” courses were developed under the direction of the Board of Nursing: Nursing Concepts, Social Science Concepts, and Scientific Concepts. These three courses were designed to be offered by Iowa community colleges on a pass/fail basis. This option was discontinued by the Iowa Board of Nursing as of December 2002.

**Option 4 (EVC)** of the Iowa Articulation Plan is very similar to Option 2. The amount of college credit on the transcript will determine the hours earned toward the baccalaureate. The difference is in the validation of basic nursing knowledge. Instead of the familiar validation-by-exam process, students choosing option 4 are offered a different approach, one that allows for nursing credit to be held in escrow pending successful completion of remaining prerequisites, admission to the nursing program, and successful completion of the first baccalaureate-level clinical nursing course. In other words, validation occurs as an outcome of student success.

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**Core Performance Standards**

Applicants to the College of Nursing are expected to have the capability to complete the entire nursing curriculum and achieve the degree Bachelor of Science in Nursing. The nursing curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative and interpersonal skills. Therefore college of nursing students must meet the following performance standards:

1. Possess and use critical thinking skills sufficient for clinical judgement (e.g., identify cause-effective relationships in clinical situations, develop nursing care plans).

2. Demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds (e.g., establish rapport with patients/clients and colleagues).

3. Communicate sufficiently for interaction with others (e.g., explain treatment procedures; initiate health teaching; observe patient/client responses; document and interpret nursing actions and patient/client responses).

4. Administrate cardiopulmonary procedures and other clinical procedures necessary for nursing care; calibrate and use equipment, position patient/clients.

5. Possess tactile abilities sufficient for performing physical assessment (e.g., perform palpation functions of physical examination and those related to nursing interventions).

Applicants who may not meet these standards are encouraged to contact the RN-BSN Program Director or the Associate Dean for Academic Affairs. Personal interviews may be requested.
Verifications: Clinical and Professional Requirements

Expectations for RN-BSN Students

- Health Screening Requirements
- CPR Certification
- RN Licensure
- Professional Liability Insurance
- Criminal Background Check
- Health Insurance
- Influenza Vaccine
- Mandatory Reporter Training

Blood-Borne Pathogen Training and Universal Precautions

Protocol for Exposure to Blood or Body Fluids

Core Performance Standards
Expectations for RN-BSN Students

Participation in the nursing major practicum courses requires validation of the following Health Screening Requirements, including:

- Results of a physical examination (completed or brought up to date within six months of enrollment in 96:193 Community Health Nursing Practicum),
- Tetanus/diphtheria immunization, valid only within 10 years,
- Tuberculin skin test, required pre-entrance and yearly,
- Hepatitis B vaccine series and antibody titre,
- Rubeola and rubella proof of immunity,
- Annual tuberculin screening,
- Chest x-ray if previously positive tuberculin test or new reactor,
- Chicken pox (varicella) proof of immunity

The Student Health Service, 4189 Westlawn, has responsibility for monitoring the above requirements for all health science students at The University of Iowa. Questions regarding the above requirements should be directed to the Student Health Service (phone 1-800-272-6430, ext. 8370 or 319/335-8370). It is essential that the Student Health Service office have the required verifications well before students’ participation in practicum experiences. Failure to provide current verification will result in cancellation or blocks on registration.

CPR Certification:

All students in the College of Nursing are required to be certified in CPR prior to participation in the nursing major courses and to maintain current certification throughout the nursing major. Students may use either American Red Cross or American Heart Association classes to fulfill the CPR requirement. CPR for the Professional Rescuer (American Red Cross) or Module C or equivalent modules equaling one-person and two-person CPR for adult and child/infant (American Heart Association) will meet the requirement.

RN Licensure:

Prior to participation in the required practicum courses, students are required to provide verification of current, active RN licensure in the state in which they practice. Verification consists of a photocopy of the RN license card, clearly indicating license number and expiration date. Nearly all students complete practicum experiences in Iowa. However, those students who request a practicum experience in a neighboring state must be licensed in that state and must work with the supervising faculty member to identify a preceptor licensed in that state. The supervising faculty member must also be licensed in that state.

Professional Liability Insurance:

Prior to participation in the required practicum courses, students are required to provide verification of personal malpractice liability insurance. Minimum coverage must be for $1,000,000 single occurrence. If coverage is renewed during participation in the practicum sequence, students are expected to provide updated verification. Verification consists of a photocopy of the certificate of insurance or declarations page from the policy, clearly indicating student’s name, name of insurer, policy number, limits of coverage, and dates of coverage.

Criminal Background Check:
All nursing students are required to have completed a criminal background check prior to entering the clinical environment. As part of the program application, students will be required to complete and submit a Supplemental Verification Form, including a Statement of Disclosure of any felony or misdemeanor convictions or investigations regarding child or dependent abuse/neglect.

Upon admission to the program, a consent form must be completed and submitted to the RN-BSN Program Office. The program office will initiate the background check. Students are responsible for the cost of the background check. Currently, the fee is $100, charged through the university billing system.

College of Nursing policy permits acceptance of the background check completed by University of Iowa Health Care. To be exempted from an additional background check, UIHC employees must submit a copy of the INFORMM screen to the RN-BSN Program Office, detailing the date the background check was completed. Background checks completed for UIHC in the last six months will be accepted in lieu of the required background check for new admits.

Re-entering students may be required to have a background check completed upon re-entry if more than one year (12 months) has passed since the previous background check.

**Health Insurance:**

All health science students are required to provide annual verification that they have obtained and currently hold health insurance, meeting minimum standards for coverage as detailed on the Proof of Coverage Form. New admits to the College of Nursing must complete the required verification form and submit along with a copy of the policy or ID to the Benefits Office, 120 University Services Building by early May and annually thereafter. If required documentation is not returned by the stated deadline, the student will be enrolled in the University of Iowa’s health insurance group for health professions students, underwritten by Wellmark/Blue Cross and Blue Shield of Iowa.

**Influenza Vaccine:**

The RN-BSN Program Office does not require verification that students have received the influence vaccine. However, since health care workers are considered to be a group that can transmit influenza to high-risk persons, health science students are **strongly encouraged** to receive the influenza vaccine.

**Mandatory Reporter Training:**

In compliance with state law and with College of Nursing policies, both nursing students and nursing faculty need to have basic information about child, spouse, and dependent adult abuse/neglect in a systematic manner on a regular basis. Nurses are required to obtain two hours of training in the recognition and reporting of child and dependent adult abuse within the first six months of employment and every five years thereafter. Although verification is not required by the RN-BSN Program Office, it is an expectation that RN-BSN students will comply with this requirement as part of the requirements for current licensure. Students who would like to take advantage of classes and inservice programs on this content offered through the College of Nursing may contact the Learning Resource Services area for specific dates and locations.
Blood Borne Pathogen Training and Universal Precautions

The Centers for Disease Control and Prevention mandates annual training for all individuals who are identified as being at risk to occupational exposure for blood borne pathogens. RN-BSN students enrolled in the College of Nursing must provide verification of such training prior to participation in the required practicum courses. Verification must be provided at the time of orientation to the program for new admits or at the beginning of practicum courses if verification expires.

The Centers for Disease Control (CDC) recommend the following practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens.

Hand Care:
Wash hands with soap and water frequently.
If health science student, wash hands before and after all patient care. Wash hands immediately after exposure to blood and/or body fluids and after removing disposable gloves.
If working with heavy cleaning activities, each individual should have his/her own pair of utility gloves to wear during at-risk activities, and wash and disinfect gloves after each use.
Avoid chapped and cracked hands if possible. Use a water-based hand lotion frequently. Petroleum-based products and Vaseline break down latex.

Protective Barriers should be worn at all times when working with blood or blood products or body fluids or waste that may contain blood.

Protective eyewear should be worn whenever there is a risk of eye splash.
Gowns, boots, and masks should be worn when risk of contamination to clothes, feet or face.

Individuals with open or draining lesions should not work directly with other people (health care students, food servers) while lesion is open or draining.

Do Not Recap, shear, or break needles at any time.

Discard needles and sharp objects in protective containers immediately.

Sterilize or disinfect reusable equipment that is to be used for more than one person. Do not share equipment between roommates or friends.

Place items that contain a lot of blood in a red biohazard plastic bag, which you can get from Student Health Service or Housekeeping. Return red bag to Student Health Service so that bag can be incinerated.

Do not pick up broken glass with bare hands. Wear utility gloves or sweep it up. Dispose of broken glass in container that does not allow others to be cut.

Resuscitation: Mouthpieces or resuscitator bags should be used whenever resuscitation is carried out.
PROTOCOL FOR STUDENTS WHO ARE EXPOSED TO BLOOD OR BODY FLUIDS WHILE ENROLLED AT THE UNIVERSITY OF IOWA

http://www.uiowa.edu/~shs/protocol.htm

Purpose
The purpose of this policy is to delineate a clear mechanism by which all University of Iowa students can receive immediate evaluation, testing, initiation of necessary prophylaxis, and follow-up for exposures to blood and body fluids. This includes any exposure to blood/body fluids that may occur in such locations as residence halls, classrooms, and health care settings.

These recommendations were not developed to address sexual exposures. Certain sexual exposures may warrant individual consideration of this protocol.

Policy
The University of Iowa Student Health Service will provide initial screening, evaluation, testing, and initiation of necessary prophylaxis, follow-up, and referral when indicated for students who have had an exposure to blood or body fluids. In this process, Student Health Service will rely on the student’s supervisor for information on the source; will consult with other caregivers when the student chooses or is located off-campus; and will consult with the Division of Infectious Diseases (Internal Medicine) as needed and for annual program review.

Definition
Possible blood borne pathogen exposure: Any student having exposure to blood or other body fluid should check with Student Health Service. Possible exposure to a blood borne pathogen will include: needlestick, any sharps injury, exposure to an individual’s blood or other body fluids to non-intact skin, to eye, nose, mouth, or through a human bite that breaks the skin.

Procedure

Student will:
- Immediately wash/irrigate area thoroughly.
- Identify source (patient).
- Inform preceptor or supervisor or other responsible person in unit/agency.
- Telephone Student Health Service (SHS) Nurse (319) 335-8392 - for screening and advice. If SHS is closed, telephone UIHC-ETC - (319) 356-2233, and ask to speak to the ETC Triage Nurse/Staff Physician.
- Students in distant sites should seek immediate treatment at local health clinic. If at high risk, PEP to be started within 1-2 hours of exposure if possible. May be started within 72 hours.
- Complete the agency's Incident Report and, if applicable, the State of Iowa Employers Work Injury report.
- Report to Student Health Service or other provider off-campus as advised by SHS Nurse.

Complete Follow-up
- If off-campus, send completed forms and completed treatment records back to SHS within one week.
- Accept responsibility for follow-up needs of incident.

Student Health Service will:
- See student on priority basis.
Initiate additional wound care as needed.
Provide care and treatment whenever necessary according to policy as modified from UIHC Infection Control Policy 501 Protocol for Evaluation and Treatment of Hospital Staff Members Potentially Exposed to BloodBorne Pathogens in consultation with Division of Infectious Diseases.
Make appointments for all follow-up visits prior to the student leaving the clinic.
Complete and file forms as required.
Provide student with education regarding need for follow-up visits for counseling and testing, how to avoid future exposures, symptoms of possible infection, safer sex practices.
Review program yearly with Division of Infectious Diseases.

Student Health Service Nurse or Physician/ETC will:
- Evaluate incident to determine level of risk and referral level need.
- Communicate with student and supervisor as necessary regarding immediate care, referral and follow-up needs.
- Fax essential form(s) to student if student is off-campus or does not have forms.

Student’s Supervisor/Attending M.D./Preceptor will:
- Provide release time for student as necessary.
- Investigate source person.
- If attending MD refuses to test source patient, Student Health Service medical staff will telephone on-call Epidemiology physician to request assistance.
- Communicate information on source person to Student Health Service nurse.
- If off-campus, identify local treatment center to provide initial work-up and follow-up care following Student Health Service protocol.

If seen at ETC, ETC will:
- Follow the same protocol for immediate evaluation and care as used by Student Health Service.
- Access student immunization history through INFORMM.
- Send report to SHS BBPE Coordinator in the morning of the next SHS clinic day.
- Transfer the student to Student Health Service for follow-up care.

For complete protocol, see Student Health Service website: http://www.uiowa.edu/~shs/exposure.htm
Core Performance Standards

Applicants to the College of Nursing are expected to have the capability to complete the entire nursing curriculum and achieve the degree Bachelor of Science in Nursing. The nursing curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative and interpersonal skills. Therefore college of nursing students must meet the following performance standards:

Possess and use critical thinking skills sufficient for clinical judgement (e.g., identify cause-effective relationships in clinical situations, develop nursing care plans).

Demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds (e.g., establish rapport with patients/clients and colleagues).

Communicate sufficiently for interaction with others (e.g., explain treatment procedures; initiate health teaching; observe patient/client responses; document and interpret nursing actions and patient/client responses).

Administrate cardiopulmonary procedures and other clinical procedures necessary for nursing care; calibrate and use equipment, position patient/clients.

Possess tactile abilities sufficient for performing physical assessment (e.g., perform palpation functions of physical examination and those related to nursing interventions).

Applicants who may not meet these standards are encouraged to contact the RN-BSN Program Director or the Associate Dean for Academic Affairs. Personal interviews may be requested.
RN-BSN Registration Procedures and Policies

Registration for the Nursing Major Courses

Name Pins Required in Practicum Setting

Records of Courses Completed at Other Institutions

Transfer Credit from Other Institutions

Extension Registration at The University of Iowa

Changes in Registration – Procedures for Adding or Dropping a Course

Withdrawal of Registration

Late Registration

Re-Entry Policies

Maximum Schedule
Registration for the Nursing Major Courses

RN-BSN students register for the required nursing major courses through the Center for Credit Programs office, rather than through the on-campus Registration Center. Permission to register prior to admission to the College of Nursing is granted for selected courses. To register for the required major courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Registration Details</th>
</tr>
</thead>
</table>
| 96:190      | Dimensions of Professional Nursing                | Students register on ISIS.  
New admits will receive individual registration numbers at New Admit Orientation in April.  
Pre-nursing RN students may register with permission.  
1. Contact the Center for Credit Programs for Registration Pre-Authorization.  
2. Contact the RN-BSN Program so that your ID can be coded in as approved for 96:190. |
| 96:191      | Health Assessment                                 | Register on ISIS.  
New admits will receive individual registration numbers at New Admit Orientation in April. |
| 96:143      | Research for Nursing Practice                     | Course information available in July for fall registration. Admitted students will register on ISIS.  
Pre-nursing RN students may register with permission and completion of prerequisites.  
1. Contact the Center for Credit Programs for Registration Pre-Authorization.  
2. Contact the RN-BSN Program so that your ID can be coded in as approved for 96:143. |
| 96:192      | Community Health Nursing                          | Course information available in July for admitted students. Register on ISIS         |
| 96:193      | Community Health Nursing Practicum                | Same as 96:192                                                                        |
### Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:194 Nursing Leadership &amp; Care Management for Professional Nursing Practice</td>
<td>Course information available in November for admitted students. Register on ISIS</td>
</tr>
<tr>
<td>96:195 Practicum for Nursing Leadership &amp; Care Management</td>
<td>Same as 96:194</td>
</tr>
<tr>
<td>96:196 Special Studies for Nursing</td>
<td>Same as 96:194</td>
</tr>
</tbody>
</table>

### Name Pins

College of Nursing name pins are provided by the RN-BSN Program office for use during the practicum experience. Students have the opportunity to indicate how they wish their names to appear on the pin. The typical format is “first and last name, RN” on the first line and “BSN Student” on the second line. If placement occurs in a practicum setting where only the first name is appropriate, a duplicate pin can be requested. Students must wear the pin while engaged in direct or indirect patient/client care activities.

### Records of Courses Completed at Other Institutions:

RN-BSN students may enroll in a combination of community college and University of Iowa extension offerings to complete a third support course and general education requirements along with or following the nursing major year. The RN-BSN Program Office and regional faculty coordinators provide early advising for students even prior to formal admission to the College of Nursing and continue to provide information and advising about any transfer courses taken concurrently with or following the nursing major.

At the point of application to The University of Iowa and thereafter as any additional courses are completed, it is the responsibility of the student to request that official transcripts be sent to the RN-BSN Program Office from all schools attended.

### Transfer Credit from Other Institutions:

A maximum of 64 semester hours of degree credit is accepted by transfer from a two-year college toward meeting the 128 semester hours required for graduation. If a student earns more than 64 semester hours of degree credit from a two-year post secondary institution, the credit and grades are used in computing the grade-point averages and may be used to satisfy course requirements, but the credit does not count toward the total hours needed for graduation.

### Extension Registration at The University of Iowa:

Registration for most courses offered through the Center for Credit Programs can be completed online through ISIS for admitted and enrolled students. For students enrolling
in nursing major courses prior to formal admission, a Registration Pre-Authorization online form is available on the Center for Credit Programs website. Questions regarding registration are best handled by the Enrollment Services area of The University of Iowa’s Center for Credit Programs Office. That office administers a wide variety of flexibly scheduled extension offerings, designed to be accessible to adult learners.

Current schedules and additional information is available on their website: 
http://www.continuetolearn.uiowa.edu/ccp/de/derules/derules.htm#tuition
Or contact them at 1-800-272-6430 or email to credit-programs@uiowa.edu.

**Semester-Based Online Courses** are among the most commonly selected course formats. Many courses are offered entirely online, making use of course management software such as the University of Iowa’s ICON system, to assist faculty and students in accessing course content, discussion boards, online quizzes and surveys, and online gradebooks for secure posting of individual grades. Some online courses also include face-to-face or videoconferenced class activities, using software such as ElluminateLive! or Breeze. When class attendance or synchronous online activity is required, dates for these required “meetings” are posted as soon as possible for student planning.

**Guided Independent Study** is a flexible study mode, sometimes referred to as independent learning or home study courses. Courses in this delivery mode are conducted in a self-paced format. For additional information about registration deadlines and submission of assignments, visit the GIS section of the Center for Credit Programs website.

**Iowa Communications Network** courses meet in specially equipped classrooms, with fiber optic technology that allows for video and audio interaction between students and instructors in all sites. The Iowa Communications Network (ICN) is sometimes used to connect several support centers within a region, to limit driving time for students.

**Saturday & Evening Program** courses are held on-campus in Iowa City each summer, fall, and spring semester. Classes typically meet one evening a week in the fall and summer, more often in the shorter summer session. Students in Iowa City or within commuting distance can choose from a wide variety of classes and workshops.

**Changes in Registration – Procedures for Adding or Dropping a Course:**
Changes in registration must be initiated by the student. It is the student’s responsibility to verify registration. For justifiable reasons, departmental and deans’ offices may occasionally initiate changes in registration. Changes in registration become effective on the date the information is entered into the registration system. For specific dates to which the rules relate, see “Significant Deadline Dates” in the registration mailing and on the website
http://www.continuetolearn.uiowa.edu/ccp/de/derules/derules.htm#tuition
Beginning on the first day of classes, changes in registration require the signature of an advisor and course faculty, processed through the RN-BSN Program Office and the Center for Credit Programs (CCP) office. Change of registration forms can be printed from the CCP website.

**Withdrawal of Registration:**
If a student must terminate course work during the session, it is important that registration be formally withdrawn. Failure to submit the Student Withdrawal Form may result in an “F” grade and payment of tuition and fees which otherwise might be avoided. Withdrawals are processed according to the established refund schedule (see “Tuition Responsibility” and “Significant Deadline Dates” on the Center for Credit Programs website). Once the semester has begun, all withdrawals for students in the College of Nursing must be requested by first contacting the RN-BSN Program Office. Withdrawal is not in effect until the withdrawal form has been processed by the Office of the Registrar, 1 Jessup Hall. That office determines if additional signatures are required. Student withdrawal forms for students enrolled in the College of Nursing must be signed by the Associate Dean for Academic Affairs.

**Late Registration:**
Students are not permitted to register after the third week of classes during regular semesters and after the first one and one-half weeks of the summer session.

**Re-Entry Policies:**
For the student who drops, fails, or otherwise interrupts the sequence of required clinical nursing courses:

When a student in good standing must drop a required course in the nursing major sequence, every effort is made to support the re-entry of that student. If faculty recommendations are favorable and space is available in the appropriate clinical nursing course, the student may re-enter the appropriate clinical nursing course during the next cohort year. In addition to filing the re-entry application, if necessary, and notifying the Regional Faculty Coordinator and RN-BSN Program Office of intent to re-enroll, returning students are also responsible for making the necessary preparations for computer access to online resources, providing updated required professional verifications, and accessing information about remaining degree requirements via ISIS.

A student who has been dismissed from the College of Nursing after a period of academic probation may petition for re-entry to the College of Nursing RN-BSN Program after one year. The student must petition the RN-BSN Program Director in writing for permission to re-enter the clinical nursing course sequence and must provide evidence that barriers to success in the program have been addressed. This petition should be submitted by March 15 for summer re-entry, May 15 for fall re-entry, or October 15 for
spring re-entry. The student must also re-apply for admission to the College of Nursing through the Admissions Office in Calvin Hall.

In the event that space is not available to accommodate all students recommended for re-entry into a particular clinical nursing course or sequence, or in unusual circumstances, priority for re-entry will be based upon recommendations of the RN-BSN Admissions Subcommittee, a faculty committee designated by Academic Council.

**Maximum Schedule:**
The maximum permitted registration is 18 semester hours in a regular semester, 9 semester hours in a summer session. Contact the RN-BSN Program Associate for permission to register for more hours than the maximum allowed.
College of Nursing Academic Policies

Grading Policies
   Incompletes
   Withdrawals
   Pass – Nonpass
   Second-Grade-Only Option
   Duplication and Regression

Scholastic Requirements

Academic Misconduct

Policy on Student Academic Accommodation

Guidelines for Accommodating Students
   Who Have a Disability

Student Complaints Concerning Faculty Actions

Students with English as a Second Language
Grading Policies

Plus – Minus:
The following grading system is used at The University of Iowa:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point for Each Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>4.33</td>
</tr>
<tr>
<td>A = Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>3.33</td>
</tr>
<tr>
<td>B = Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>2.33</td>
</tr>
<tr>
<td>C = Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C -</td>
<td>1.67</td>
</tr>
<tr>
<td>D +</td>
<td>1.33</td>
</tr>
<tr>
<td>D = Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>D -</td>
<td>0.67</td>
</tr>
<tr>
<td>F = Failing</td>
<td>0</td>
</tr>
<tr>
<td>I = Incomplete</td>
<td>___</td>
</tr>
<tr>
<td>N = Nonpass</td>
<td>___</td>
</tr>
<tr>
<td>O = No Grade Reported</td>
<td>___</td>
</tr>
<tr>
<td>P = Pass</td>
<td>___</td>
</tr>
<tr>
<td>R = Registered (audit)</td>
<td>___</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>___</td>
</tr>
<tr>
<td>W = Withdrawn</td>
<td>___</td>
</tr>
</tbody>
</table>

Grade-Point Average:
The cumulative grade-point average (GPA) is computed by (a) multiplying the number of semester hours in each course by the appropriate grade point; (b) totaling the grade points earned to date; and (c) dividing the sum in (b) by the number of hours taken, excluding courses in which grades of I, N, O, P, R, S, or W have been given. Grades of F are included in hours attempted and are used in computing the GPA. Although grades of A + have a value of 4.33 in calculating a student's grade-point average, the cumulative GPAs displayed at the bottom of the permanent record are truncated so as not to exceed 4.00.

Incompletes (I):
A grade of I may be reported only if (a) the unfinished part of the student's work (other than in research, thesis, or independent study) is small; (b) the work is unfinished for reasons acceptable to the instructor; and (c) the student's standing in the course is satisfactory. Courses may not be repeated to remove incompletes. Incomplete grades must be removed by completing the unfinished part of the work.

Failure to remove the incomplete during the next full semester of registration will result in an F being assigned to replace the I. No extensions to prevent the assigning of an F will be made. Instructors may allow students to make up incompletes subsequent to the deadline, even if the incomplete has been changed to an F. In such cases, special report to the registrar forms must be sent for approval to the dean for the college since the instructor now is changing a grade.

Withdrawal (W):
Undergraduates will receive the mark of W for any College of Nursing course dropped after the third week of the semester or first one and one-half weeks of the summer session.
Pass - Nonpass (P / N):
Students in the College of Nursing have the option of taking elective courses P/N. The instructor assigns a standard letter grade, which is converted automatically in the Office of the Registrar. Grades of A+, A, A-, B+, B, B-, C+, C, and C- are converted to P; grades of D+, D, D-, or F are converted to N. Nursing students taking courses in other colleges of the University are subject to the grading policies of those colleges. Students from other colleges taking courses in the College of Nursing are subject to College of Nursing grading policies.

Guidelines

- If students are in good academic standing, they may register for P/N during early registration or before the end of the third week of classes (or first one and one-half weeks of the summer session). For courses that start or end at times other than the beginning and end of the semester, students may register for P/N at any time during the first one-fifth of the duration of the course. The signatures of both the advisor and the instructor must be obtained on a P/N form, and the form must be submitted to the Registration Center, Calvin Hall, before the deadline. A P/N registration may not be changed after the deadline.

- The grades of P and N are not used in computing the grade-point averages; the grade of N does not count as hours earned for graduation.

- P/N grading may be used in general elective courses only. (1) Courses used to satisfy the General Education Requirements may not be taken P/N. (2) Prerequisites for the nursing major may not be taken P/N. (3) Course work in the nursing major is not available on a P/N basis. (4) No courses accepted towards a minor may be taken P/N.

- A maximum of 12 semester hours of P grades from all colleges is accepted towards the baccalaureate degree.

- A maximum of 4 semester hours may be taken P/N in any one session.

Satisfactory/Fail (S / F):
Certain courses are offered S/F and are so designated in the academic session schedule. All students registered for these courses receive either an S or an F.

Guidelines

- Special forms are not necessary to register for S/F courses, since all students enrolled in such courses automatically receive either an S or an F.

- The grade of S is not used in computing the grade-point averages, but the grade of F is used. The grade of F does not count as hours earned for graduation.

- Credit with the grade of S may be applied toward the General Education Requirements or toward requirements in the major or minor.

- A maximum of 12 semester hours with the grade of S is accepted toward the baccalaureate degree.

Audit (R):
Students in the College of Nursing may register as auditors if approval is granted by the advisor and the instructor of the course. In addition to obtaining the signatures of the advisor and instructor, a student must register for zero credit in the course to be audited. To add a course for audit after the opening of the semester, a student must register for zero credit on a change-of-registration form. Any change from credit to audit or from audit to credit must be made within the first three weeks of the semester (first one and one-half weeks of the summer session), using a change-of-registration form and obtaining the necessary signatures.

The mark of R will be assigned if the student's attendance and performance are satisfactory; if unsatisfactory, the mark of W will be assigned. Courses offered for zero credit only will be graded on the Registered-Withdrawn basis. Courses offered for zero credit as well as for credit hours, when taken for zero credit, will be graded R or W.

Courses completed with a mark of R will not meet any college requirement and will carry no credit toward graduation. Auditing may not be used as a second-grade-only option.

**Second Grade Only Option**  ( # )

Students may repeat courses taken at The University of Iowa, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as The University of Iowa cumulative and total cumulative grade-point averages. Under the provisions of this option, the Office of the Registrar marks the permanent record (with the symbol #) to show that a particular course has been repeated. Both grades remain on the permanent record, but only the second one is used in calculating the grade-point averages and hours earned.

A student who wishes to use this option registers in the usual manner for the course that is to be repeated or adds it during the regular period for adding courses (the first three weeks of the semester or the first one-and-one-half weeks of the summer session). The student also must notify the RN-BSN Program Office that they wish to and are eligible to file the option, so that coding can be entered into the student record. Unless this is done, both grades continue to be counted in the grade-point averages.

**Restrictions**

- The second-grade-only option may be used only once per course.
- The second-grade-only option may not be used if obvious regression has occurred.
- If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/nonpass the first time, it may be taken pass/nonpass or for a grade the second time.
- The second-grade-only option may not be used if the first grade was assigned as a result of disciplinary action.
- Students may apply this provision to a maximum of 12 semester hours.
- If the second-grade-only option is to be used for a practicum nursing course, the policies for re-entry will also apply.

**Duplication:**

Duplication occurs when a student (a) takes the same course more than once or (b) takes a course that duplicates the content of a satisfactorily completed course. Duplication is assessed by the Office of the Registrar at the time of graduation analysis and affects the total hours earned. Hours earned by duplication do not count toward the total number of hours required for graduation. Grades for both courses, however, are used in computing the grade-point averages. A student may repeat a nursing course one time only.
Regression:
Regression occurs when a student takes a lower-level or prerequisite course after having satisfactorily completed a more advanced course in the same or related subject. At the time of graduation analysis, the Office of the Registrar determines whether regression has occurred. Hours earned by regression do not count toward the total number of hours required for graduation.

Transfer Credit from Other Institutions after Enrollment at The University of Iowa:
Once enrolled in the College of Nursing, a student must seek approval to take courses at another college or university. The student is responsible for having official transcripts sent from other institutions to the Office of Admissions. Only 64 semester hours of degree credit is accepted by transfer from a two-year college toward meeting the 128 semester hours required for graduation. If a student has earned more than 64 semester hours of degree credit from a two-year college, the credit and grades are used in computing the grade-point averages and may be used to satisfy course requirements, but the credit does not count toward the total hours needed for graduation. Credit by transfer is not accepted toward the 12 semester hours of advanced course work required for a Liberal Arts minor.
Scholastic Requirements

To remain in good scholastic standing the student must achieve a grade point of 2.0 or higher in each of the required courses in the nursing major, which include: 96:190, 96:191, 96:143, 96:192, 96:193, 96:194, 96:195, 96:196, and any nursing electives taken to meet the 5 s.h. minimum requirement. Students must remain in good standing in order to progress to the next nursing course for which it is prerequisite. A student may repeat a nursing course one time only.

The student must also maintain a semester GPA of 2.0 or higher each semester of enrollment while in the College of Nursing, as well as a 2.0 or higher cumulative GPA.

A student may repeat only one clinical nursing course.

Probation:
A student who fails to meet any of the above requirements will be placed on probation. The three types of scholastic probation are designated as follows:

1. Probation - nursing major courses
2. Probation - general education
3. Probation - combined nursing and general education

A student placed on probation will be notified of his/her probationary status prior to the first day of classes for the session immediately following the semester in which the deficit in scholastic requirement occurred. The student may choose to utilize his/her academic advisor or other undergraduate teaching faculty to assist him/her in exploring concerns, identifying problems and planning actions to meet his/her goals. A formal recommendation delineating appropriate activities may be specified for the student. The student will be informed in writing of the action which must be successfully completed to be returned to good scholastic standing.

The student shall be returned to good academic standing and will be so notified in writing when she/he has:

1. achieved a cumulative GPA of 2.0 or higher in the area of probation - nursing, general education, or all college work attempted, or
2. achieved a 2.0 or higher in the specified required clinical course as designated.

The maximum probationary period is one calendar year. A written request for an extension to this limit is required if the student must repeat a nursing major course and is not able to do so within the next cohort year.

The probationary period begins the first academic session following the one in which the grade point average drops below a 2.0 for all types of probation except probation in a required clinical nursing course. Determination of when or whether a student is allowed to re-enroll in a required practicum nursing course is dependent upon the course faculty recommendation, projected course enrollment, and approval of the RN-BSN Program Director.
Academic Misconduct:

Plagiarism and cheating may result in grade reduction and/or other serious penalties. Plagiarism and cheating include, but may not be limited to:

- presentation of the ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to the source;
- paraphrasing without credit to the source;
- participation in a group project which presents plagiarized materials;
- failure to provide adequate citations for material obtained through electronic research
- downloading and submitting work from electronic databases without citation;
- submitting material created/written by someone else as one’s own, including purchased term/research papers;
- copying from someone else’s exam, homework, or laboratory work;
- allowing someone to copy or submit one’s work as his/her own;
- accepting credit for a group project without doing one’s share;
- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
- using notes or other materials during a test or exam without authorization;
- not following the guidelines specified by the instructor for a “take-home” test or exam.

Students unclear about the proper use and citation of sources, or the details and guidelines for any assignment, should discuss their questions with the instructor.

An instructor who suspects a student of plagiarism or cheating must inform the student as soon as possible after the incident has been observed or discovered. If the instructor comes to the conclusion that the student has plagiarized or cheated, he or she, in consultation with the Program Director may decide to reduce the student’s grade in the course, even to assign an F. The faculty member sends a written report of the case to the associate dean for academic programs; a copy is sent to the student.

The associate dean for academic programs may uphold, as the offense may warrant, the following or other penalties: placement on disciplinary probating until graduation, suspension from the college for a semester or longer, or recommendation of expulsion from the University by the president.

If a student feels that the finding of plagiarism or cheating is in error or the penalty unjust, he or she may request a hearing. Information on the appeal procedure is detailed on the following chart.
**THE UNIVERSITY OF IOWA - COLLEGE OF NURSING**

Guidelines for Managing Academic Misconduct, Student Performance Deficiency, and Possession or Use of Drugs and Alcohol

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Faculty Action(s) to be Taken</th>
<th>Student Action(s) to be Taken</th>
<th>End Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Misconduct</td>
<td>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</td>
<td>1. Meet with faculty member for response to allegation.</td>
<td>1. Warning</td>
</tr>
<tr>
<td>- Cheating</td>
<td>2. Inform CC/PD who will assist faculty to complete Academic Misconduct Report (AMR) Form (available from secretary or 101 NB).</td>
<td>2. Meet with CC/PD to respond to Academic Misconduct Report.</td>
<td>2. Potential dismissal from College of Nursing</td>
</tr>
<tr>
<td>- Plagiarism</td>
<td>3. CC or PD notifies Assoc. Dean.</td>
<td>3. Meet with Assoc. Dean regarding action and rights/responses.</td>
<td>3. Potential dismissal from University (See University Policies--Code of Student Life, Academic Misconduct, Policies &amp; Regulations affecting Students Section II C.)</td>
</tr>
<tr>
<td>Informal Student Complaint Mechanism</td>
<td>4. CC or PD meets with student as designated in informal complaint process.</td>
<td>4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.</td>
<td></td>
</tr>
<tr>
<td>Student complaints concerning actions of faculty members are pursued first through appropriate communication channels as outlined or the assistance of the ombudsperson(s).</td>
<td>5. AMR Form is completed by faculty (typed) &amp; forwarded to Assoc. Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Communication Channels for Resolving a Complaint.</td>
<td>6. Student is requested to meet with Assoc. Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student should first attempt to resolve the issue with the faculty member involved.</td>
<td>7. Assoc. Dean shares outcome of meeting with student with CC/PD. The Assoc. Dean places completed AMR Form in student file (to be removed upon graduation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lacking a satisfactory outcome, the student should turn to the Course Coordinator (CC) or Program Director (PD).</td>
<td>8. The CC/PD informs faculty of outcome of meeting with student &amp; Assoc. Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If a satisfactory outcome still is not obtained, the student may take the matter to the Associate Dean for Undergraduate Studies.</td>
<td>9. When satisfactory outcomes have not been obtained, the Assoc. Dean notifies the Program Director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.</td>
<td>10. Student encounters with faculty during this time should be referred to the Assoc. Dean. The Assoc. Dean will communicate continuing developments with principals involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Student-Faculty Ombudsperson(s)</td>
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<tr>
<td>The student-faculty ombudsperson(s) is the Director of Student Services in the College of Nursing. Students may choose to seek assistance from the ombudsperson(s) at any point in the communication channel as outlined in the preceding section.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Student Performance Deficiency</td>
<td>1. Inform student of deficiencies.</td>
<td>1. Meet with faculty member regarding deficiencies &amp; steps to be taken to correct deficiencies.</td>
<td>1. Performance deficiencies are reflected in course grade</td>
</tr>
<tr>
<td>- Course objectives not met</td>
<td>2. Provide information regarding necessary steps to be taken by student to correct deficiencies.</td>
<td>2. Meet with Course Coordinator regarding written documentation of performance deficiencies &amp; recommendation.</td>
<td>a. Reduction in course grade or</td>
</tr>
<tr>
<td>- Course expectations not met</td>
<td>3. Warn student of consequences of deficiencies.</td>
<td>3. Meet with Assoc. Dean regarding recommendation of the College and student rights/responses.</td>
<td>b. Failure in course</td>
</tr>
<tr>
<td>Informal Student Complaint Mechanism</td>
<td>4. Dismiss student from clinical practice setting (as appropriate).</td>
<td>4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.</td>
<td>1) Decision for repeating course</td>
</tr>
<tr>
<td>Student complaints concerning course objectives or expectations are pursued first through appropriate communication channels as outlined or the assistance of the ombudsperson(s).</td>
<td>5. Provide student an opportunity to respond orally or in writing.</td>
<td></td>
<td>2) Probationary status (see Scholastic Performance Policies)</td>
</tr>
<tr>
<td>A. Communication Channels for Resolving a Complaint.</td>
<td>6. Inform CC/PD who may assist faculty in completing written documentation of student encounters demonstrating deficiencies. Copies of this document should be forwarded to Assoc. Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student should first attempt to resolve the issue with the faculty member involved.</td>
<td>7. CC/PD notifies Assoc. Dean, as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lacking a satisfactory outcome, the student should turn to the Course Coordinator (CC) or Program Director (PD).</td>
<td>8. CC/PD meets with student, as appropriate.</td>
<td></td>
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</tr>
<tr>
<td>3. If a satisfactory outcome still is not obtained, the student may take the matter to the Associate Dean for Undergraduate Studies.</td>
<td>9. Supporting documentation is forwarded to Assoc. Dean.</td>
<td></td>
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</tr>
<tr>
<td>4. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.</td>
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<td></td>
</tr>
<tr>
<td>End Result</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Warning</td>
<td>2. Potential dismissal from College of Nursing</td>
<td>3. Potential dismissal from University (See University Policies--Code of Student Life, Academic Misconduct, Policies &amp; Regulations affecting Students Section II C.)</td>
<td></td>
</tr>
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<td>Subject</td>
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<tr>
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<tr>
<td>10.</td>
<td>Student is requested to meet with Assoc. Dean, as appropriate.</td>
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</tr>
<tr>
<td>11.</td>
<td>Assoc. Dean shares outcome of meeting with student with CC/PD. Assoc. Dean places completed AMR Form in student file.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>CC/PD informs faculty of outcome of meeting with student &amp; Assoc. Dean.</td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Faculty completes &quot;Reentry Recommendation Form&quot; and forwards for student file, as appropriate.</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>When satisfactory outcomes have not been obtained, the Assoc. Dean notifies the Program Director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Student encounters with faculty during this time should be referred to the Assoc. Dean. The Assoc. Dean will communicate continuing developments with principals involved.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Possession or use of drugs & alcohol which may involve physiological or psychological hazards

1. Inform student of allegation (possessing or using alcohol/drugs). Provide student an opportunity to respond orally or in writing.
2. Refer student to Code of Student Life, Sec. II - A,D,E in Policies and Regulations affecting Students. Inform CC/PD who will assist faculty to complete AMR Form (available from secretary or 101 NB).
3. CC or PD notifies Assoc. Dean
4. CC or PD meets with student as designated in informal complaint process.
5. AMR Form is completed by faculty (typed) & forwarded to Assoc. Dean.
6. Student is requested to meet with Assoc. Dean.
7. Assoc. Dean shares outcome of meeting with student to CC/PD. The Assoc. Dean places completed AMR Form in student file (to be removed upon graduation).
8. The CC/PD informs faculty of outcome of meeting with student & Assoc. Dean.
9. When satisfactory outcomes have not been obtained, the student may take the matter to the Dean of the College of Nursing.

1. Meet with faculty member and Course Coordinator to respond to allegation.
2. Meet with Program Director to respond to allegation.
3. Meet with Assoc. Dean regarding complaint procedures within the College and options available to student.
4. When satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing.

1. See Policies & Regulations Affecting Students, Section II A,B,D, & E.

Any student found to have violated this policy will be irrevocably dismissed from the College of Nursing and any professionally licensed student who violates this policy will be reported to the Iowa Board of Nursing, as indicated by Board protocol.

*CC/PD: In courses with a Course Coordinator, the channels of communication are: Course Coordinator/Program Director/Associate Dean/Dean. In courses without a Course Coordinator, the channels are: Program Director/Associate Dean/Dean. Graduate students would generally use Program Director and Dean as appropriate channels.
Forgery:
The Code of Student Life prohibits forgery of University records, documents, or student identification cards. Professional staff in the RN-BSN Program office interview students suspected of forgery and take disciplinary action based on the interview and verification provided by the advisor, instructor, or dean whose signature is in doubt.

Dismissal for Poor Scholarship:

- Student on probation - nursing, general education, or all college work attempted:

  The student who does not achieve a 2.0 cumulative GPA in the area upon which probation was based within the probation period and within the second grade option policy will be dismissed from the College. In addition, failure to follow formal recommendations regarding the student’s scholastic achievement may result in a noncontinuation of probation. After the period of probation, however, the student may petition for an additional semester on probation. The petition should be submitted in writing to the RN-BSN Program Director. When acting on the petition, recommendations concerning extension of probation will be sought whenever possible from appropriate faculty in the area of probation and the Scholastic and Scholarship Committee. The student will be notified in writing of the decision made concerning the request for an extension of probation.

- Student on probation - specific required clinical nursing course:

  The student who does not receive a minimum of a 2.0 in the designated required clinical course will be dismissed from the College after the period of probation.

- A student on scholastic probation who cancels registration at any time without good cause will be considered as having been dismissed for poor scholarship.

Re-Admission Policies:
The student dismissed from the College due to poor scholarship may petition the RN-BSN Program Director in writing for permission to be re-admitted to the College of Nursing after an interval of one calendar year from the date of last enrollment in the College of Nursing. The petition must present evidence that changes have occurred which indicate that the student has improved his/her chances for scholastic success in the College of Nursing. A student granted re-admission will be re-admitted on probation for one semester.

Policy on Student Accommodation

Faculty in the College of Nursing are required to comply with University policies and procedures regarding the provision of academic accommodations to students with disabilities. This includes, but is not limited to, making an announcement at the beginning of each term and including similar language in the course syllabus inviting students seeking accommodations to contact the instructor directly. If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor’s responsibility in connection with the College of Nursing to ensure that the learning environment is accessible and that appropriate accommodations are provided. Faculty members seeking guidance and assistance in determining appropriate accommodations should contact the RN-BSN Program Director or Executive Associate Dean of Academic Affairs. Students are encouraged to register with the University Office of Student Disability Services. Faculty members may also contact the Office of Student Disability Services as to general questions about academic accommodations.
Faculty members who provide accommodations for disabled students must refer the students to the RN-BSN Program Director. The Executive Associate Dean for Academic Affairs will also be available to assist the faculty member and student as needed in identifying appropriate services within the college and greater University community. It is the responsibility of the RN-BSN Program Director to document that accommodations have been provided.

Exam Guidelines for Students who have a Disability:
Students with special needs (as defined by Iowa Board of Nursing Guidelines i.e., diagnosed learning disabilities, vision problems, or other physical limitations):

- Special arrangements that identify the nature of the specific need and the means that will best meet the need may be made by students in any course. Requests for these arrangements need to be made in writing to the instructor during the first two weeks of the semester or as the need arises.

A student who is dissatisfied with the outcome of either a formal or informal complaint filed under the College’s complaint procedure involving the accommodation of a disability, may file a complaint with the Office of Affirmative Action.

Guidelines for Accommodating Students Who Have a Disability

Question 1: Does the student have a disability?

A person with a disability is one who:
- has a mental or physical impairment that substantially limits one or more major life activities (including learning); OR
- has a record of such impairment; OR is regarded as having such an impairment

If NO, the accommodation need not be provided.

If YES:
Question 2: Has the student provided adequate documentation?

Adequate documentation typically consists of assessment data that:
- measures student aptitude, achievement, and information processing; AND
- has been conducted by an appropriate professional; AND
- is current (often defined as no more than 3 years old); AND/OR
- has appropriate medical documentation.

If NO, the accommodation need not be provided.

If YES:
Question 3: Is the student “qualified”?

- Can the student meet the prerequisite academic and technical standards of a course or program? AND
- Can the student, with accommodation, perform the essential tasks of the course or program?

If NO, the accommodation need not be provided.

If YES:
Question 4: Is the accommodation reasonable?

An accommodation is reasonable if it:

- is based on documented individual needs; AND
- allows the most integrated experience possible; AND
- does not compromise the essential requirements of a course or program; AND
- does not pose a threat to personal or public safety; AND
- does not impose undue financial or administrative burden; AND
- is not of a personal nature.

If NO, the accommodation need not be provided.

If the previous 4 questions are affirmative, accommodation must be provided at no cost to the student.

Student Complaints Concerning Faculty Actions

Student complaints concerning actions of faculty members are pursued first through the communication channels as outlined or the assistance of the ombudsperson(s).

Communication Channels for Resolving a Complaint

1. The student should first attempt to resolve the issue with the faculty member involved.
2. If a satisfactory outcome still is not obtained, the student may take the matter to the Director of the Program (i.e. Director of Undergraduate Program, RN-BSN Program, or Graduate Program).
3. If a satisfactory outcome still is not obtained, the student may take the matter to the Executive Associate Dean for Academic Affairs.
4. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.

Formal Complaint Mechanism:

If a student complaint concerning faculty actions cannot be resolved through the informal mechanisms available, the student may file a formal complaint which will be handled under the procedures established for dealing with alleged violations described in the Statement on Ethics and Academic Responsibilities as specified in section 20.290 of the University Operations Manual. A copy of these formal procedures can be obtained from each college dean's office, the university ombudsperson(s), or the RN-BSN Program Office, 37 College of Nursing.

If your complaint involves sexual harassment, you need not follow these procedures. The University policy on sexual harassment and consensual relationships in the instructional context can be found in “Policies and Regulations Affecting Students.” Available at http://student-services.uiowa.edu/students/policies/index.php

The Office of the University Ombudsperson (C108 Seashore Hall, telephone 335-3608) responds to problems and disputes brought forward by all members of the University community--students, staff, and faculty--that appear unresolvable through existing channels. Before consulting the ombudsperson, ordinarily an attempt should be made to resolve problems by following the procedures described above.

Students with English as a Second Language

Students may request and be given up to 1 1/2 times the scheduled exam time to complete the exam (e.g., 3-hour for a 2-hour exam). Requests for additional time need to be made in writing to the instructor during the first two weeks of the semester. Native language dictionaries may be used during the exam with prior approval of the instructor.
University Academic Policies

College Level Examination Program (CLEP)

Advanced Placement Program (AP)

Requirement for Credit in Residence

Requirement for Scholarship

Graduation with Distinction

Obtaining a Minor at The University of Iowa
University Academic Policies

College Level Examination Program (CLEP)
CLEP is an achievement testing program offered by the College Board that allows students to
demonstrate college-level competence they may have achieved outside of formal college
instructional programs. The University of Iowa awards credit for the general examination in
natural sciences, and subject examinations as detailed on the Credit by Exam section of the
Undergraduate Admissions website. Those who earn a high enough score on a general or subject
exam are eligible to receive credit for the corresponding University course which may be used as
elective credit. Students who wish to participate in CLEP are encouraged to do so prior to their
first enrollment so that test results can be used to plan their first semester schedules.

Advanced Placement Program (AP)
Students who pursue college-level learning while still in high school may use the AP testing
program to demonstrate their level of achievement. This program was designed by the College
Board to provide a means for colleges and universities to evaluate the college-level preparation
of participating students and to provide opportunities for high school students to begin college-
level study while still in high school. Scores earned by students are evaluated to determine if
either course credit or advanced placement is warranted.

Specific credit policies and further information about both CLEP and AP credit can be obtained
from the admissions website (see link above) or the Evaluation and Examination Service.

Requirement for Credit in Residence

The University of Iowa requires that a significant portion of the credit for degree be earned in
residence. The requirement for credit in residence may be met in one of the following three
ways:

1. final 30 consecutive semester hours in residence, or
2. 45 of the final 60 semester hours in residence, or
3. a total of 90 semester hours in residence.

Requirement for Scholarship

To remain in good scholastic standing in the College of Nursing, the student must maintain a
grade-point average of 2.00 (on a 4-point scale) each semester in:

1. Each required course in the nursing major
2. General Education courses
3. All courses completed (cumulative GPA)

Graduation with Distinction
The Office of the Registrar certifies to the Dean of the College of Nursing the names of students eligible to graduate with distinction. To be eligible for consideration, a student must meet one of the two following criteria: (1) complete the final 60 semester hours in residence in the College of Nursing, at least 45 semester hours of which must have been completed prior to the final semester of register, or (2) complete the nursing major at the University of Iowa.

**Obtaining a Minor at The University of Iowa**

Nursing students who wish to pursue a minor should contact the specific academic department for the necessary requirements. Generally, minors in the College of Liberal Arts require:

1. Minimum of 15 s.h. taken in the minor area
2. At least 12 of the 15 s.h. must be taken at The University of Iowa in advanced courses (100 level or higher). Transfer courses are not acceptable.
3. Students must have a grade point average of at least 2.00 in all work attempted in the minor department.
4. No courses accepted toward the minor may be taken pass/non-pass.

Note: Students are advised to contact the individual academic department for more specific requirements.
Policies Governing All Members of the University Community

Affirmative Action Policy

Fair Information Practices Act

Policies and Regulations Affecting Students

Policies on Sexual Harassment and Consensual Relationships

Research Policies on Human Subjects
Affirmative Action Policy

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information, contact the Office of Equal Opportunity and Diversity, (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316

Fair Information Practices Act

The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

Policies and Regulations Affecting Students

All students who enter the College of Nursing should be aware of the University document entitled Policies and Regulations Affecting Students. Please refer to this document for questions regarding student rights, student responsibilities, and student organizations at The University of Iowa. It appears on the University of Iowa’s website at

http://student-services.uiowa.edu/students/policies/index.php

Policy on Sexual Harassment and Consensual Relationships

Outlined in each copy of the Policies and Regulations Affecting Students is The University of Iowa policy regarding Sexual Harassment and Consensual Relationships. Information on the procedure for filing a complaint about sexual harassment is available to students in the Office of Student Services and in the Associate Dean's office at the College of Nursing.

Research Policies on Human Subjects

All students are required to receive “Approval for Protection of Human Subjects” if they do research on human subjects. The applications related to human subjects are provided in the Research Office, 407 NB.
Resources for College of Nursing Students

University of Iowa Association of Nursing Students

Academic Advising

Technology/Learning Resource Services

Name Pins

Honors Program

Sigma Theta Tau

Study Abroad

Independent Study

The Center for Credit Programs

Aging Studies Program

Registrar: Application for Degree

RN-BSN Graduation Profile
Resources for College of Nursing Students

**University of Iowa Association of Nursing Students**
The University of Iowa Association of Nursing Students (UIANS) is the student professional organization of the College of Nursing. Two faculty members serve as advisors to the organization.

UIANS offers nursing students the opportunity to develop leadership, management and professional skills. The organization sponsors a number of activities each year including: Progressive Nursing Day, Student Host Program, equipment and uniform sales, sportswear sales, Fall Kick-Off and regular newsletters. Members are also involved in policy-making decisions within UIANS, the College of Nursing and the University.

UIANS meetings are held bi-monthly. Meeting notices are posted on the UIANS bulletin board in the ground floor well area and on second floor clinical nursing course bulletin boards. UIANS meetings are open to all and students are strongly encouraged to get involved.

For more information, contact UIANS officer, council member, or Faculty Advisor. UIANS Office: Room 33, Nursing Building. 335-7002 or go to the organization’s website at [http://www.nursing.uiowa.edu/students/uians.htm](http://www.nursing.uiowa.edu/students/uians.htm)

**Academic Advising**
College of Nursing academic advisors provide information and support. Each student's advisor's name and office number is listed on the permanent record and Degree Evaluation. Academic advisors help plan a student's course schedule and are available to discuss academic, personal and professional concerns. Students are strongly encouraged to become acquainted with their faculty advisor.

**Nursing Clinical Education Center (NCEC)**
The College of Nursing and the University of Iowa Hospitals and Clinics (UIHC) collaborate to provide College of Nursing students and nursing staff at UIHC with a state-of-the-art education center. The NCEC is located on 4 West, General Hospital and provides the necessary multi media materials, health care supplies, model simulators and space to facilitate learning nursing skills. The learning process is accomplished through the use of independent student study (media viewing and skills practice), required readings, group demonstrations, individual guidance, and proficiency testing.

The NCEC offers independent viewing stations for interactive videodiscs, videos, and slides. The practice rooms for clinical and technological skills practice are equipped with state-of-the-art models and practice supplies. Simulators are available to provide a learning environment which will promote safe and effective nursing practice in a climate of rapidly advancing technology in health care. RN-BSN students in the East Central Region use practice rooms in the NCEC for physical assessment practice each summer.

**Name Pins**
College of Nursing name pins are provided by the RN-BSN Program office for use during the practicum experience. Students have the opportunity to indicate how they wish their names to appear on the pin. The typical format is “first and last name, RN” on the first line and “BSN Student” on the second line. If placement occurs in a practicum setting where only the first name is appropriate, a duplicate pin can be requested. Students must wear the pin while engaged in direct or indirect patient/client care activities.

**Honors Program**

The University of Iowa College of Nursing Honors Program provides seminars and independent study experience for qualified students. To be eligible, students must have completed the first clinical nursing course and must maintain a cumulative grade-point average of at least 3.33 and a nursing major grade-point average of 3.5. The nursing honors program enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative and intellectual and personal development, and challenges students to grow and excel. Students who fulfill the requirements of the program complete at least one Honors Seminar and one Honors Independent Study and are eligible to graduate "with honors in nursing."

**Sigma Theta Tau**

Sigma Theta Tau International is the honor society of nursing. It is the second largest nursing organization in the United States, and among the five largest and most prestigious in the world.

The society was founded in 1922 by six nursing students at Indiana University, Indianapolis, Indiana. The name was chosen using the initials of the Greek words Storga, Tharos, Tima meaning love, courage, honor. It exists to recognize superior achievement in nursing, encourage and facilitate leadership development, foster high nursing standards, stimulate creative work, and strengthen the commitment to the ideals of the profession.

Gamma chapter was founded at The University of Iowa College of Nursing in 1929. Invitation to membership is extended to qualified baccalaureate and graduate nursing students as well as qualified graduates demonstrating achievement in the nursing profession.

**Study Abroad**

High-achieving students have the opportunity to develop a global perspective of health care through the Study Abroad Program. Students are able to receive credit for these experiences.

**Independent Study**

Independent Study is a flexible learning experience contracted between the student and a faculty sponsor. The intent is to provide for exploration of content not available in established courses or meet basic degree requirements upon recommendation of the major advisor.

Together, the student, advisor, and faculty sponsor identify the contact, purpose, and intent of the independent study. A plan for implementation is devised and a specific form is completed. Interested students may contact the RN-BSN Program Office or their academic advisor for further information.
Aging Studies Program
Students in the College of Nursing may participate in the Aging Studies Program which is designed to provide undergraduate students a multidisciplinary approach to gerontology. Successful completion of 21 semester hours of approved course work in aging studies is required for an Aging Studies certificate. Nursing students also have the option of completing a minor in aging studies by taking 15 semester hours of course work outside of the major in courses approved by the Aging Studies program. For further information, visit the Aging Studies Program website at http://www.uiowa.edu/~interdi/aging/ or contact the Aging Studies Program, 410 Jefferson Building, 335-3821

Registrar: Application for Degree
An Application for Degree must be filed by the deadline established by the Office of the Registrar. The online application may be completed on ISIS any time after early registration prior to the session in which the student plans to graduate. For additional information about procedures and deadlines relating to graduation and commencement, visit the Registrar’s website at http://www.registrar.uiowa.edu/commencement/undergraddegree.aspx

Applicants will receive a Final Degree Evaluation, once the application has been processed. Applicants who do not graduate in the session applied for must reapply for another session. It is the student’s responsibility to carefully check the Final Degree Evaluation and make certain that all degree requirements have been met.

RN-BSN Graduation Profile
Students and leadership/management practicum faculty prepare RN-BSN Graduation Profiles at the end of the clinical cohort. The primary purpose of the RN-BSN Graduation Profile is to rate performance at graduation on the curriculum goals. It is not a letter of reference.

Therefore, it is strongly recommended that letters of reference be obtained and kept in a placement file at the Business and Liberal Arts Placement Office, 24 Phillips Hall. Upon request, letters of reference may also be housed in the student’s advising file in the RN-BSN Program Office for five years following graduation.

When the College of Nursing is requested to supply information to a prospective employer or to a graduate program, a copy of the RN-BSN Graduation Profile is sent. A sample copy of the RN-BSN Graduation Profile is in the introduction section of this handbook. A transcript form the Registrar’s Office must be specifically requested if this information is needed.

THE COLLEGE OF NURSING DOES NOT RELEASE GPA’S OR ISSUE TRANSCRIPTS. COPIES OF TRANSCRIPTS MUST BE REQUESTED FROM THE UNIVERSITY REGISTRAR.
Services for Registered Nurse Students
Instructional Technology Center (ITC)
Student Health Service
University Counseling Service
Student Disabilities Services
Office of International Students and Scholars (OISS)
Veterans Services
Office of Support Service Programs
Afro-American Cultural Center
Latino Native American Cultural Center
Asian Pacific American Cultural Center
Mathematics Tutorial Labs
Speaking Center
Writing Center
Career Development Services
Office of the Registrar
Transcript Requests
Graduation Analysis
Office of Student Financial Aid
Orientation Services
Women's Resource and Action Center
Rape Victim Advocacy Program (RVAP)
The University of Iowa Libraries
Services for Registered Nurse Students
The RN-BSN Program Office coordinates services for Registered Nurse students. The office maintains student records, program information, lists of transfer guides for other institutions and alternative course offering information. The office also oversees the delivery of online courses and assist in coordinating any face-to-face or videoconferenced class meetings. Program staff are available to meet with students regarding transfer of courses, plan of study, tuition reimbursement signatures, and academic affairs on an appointment basis.

Instructional Technology Center (ITC) - Ground Floor, Nursing Building, 335-7022
The College of Nursing ITC is one of 26 computer clusters available to students, faculty and staff throughout the campus. The computer laboratory provides access to both Windows and MAC computers as well as two email stations. See hours and specific location at http://itc.uiowa.edu/Locations.aspx?LocationID=18

Student Health Service – 4189 Westlawn, 335-8370
The outpatient clinic at Student Health Service is available to all currently enrolled students who have paid the student health fee. Extension students are not assessed the student health fee. Student Health Service also houses the Health Iowa Program, which provides educational information to students regarding eating disorders, AIDS, and drug and alcohol consumption. For more information about available services, visit the website at http://www.uiowa.edu/~shs/

University Counseling Service - S330 Westlawn, 335-7294
The University Counseling Service staff of professional psychologists, social workers, and advanced doctoral students offers educational (learning disability assessment), career, and personal counseling and therapy in individual, couple, or group sessions. It also offers programs, workshops, and consultation activities. Most services are available to students without cost. There is a minimal fee for psychological testing. For more information about available services, visit the website at http://www.uiowa.edu/~ucs/

Student Disability Services - 3100 Burge Hall, 335-1462
The University of Iowa is committed to making its facilities, services, and programs fully accessible to people with disabilities. The Office of Services for Persons with Disabilities (SPD), located in Burge Residence Hall, provides services to students with both visible and nonvisible disabilities. People with a wide range of disabilities are served, including those with hearing and speech impairments, learning disabilities, mobility restrictions, visual impairments, and others. The goal of SPD is to help students with disabilities enjoy the same rights and assume the same responsibilities as do other students. SPD works closely with University faculty and staff to ensure that students receive the maximum benefit from their experience at The University of Iowa. Assistance is provided in the areas of admission, orientation, academic and career planning, academic support services, financial aid, housing, transportation and parking, aide and attendant care, and health services. For more information about available services, visit the website at http://www.uiowa.edu/%7Esds/
Office of International Student and Scholars (OISS) – Room 1111 University Capitol Centre, 335-0335
http://intl-programs.uiowa.edu/oiss/
The OISS provides services and facilities and organizes extracurricular programs for both foreign and domestic students and faculty. It maintains a library with references on study, work, and travel in other countries, including information about foreign universities and study abroad programs open to UI students. It helps students select study abroad programs to complement their on-campus academic programs and helps assure that they receive the correct credit for such activities. Students also may obtain information and applications for the Presidential Awards for Study Abroad and the Fulbright, Marshall, and Tubingen awards at the OISS.

Foreign student advisers provide information, counseling, and services related to orientation, immigration regulations, financial aid, and liaison with foreign governments and sponsoring agencies, and help with problems and questions in most areas except academic advising. They sponsor or support educational programs, such as the Friends of International Students, the Conversational English Partners, and lunchtime discussions that foster constructive interaction between students and scholars from other countries and their domestic counterparts.

Veterans Services - 1 Jessup Hall, 335-0219
The Office of Veterans Services is part of the Office of the Registrar, serving veterans, dependents of veterans, servicemen, and servicewomen in matters relating to Veterans Administration educational benefits, University registration, and study at the University. For more information about available services, visit the website at http://www.registrar.uiowa.edu/veterans/

Office of Support Service Programs - 310 Calvin Hall, 335-1416
The Office of Support Service Programs, located in Calvin Hall, reinforces the efforts of the admissions office, the other student services, and the academic units to increase racial diversity in the student body as well as to provide eligible first-generation, low-income, and physically disabled students with academic, social, and financial support.

For more information about available services, visit the website at http://www.uiowa.edu/~ossb/

Afro-American Cultural Center
Latino Native American Cultural Center
Asian Pacific American Cultural Center
Lesbian, Gay, Bisexual, & Transgender Center
The University operates Cultural Centers as permanent settings where students can meet to share experiences, find mutual academic and personal support, relax, and develop social programs in an atmosphere that emphasizes their cultural heritage.

For locations and more information about available services, visit the following website http://imu.uiowa.edu/osl/culture_diversity/cultural_centers/index.php

Mathematics Tutorial Lab - 314 MacLean Hall, 335-3175
The Mathematics Tutorial Laboratory is a resource offered by the Department of Mathematics. Tutoring, one-on-one support, and special topics sessions are offered. The math lab is staffed by professional staff, faculty, and graduate teaching assistants who are trained in helping math-anxious students.

For additional information about available services, visit the website at http://www.math.uiowa.edu/mathlab/

**Speaking Center - 12 English-Philosophy Building, 335-0205**  
http://www.uiowa.edu/~rhetoric/centers/speaking.html  
The Speaking Center helps students improve their public speaking as well as conversational skills. Staff provide one-to-one instruction. Students are encouraged to sign up early in the semester because slots fill up quickly. There is no fee.

**Writing Center - 110 English-Philosophy Building, 335-0188**  
http://www.uiowa.edu/~writingc  
The Writing Center helps improve students’ writing, included attitudes and self-confidence about writing. The Center also assists students with reading.

Faculty may recommend that students use the center; however, an instructor’s recommendation is not required in order to access services. Writing Center staff provide one-to-one instruction and may also provide email tutoring. There is no fee.

**Career Development Services - 315 Calvin Hall, 335-1385**  
http://www.careers.uiowa.edu/  
The office provides programs on resume preparation, job hunting, interviewing, and offers information on employers, salaries, and employment trends. It contains hundreds of resource materials on labor market trends, career options, academic requirements for specific careers, work environments, places of employment, salary ranges, advancement opportunities, and geographical regions of the country. The center also maintains information on developing strategies for finding jobs; research organizations and nonprofit agencies; defining job objectives and writing resumes and cover letters; and improving interviewing skills. An adviser is on duty to help students use the material. No appointments are necessary.

**Office of the Registrar - 1 Jessup Hall, 335-0238**  
http://www.registrar.uiowa.edu/  
The Office of the Registrar determines the residence status of each student, issues University identification cards, supervises registration procedures, assesses fees, and maintains all students' academic records. It issues official transcripts and verifications and assists students in determining graduation requirements, processing applications for degrees, and interpreting college and University academic regulations. The office also provides assistance to students concerning Selective Service and military service matters, and helps student veterans with University application and enrollment procedures and receipt of Veterans Administration benefits.

**Transcript Requests - 1 Jessup Hall, 335-0230**
Students who have completed work at The University of Iowa can obtain an official transcript of that work upon request to the Office of the Registrar. There is a fee for each copy requested. Students may expect that the transcript will be mailed two working days after processing of the request. For an additional nominal surcharge (per order), a transcript can be generated immediately. Call the Office of the Registrar at the number listed above for additional information.

**Graduation Analysis - 1 Jessup Hall, 335-0228**

[http://www.registrar.uiowa.edu/graduation/](http://www.registrar.uiowa.edu/graduation/)

College of Nursing students are encouraged to check the Degree Evaluation via [ISIS](http://www.registrar.uiowa.edu/isis) at least once each semester, to assist in planning subsequent semesters of study leading toward graduation. Students should check more frequently if transfer credit is still being processed. During the final semester of enrollment, graduating seniors must submit an application for graduation. Upon receipt of this application, Graduation Analysis will process a final analysis, confirming remaining requirements to be met prior to graduation.

**Office of Student Financial Aid - 208 Calvin Hall, 335-1450**


The Office of Student Financial Aid is available to all University of Iowa students. The office is responsible for counseling students regarding eligibility for aid, for offering general information and applications for financial aid, for processing financial aid applications, and for distributing aid. The office also provides information and listings of part-time employment and College Work Study. Students who have questions regarding financial aid should contact the Office of Student Financial Aid.

**Orientation Services - 116 Calvin Hall, 335-1497**

Once admitted to the University, students are expected to attend an orientation/registration program before they begin classes. RN-BSN students participate in a flexibly scheduled experience designed and offered by the College of Nursing. During orientation, new students learn about academic policies and procedures, meet with academic advisors, complete their first registration, and become acquainted with faculty, staff, and other students.

**Women's Resource and Action Center (WRAC) - 130 N. Madison, 335-1486**

[http://www.uiowa.edu/~wrac/](http://www.uiowa.edu/~wrac/)

The Women's Resource and Action Center (WRAC) provides services to meet educational, cultural, social, and personal needs of University and community women. WRAC advocates the removal of all barriers to equal access and self-determination, including barriers of racism and classism as well as those based on physical ability, sexual preference, and gender. Through its feminist programs and services, the WRAC staff is committed to empowering Iowa women through providing information, skills, and support.

**Rape Victim Advocacy Program (RVAP)**

The RVAP maintains a 24-hour emergency telephone line providing information, support, and advocacy for victims of sexual assault or abuse. RVAP works to educate the public about the causes and prevention of sex crimes.

**The University of Iowa Libraries**

[http://www.lib.uiowa.edu/](http://www.lib.uiowa.edu/)

- **Main Library** - 335-5299
- **Hardin Library for the Health Sciences** - 335-9871
- **Psychology Library** - 335-3079

With more than 2.8 million volumes, the libraries at The University of Iowa make up the largest library system in Iowa. A distinctive feature of the Iowa libraries is the "open shelving" plan. In many university research libraries, most users must request the delivery of items from closed shelving areas; at Iowa all users have the opportunity to go directly to the stacks and browse in all collections except those housing rare and special materials.

The Main Library serves as the principal repository for the social sciences and the humanities.

The Psychology Library houses over 49,000 volumes related to the behavioral sciences.

The Health Sciences Library is an important resource for all health science students at The University of Iowa and houses a special collection of rare and classic medical works in the John Martin Rare Book Room.

Students are encouraged to take advantage of user education services and workshops sponsored by Hardin staff for orientation to accessing library information via the web, as well as more specific seminars for key word and advanced searching. Go to the Hardin webpage at

[http://www.lib.uiowa.edu/hardin-www/home.html](http://www.lib.uiowa.edu/hardin-www/home.html)
Essential University of Iowa Websites

http://www.uiowa.edu/
This is the main UI page. Includes a variety of organizers for searching the UI’s many resources.

http://www.nursing.uiowa.edu/
Bookmark the College of Nursing website. Check it out frequently for fun stuff! Also the best place to start in your search for information about graduate programs. Get to know this site!

http://www.nursing.uiowa.edu/academprog/rn-bsn/
Don’t forget the basics! Website for the RN-BSN Program.

http://www.continuetolearn.uiowa.edu/ccp/
Website for UI’s Center for Credit Programs. Bookmark this site for current course offerings, on-line catalogs, and other helpful information. Check out the What’s New page regularly!

http://www.continuetolearn.uiowa.edu/ccp/de/derules/
This website is an absolute essential bookmark. No one wants to have to remember Rules and Regulations, but sometimes you really need to have the detail. Find it here for your extension courses.

http://helpdesk.its.uiowa.edu
Essential website for the range of questions students may have about computers and software discounts, HawkID’s, email questions.

http://cs.its.uiowa.edu/email/openemail.shtml
Establish a FREE email account through the UI and use Webmail. Visit this student section of ITS (Instructional Technology Services) website for instructions.

http://www.uiowa.edu/financial-aid/
Website for UI’s Office of Student Financial Aid. Includes many helpful links.

http://www.lib.uiowa.edu/hardin/
Website for Hardin Library for the Health Sciences. Another essential site to bookmark.

http://www.uiowa.edu/~vpss/policies/policies.html
Website for UI Office of Student Services. Includes current policies relating to student life, services available to meet a variety of general and specific needs, and expectations of the academic community.

Campus Visits:
http://www.uiowa.edu/homepage/hub/tours.html
UI Campus Maps, organized in several ways (campus region, college, etc.) Good site and quite up to date:

http://www.iowacitycoralville.org/
Iowa City/Coralville Convention & Visitors Bureau, 900 First Avenue, Coralville, Iowa. Check out this website for a travel map and great links to other area sites of interest to visitors. Or call them: 1-800-283-6592
APA-Style Helper Website:
http://www.apastyle.org/styletips.html
This is a site with good tips and easy access for ordering an electronic companion to the APA Publication Manual

Study Skills and General Support for Academic Development:

http://www.muskingum.edu/~cal/database/general/
Website for Academic Study Skills: from the Center for Advancement of Learning. Learning Strategies Database. Muskingum College, New Concord, Ohio

http://www.muskingum.edu/~cal/database/general/writing.html
Website from Center for Advancement of Learning. Topics relating to writing skills development and proofing. Muskingum College

Review for Anatomy & Physiology:

http://www.pathoplus.com/
By Ken Zwolski College of New Rochelle. Nursing Student Pathophysiology page. This is a website for a fairly interactive review of basic anatomy and physiology. It is not intended to replace a good A&P course, but may provide a helpful review and/or update.

Professional Organizations and Government Policy:

http://www.state.ia.us/government/nursing/index.html
Website for Iowa Board of Nursing. Quick answers to general questions.

http://www.iowanurses.org/
Website for Iowa Nurses Association. Bookmark this site for very useful updates.

http://www.cdc.gov/
Centers for Disease Control website. Great site…good links!

http://www.osha.gov/
Occupational Safety and Health Administration (OSHA), US Dept of Labor. See this site for numerous standards listings, current updates on policy
AFFILIATION AGREEMENT
FOR
CLINICAL EXPERIENCE FOR NURSING STUDENTS
Between
The University of Iowa
and
Agency Name

This agreement is made and entered into this ____ day of __________, by and between The University of Iowa ("University") and Agency Name ("Facility").

WHEREAS, the parties wish and intend by this Agreement to set forth the terms and conditions of engaging in a cooperative program for clinical education of nursing students enrolled in The University of Iowa College of Nursing.

NOW THEREFORE, in consideration of the foregoing and the mutual promises set forth herein, University and Facility agree as follows:

I. PURPOSE

University offers an educational program (hereafter "Program") to engage in a cooperative program for the clinical education of nursing students enrolled in The University of Iowa College of Nursing.

II. RESPONSIBILITIES OF UNIVERSITY

A. University, after consultation with appropriate representatives of Facility, will plan and conduct the educational program for students’ experiences, and will provide Facility with discipline-specific goals and objectives for the Program.

B. University will provide reasonable opportunities for the staff of Facility to participate in joint planning and evaluation of student experiences and to participate in the development of student schedules.

C. University will provide advance information to Facility concerning names of students, dates, and times to allow Facility time and opportunity to reasonably accommodate the University’s Program.

D. University will inform and explain to students of Program that during the Program at Facility, they will be under the jurisdiction of Facility officials for training purposes and will follow Facility rules to the extent that such rules relate directly to education and training in Program.

E. University will provide students with general training on requirements related to the Health Insurance Portability and Accountability Act (HIPPA), to allow for efficient Facility-specific training of the student at the Facility. The Facility will remain responsible to certify the student has been appropriately trained in specific HIPPA requirements of the Facility.

F. University requires all students to carry professional liability insurance while participating in clinical experiences at the Facility.

G. University will provide instruction for the students in the particular area of universal precautions for prevention of blood and blood borne pathogens and body infections in accordance with applicable Center for Disease Control (CDC) Guidelines.
H. University will maintain documentation of the students' instruction in the universal precautions for prevention of blood and blood borne pathogens and body infections as part of the educational records and reports relating to the educational program at the Facility.

I. University will instruct all of its students and faculty with regard to the confidentiality of patient and Facility records, and with regard to the responsibility and authority of the medical, nursing, and administrative staff of the Facility over patient care and Facility administration.

J. University will determine the course of action when a student is determined unacceptable for the Program by University or Facility. University will withdraw a Student from the Program at Facility if, after consultation with Facility in accord with Paragraph III.E, University determines such action to be warranted. University will provide Facility written notification of such withdrawal.

III. RESPONSIBILITIES OF FACILITY

A. Facility will provide a suitable environment for learning experiences for University Students which are planned, organized, and administered by qualified staff in conjunction with designated University personnel, in accordance with mutually agreed upon educational objectives and guidelines.

B. Facility will provide or arrange for emergency treatment in the event of accident or illness to Students associated with their learning experience while at the Facility for the Program, such care to be provided at the Students' expense.

C. Facility will provide the facilities, equipment, and supplies which are necessary to achieve the educational objectives of the Program and which may be required by federal and/or state law and regulations.

D. The Facility will provide nursing students and faculty with whatever physical or medical examinations may be required by the Facility as a condition of participation in the educational program at no cost to the participant.

E. Facility reserves the right, exercisable in its discretion after consultation with University in accord with Paragraph II.I, to exclude any student from its premises in the event that such student's conduct or state of health is deemed objectionable or detrimental to the proper administration of Facility, subject to the non-discrimination provisions of Paragraph VI. To assist University in its due process obligations to student excluded or withdrawn from Program, Facility agrees to provide a written statement of the reason or reasons for the withdrawal or exclusion.

F. Facility acknowledges that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than University. University agrees to provide guidance to Facility with respect to complying with FERPA.

G. Facility agrees to encourage appropriate research projects in clinical research and research in nursing care delivery. The College of Nursing agrees to provide professional advice and administrative consultation for members of the Facility staff regarding research projects.
IV. TERM AND TERMINATION

A. The initial term of this Agreement shall be from __________ to __________. Thereafter, the Agreement shall be automatically renewed for additional periods of one year, unless terminated by either party, in writing, no later than sixty (60) days prior to any renewal date.

B. Any students participating under the terms of the Agreement at the time of such termination notice shall be given the opportunity to complete the requirements of the program as offered at the time of their entry and in compliance with the conditions contained in this Agreement.

C. Notice of termination to the Facility shall be directed to: Contact Name, Phone Number, Agency Name, Address.

D. Notice of termination to the University shall be directed to:
Kathleen S. Hanson, PhD, RN, Associate Dean for Academic Affairs, 319/335-7012, The University of Iowa, College of Nursing, Iowa City, IA 52242.

E. Parties will review annually the terms and conditions of Agreement. If neither party notifies the other in writing of changes needed, the current terms and conditions remain in force.

V. LIABILITY

A. Facility agrees to indemnify, defend, and hold University harmless from any and all claims arising from patient care provided or supervised by Facility.

B. University agrees to be responsible for any and all claims and liability for injury to persons or property arising out of or caused by the negligence of its agents, employees, or officers in the performance of the duties and obligations contemplated in the Agreement to the extent permitted by Chapter 669 of the Code of Iowa.

VI. NON-DISCRIMINATION

Each party shall be separately responsible for compliance with all anti-discrimination laws which may be applicable to their respective activities under this Program. Neither party will discriminate against any student in the Program on the basis of race, national origin, color, religious belief, sex, age, marital status, affectional or associational preference, or disability.

VII. CONSIDERATION

A. Under the terms of this Agreement, neither party is obligated to make any payments of any kind to the other party.

B. Services rendered by students covered by this Agreement are considered to be educational in nature, and, therefore, no monetary compensation shall be paid to students by Facility, or patients thereof.
VIII. INDEPENDENT CONTRACTORS

A. Nothing in the execution or performance of this Agreement shall be construed to establish an employer-employee, an agency, a partnership or a joint venture relationship among the University, the Facility and the students.

B. Students and faculty of University shall act as independent contractors, with no claim under this Agreement against Facility for employee benefits, workers’ compensation coverage, or payment of taxes.

IX. GOVERNING LAW

This Agreement shall be governed by and construed under the laws of the State of Iowa, which shall be the forum for any disputes arising hereunder.

X. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof, and supersedes any and all prior understandings and agreements, oral or written, relating hereto. Any amendment hereof must be made in writing and agreed to by all parties.

IN WITNESS WHEREOF, the authorized representatives of the parties hereto have executed this Agreement.

THE UNIVERSITY OF IOWA

By: Rita Frantz  
Its: Dean, College of Nursing

AGENCY NAME

By:  
Its:

By: George M. Hollins  
Its: Business Manager
Co-operating Agency Survey Form

Date_____________________

Director/Administrator:__________________________________________

Name of Agency:_________________________________________________

Address:________________________________________________________

Telephone:_______________________________________________________

Hospital: Director of Nursing:________________________ Average Patient Census____________

Number of Beds ____________________

Community Agency: Nurse Administrator:_________________________

Population Served:______________

Number in Total Caseload______________

Average Number of Home Contacts Per Year ______________

Philosophy of Patient Care:________________________________________

Accreditation Status:____________________________________________

Guidelines or Limits set by Agency for Student Experiences:____________

________________________________________________________________________

Type of Clinical Units/Sites Used:_______________________________

Other Disciplines Represented in Agency:__________________________

________________________________________________________________________

Resources Available for Student Learning Experiences:

Library__________________________________________________________

Conference/Classroom____________________________________________

Others___________________________________________________________

List Other Educational Programs Using the Facility and Number of Students:________________________

________________________________________________________________________

Additional Comments:______________________________________________

________________________________________________________________________

The University requests this information for the purpose of providing students with practicum experiences. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. If you fail to provide the required information, The University may be unable to offer students a variety of practicum experiences.
ACE Assessing The Classroom Environment

This form was designed to provide feedback to your instructor on selected aspects of this course. Your responses should reflect your individual perceptions, not those of the class as a whole. For each statement decide whether you generally agree or disagree; then indicate the strength of agreement or disagreement by marking the appropriate space (slightly, moderately, strongly). Responding to the following three demographic items is optional.

Course
☐ Required for major/minor
☐ General Education Program
☐ Elective

Class
☐ Fr ☐ Sr
☐ So ☐ Grad
☐ Jr ☐ Other

Expected Grade
☐ A ☐ D
☐ B ☐ F
☐ C ☐ E

INSTRUCTOR/COURSE #:

NU6

UNDERGRAD LAB

COLLEGE/DEPARTMENT CORE - Results From The Following Items Will Be Reported To Your Instructor And To A Department Representative.

1. This instructor creates an atmosphere in which ideas can be exchanged freely and easily.

2. This instructor seems concerned with whether I learn course content.

3. This instructor responds respectfully to student questions and viewpoints.

4. Help is available outside class if I have questions.

5. This instructor provides the techniques and information necessary for understanding course material.

6. My work is evaluated in ways that are helpful to my learning.

7. I have learned to see relationships among important topics and ideas.

8. This instructor takes into consideration ethnic and cultural differences in teaching this course.

9. I would recommend a course taught by this instructor to other students.

10. I am motivated to do my best work in this course.

11. This course is well planned and organized.

12. This instructor is able to answer my questions about what I should be doing in the lab.

13. Lab techniques I am expected to develop are clearly demonstrated.

14. Lab experiences assist me in learning concepts.

15. I learned a lot in this class.

16. I am satisfied with my learning in this course.

17. This course is adequately related to other courses I am taking.

18. This course is well integrated into the campus curriculum.

19. I am satisfied with my overall experience in this course.

20. This course is a good value for the money.

GO ON TO THE BACK FOR ADDITIONAL ITEMS

[Answer Sheet with responses marked]
This form was designed to provide feedback to your instructor on selected aspects of this course. Your responses should reflect your individual perceptions, not those of the class as a whole. For each statement decide whether you generally agree or disagree; then indicate the strength of agreement or disagreement by marking the appropriate space (slightly, moderately, strongly). Responding to the following three demographic items is optional.

### Course
- [ ] Required for major/minor
- [ ] General Education Program
- [ ] Elective

### Class
- [ ] Fr
- [ ] Sr
- [ ] So
- [ ] Grad
- [ ] Jr
- [ ] Other

### Expected Grade
- [ ] A
- [ ] B
- [ ] C
- [ ] D
- [ ] E
- [ ] F

**INSTRUCTOR/COURSE #:** __________________________

**COLLEGE/DEPARTMENT CORE - Results From The Following Items Will Be Reported To Your Instructor And To A Department Representative.**

1. This instructor is effective in teaching the subject matter of this course.

2. This instructor creates an atmosphere in which ideas can be exchanged freely and easily.

3. Recent developments in the field are discussed.

4. This instructor communicates at a level appropriate to my understanding.

5. This instructor seems concerned with whether I learn course content.

6. This course is well planned and organized.

7. This course is intellectually stimulating.

8. I am encouraged to learn on my own.

9. My work is evaluated in ways that are helpful to my learning.

10. The assigned readings are helpful to my understanding of the class.

11. My ability to critically analyze written material has improved.

---

**AGREE** | **DISAGREE**
---|---
1 | A B C D E F
2 | A B C D E F
3 | A B C D E F
4 | A B C D E F
5 | A B C D E F
6 | A B C D E F
7 | A B C D E F
8 | A B C D E F
9 | A B C D E F
10 | A B C D E F
11 | A B C D E F
12 | A B C D E F
13 | A B C D E F
14 | A B C D E F
15 | A B C D E F
16 | A B C D E F
17 | A B C D E F
18 | A B C D E F
19 | A B C D E F
20 | A B C D E F

---

**GO ON TO THE BACK FOR ADDITIONAL ITEMS**
This form was designed to provide feedback to your instructor on selected aspects of this course. Your responses should reflect your individual perceptions, not those of the class as a whole. For each statement decide whether you generally agree or disagree; then indicate the strength of agreement or disagreement by marking the appropriate space (slightly, moderately, strongly). Responding to the following three demographic items is optional.

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
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<tbody>
<tr>
<td>⊗ Required for major/minor</td>
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<td>⊗ A</td>
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<td>⊗ General Education Program</td>
<td>⊗ Sr</td>
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<tr>
<td>⊗ Elective</td>
<td>⊗ So</td>
<td>⊗ B</td>
</tr>
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</table>

**NU5 UNDERGRAD CLINICAL**

**COLLEGE/DEPARTMENT CORE** - Results From The Following Items Will Be Reported To Your Instructor And To A Department Representative.

1. This instructor creates an atmosphere in which ideas can be exchanged freely and easily.

2. This instructor seems concerned with whether I learn course content.

3. This instructor responds respectfully to student questions and viewpoints.

4. Help is available outside class if I have questions.

5. This instructor provides the techniques and information necessary for understanding course material.

6. My work is evaluated in ways that are helpful to my learning.

7. I have learned to see relationships among important topics and ideas.

8. This instructor takes into consideration ethnic and cultural differences in teaching this course.

9. I would recommend a course taught by this instructor to other students.

10. I am motivated to do my best work in this course.

11. I have had an opportunity to demonstrate my knowledge and/or understanding.

12. An adequate amount of observation and supervision is provided.

13. I am encouraged to apply knowledge and skills in new situations.

14. Recent developments in the field are discussed.

15. The grading criteria for this course are clearly defined.

16. Required course activities are consistent with course objectives.

17. My problem solving abilities have improved because of this class.

18. I learned a lot in this class.

19. Frequent feedback on my performance is provided.

20. Clinical experiences illustrate guidelines for ethical and professional behavior.

**GO ON TO THE BACK FOR ADDITIONAL ITEMS**
ACE Assessing The Classroom Environment

This form was designed to provide feedback to your instructor on selected aspects of this course. Your responses should reflect your individual perceptions, not those of the class as a whole. For each statement decide whether you generally agree or disagree; then indicate the strength of agreement or disagreement by marking the appropriate space (slightly, moderately, strongly). Responding to the following three demographic items is optional.

**Course**
- ⊘ Required for major/minor
- ⊘ General Education Program
- ⊘ Elective

<table>
<thead>
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<th>Class</th>
<th>Expected Grade</th>
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<tr>
<td>Grad</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</table>

**NU4 UNDERGRAD DIDACTIC**

**COLLEGE/DEPARTMENT CORE** - Results From The Following Items Will Be Reported To Your Instructor And To A Department Representative.

1. This instructor creates an atmosphere in which ideas can be exchanged freely and easily. [308]
2. This instructor seems concerned with whether I learn course content [323]
3. This instructor responds respectfully to student questions and viewpoints. [304]
4. Help is available outside class if I have questions. [326]
5. This instructor provides the techniques and information necessary for understanding course material. [328]
6. My work is evaluated in ways that are helpful to my learning. [331]
7. I have learned to see relationships among important topics and ideas. [611]
8. This instructor takes into consideration ethnic and cultural differences in teaching this course. [702]
9. I would recommend a course taught by this instructor to other students. [111]
10. I am motivated to do my best work in this course. [107]
11. This course is well planned and organized. [101]
12. Concepts are presented in a manner that helps me learn. [218]
13. Facts and concepts from related fields are presented. [220]
14. Recent developments in the field are discussed. [312]
15. The grading criteria for this course are clearly defined. [501]
16. I know what improvement is needed from feedback on tests/assignments. [505]
17. Course assignments help me learn on my own. [513]
18. Required course activities are consistent with course objectives. [530]
19. The content of this course is valuable. [102]
PHN Curriculum Task Force  
Approved 12/2006  
Working Group February 2007 Changes*  

Members: Lisa Skemp Kelley, Kathleen Hanson, Kathy Clark, Sandra Ramey, Pat Nelson, Susan Lehmann  
*Changes highlighted in yellow

**Current Approach**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>sh</th>
<th>Students (~n)</th>
<th>Format</th>
<th>Faculty</th>
<th>TA</th>
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<tbody>
<tr>
<td>96:153</td>
<td>Public Health Nursing Theory</td>
<td>3</td>
<td>BSN</td>
<td>Live</td>
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<tr>
<td>96:154</td>
<td>Public Health Nursing Practicum</td>
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<td>BSN</td>
<td>Live</td>
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<td>96:153:</td>
<td>Public Health Nursing Theory (and practicum)</td>
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<td>MNHP</td>
<td>Live</td>
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<td>Community Health Nursing Theory</td>
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<td>RN/BSN</td>
<td>Web</td>
<td></td>
<td></td>
</tr>
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<td>96:193</td>
<td>Community Health Nursing Practicum</td>
<td>3</td>
<td>RN/BSN</td>
<td>Live/Web</td>
<td></td>
<td></td>
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<tr>
<td>96:234</td>
<td>Advanced Community Health Assessment</td>
<td>3</td>
<td>MSN</td>
<td></td>
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<td>96:235</td>
<td>Advanced Community Health Nursing Practicum</td>
<td>2</td>
<td>MSN</td>
<td></td>
<td></td>
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<td>96:236</td>
<td>Advanced Community Health Interventions</td>
<td>3</td>
<td>MSN</td>
<td></td>
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<td>96:237</td>
<td>Advanced Community Practicum II</td>
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<td>MSN</td>
<td></td>
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<tr>
<td>96:238</td>
<td>Intensive Practicum in Advanced Community Health</td>
<td>0-3</td>
<td>MSN</td>
<td>*3 sh required for certification</td>
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**Proposed Approach**

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<th>Course</th>
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<tr>
<td>96:XXX</td>
<td>Community and Public Health Nursing Theory: Generalist</td>
<td>1-3</td>
<td>BSN (n=80)</td>
<td>Concurrent Live and Web</td>
<td>LIVE: 1/60 students</td>
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<td></td>
<td>( # discrete modules)</td>
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<td>RN-BSN (n=80-120)</td>
<td>Web 1/30</td>
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<td>Modules available for electives, **Certification, &amp; *** CEU credit</td>
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<tr>
<td></td>
<td>Students must decide up front if either for class, certification or ceu credit ~ not transferable later</td>
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<td>96:XXX Section A</td>
<td>Community and Public Health Nursing Practicum ~</td>
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<td>BSN</td>
<td>On-site</td>
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<td>B</td>
<td>Community and Public Health Nursing Practicum ~ RN/BSN</td>
<td></td>
<td></td>
<td>On-site</td>
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<tr>
<td>C</td>
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<td></td>
<td>Entry MSN</td>
<td>On-site</td>
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Page 1 of 6  
CAC review 2/13  
Academic Council 3/6
<table>
<thead>
<tr>
<th>Practicum ~ Entry MSN</th>
<th>Specialist</th>
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<tr>
<td>Community and Public Health Nursing Theory: Specialist</td>
<td>Open modules for course completion</td>
<td>1-6 MSN</td>
</tr>
<tr>
<td>( # discrete modules) # Required for credit</td>
<td><strong>Modules available for</strong> ^Electives, <strong>Certification,</strong> &amp; *** CEU credit Students must decide up front if either for class, certification or ceu credit - not transferable later</td>
<td></td>
</tr>
<tr>
<td>Advanced Community Assessment &amp; Program Planning for the PHN Specialist</td>
<td>3</td>
<td>MSN</td>
</tr>
<tr>
<td>Program Intervention and Evaluation for the PHN Specialist</td>
<td>2-5</td>
<td>MSN</td>
</tr>
</tbody>
</table>

**Potential/Actual Curriculum Development Advisory Group Members**

IDPH  
College of Public Health  
Public Health Practitioners

**Assumptions**

1. Public health nursing is assessment driven and evidenced based.
2. Just as the basis of providing care for an individual patient begins with doing an assessment, so also is an up-to-date culturally-based community assessment essential to designing community interventions.
3. Faculty chooses from a variety of valid public health community assessment models to teach students.
4. Comparison and differentiation of the variety of valid PH assessment models is a graduate level student activity.
5. BSN students are educated in an individual and/or family framework in complex and other specialty courses (e.g. gerontology, parent/child and acute).
6. Community programs (e.g. clinics, school nurse offices, neighborhood centers) are established population-focused interventions sites. The populations may include those that are served by the intervention site (e.g. school age children, people with diabetes, teens at risk for STDs etc.).
7. There are core concepts essential to understanding PHN at the Generalist level
8. Recognizing that the learning outcomes must meet the needs of the students and encompass the expectations of accrediting bodies and professional standards and competencies, these standard and competencies, such as the Quad Council Competency standards, should be used in determining curricular content,
9. The public health/community health theory is new content for BSN, RN/BSN, and **Entry MSN** students, therefore one theory class could be offered to all students.
10. Based on the unique needs of the BSN, RN/BSN and **Entry MSN** students, content can be tailored through mechanisms such as a variety of modes of teaching (e.g. on-line content, special modular content, student mentoring other student experiences). It is assumed that much of the tailoring will occur in the PHN practicum.
11. Community and public health nursing is a broad discipline requiring faculty with diverse areas of expertise.
12. Public health faculty mentor and collaborate with one another.
13. The CON stakeholders include students, as well as state, national, and international community partners.
14. There is a critical need to develop learning programs that are valued and useful for our community partners.
15. Sustainability and reciprocity are key values of PHN practicum
Recommendations:

BSN, Entry MSN, RN/BSN

1. Theory should have a population focus and one theory course could be offered to all pre-licensure and RN/BSN students.
2. Public health practicum focus should be evidenced-based and focused on the care of the population/aggregate. This does not preclude providing individual or family care interventions within a population.
3. The Quad Council Competencies, ANA standards, AACN Essentials, and the IDPH state and local competencies are used as a guide for curriculum development and evaluation.
4. Care for individuals & families across the lifespan within a variety of settings should include home based care and continue to be included in the specialty courses
5. PHN faculty will mentor and collaborate with one another through the transition to a population focused PHN curriculum
6. Curriculum development and marketing should be informed by our student needs, as well as practice partners and the IDPH
7. The program will provide a core set of modular content as well as a venue of modules that the student may chose from, based on their needs and interests.
8. The subgroup members will work with input from faculty as well as advisory board members.
9. Curriculum modules will be developed by faculty with relevant expertise.
10. **Ongoing development of a course “toolkit” for housing course content, including a test bank, that faculty may choose to use and update as necessary.**

Graduate

1. The subgroup members will work with input from faculty as well as advisory board members.
2. Curriculum modules will be developed by faculty with relevant expertise.
3. The program will provide a core set of modular content as well as a venue of modules that the student may chose from, based on their needs and interests.
4. Upon admission to any of our graduate programs, newly admitted students will be provided online access to minimum competency content review modules and self-assessment tools in PHN.

OTHER **CRITICAL CONSIDERATIONS**

1. Course coordination
2. Faculty workload
3. Continue Community Across Curriculum group
4. CEUs as entrepreneurial activity
5. **Course scheduling/timing (e.g. weekly 3 hr class periods vs biweekly 1.5 hour class periods)**
THE UNIVERSITY OF IOWA
COLLEGE OF NURSING

Course Number and Title: 96:XXX Community And Public Health Nursing Theory: Generalist

TO REPLACE 96:192 & 96:153

Credit Hours: 3 s.h.

Prerequisite:
Pre-licensure
96:135 Complex Concepts of Nursing Care
96:124 Pharmacotherapeutics in Nursing

Post-licensure
RN licensure in Iowa,
96:191 Health Assessment
96:190 Dimensions of Professional Nursing

Corequisite:
96:XXX (CPHN practicum)

Course Overview:

This course focuses on the role of nursing in the relationship between community conditions and the health of the public. Emphasis is placed on the principles of public health combined with nursing knowledge and skills to address the health needs of individuals, families, communities and populations.

Course Objectives

Upon completion of this course, the student will be able to:
1. understand the historical, philosophical and scientific underpinnings of public health and public health nursing
2. identify the economic, ethical, legal, and political factors that influence the public health system
3. identify strategies for assessing diverse populations and community health needs
4. discuss evidence-based interventions and strategies used by nurses to build community capacity to address health needs of diverse populations
5. understand the role of partnership, financing, and program evaluation in building community capacity
Course Content

- Framework:
  - Public Health Defined
  - Scope of Practice (e.g. individual to global health)
  - Public Health Nursing described
  - Philosophical underpinnings of Public Health (e.g. epidemiology)

- Building Healthy Communities
  - Community Assessment
  - Environmental Health
  - Intervention approaches (e.g. policy, community capacity building, social change, program planning/evaluation)

- Improving the Health of Diverse Populations
  - Risk and vulnerability
  - Health Disparities
  - Health Promotion, screening etc.
  - Communicable Disease
Course Number and Title: 96:XX Community And Public Health Nursing Practicum: Generalist

Credit Hours: 3 s.h.

Prerequisite: Pre-licensure
96:135 Complex Concepts of Nursing Care
96:136 Core Clinical Practicum

Pre or Co requisite:
96:XXX Community And Public Health Nursing Theory: Generalist
96:124 Pharmacotherapeutics in Nursing

Prerequisite: Post-licensure
RN licensure in Iowa,
96:191 Health Assessment
96:190 Dimensions of Professional Nursing

Pre or Co requisite:
96:XXX Community And Public Health Nursing Theory: Generalist

Course Overview

This course provides opportunities for students to apply the principles of public health, nursing knowledge and skills to address the health needs of communities and populations.

Course Objectives

Upon completion of this course, the student will be able to:
1. apply strategies for assessing the health needs of diverse populations and communities
2. collaborate with providers and community members in building community capacity to address health needs
3. develop skills and strategies to implement culturally congruent interventions that address the health needs of diverse populations and communities
4. develop skills and strategies to evaluate the process and outcomes of interventions
RECORD OF STATUS AND SCOPE

UNIVERSITY OF IOWA
101 Jessup Hall
Iowa City, IA 52242

Statement of Affiliation Status

Status: Accredited (1913-)

Highest degree awarded: Doctor's.

Most recent action: October 26, 1998.

Stipulations on affiliation status: None.

New degree sites: No prior Commission approval required for offering existing degree programs at new sites within the state and Rock Island, IL.

Progress reports required: None.

Monitoring reports required: None.

Contingency reports required: None.

Other visits required: None.

Last comprehensive evaluation: 1997-98.

Next comprehensive evaluation: 2007-08.

Statement of Institutional Scope and Activities

Legal status: Public institution.

Fall 1997 student FTE: 15948/7410.

Fall 1997 student headcount: 18754/9117.

Number of degree programs: Bachelor's (100) Master's (93) Specialist (1) Doctor's (65).

Degree sites with full services: Home campus.

Other degree sites: Cedar Rapids, IA; Council Bluffs, IA; Davenport, IA; Decorah, IA; Des Moines, IA; Fort Dodge, IA; Mason City, IA; Newton, IA; Spencer, IA; Rock Island, IL.

Other sites: None.

Other program features: The institution provides credit offerings through alternative delivery.
February 22, 2002

Patricia Clinton, PhD, RN, CPNP
Associate Professor
University of Iowa – College of Nursing
101 Nursing Building
Iowa City, Iowa 52242

Dear Dr. Clinton:

The Board of Directors of the National Certification Board of Pediatric Nurse Practitioner and Nurses (NCBPNP/N) offers sincere “Congratulations” to you and your faculty for successful completion of our graduate Pediatric Nurse Practitioner (PNP) program recognition requirements. As a result of this thorough peer review, you, your faculty and students can be assured that you have met the highest standards in pediatric nurse practitioner education. Your willingness to participate in our voluntary program review process is a testament to your commitment to quality and excellence in pediatric nurse practitioner education. The NCBPNP/N continues to be the only certification organization for pediatric nurse practitioners, incorporating rigorous program review, a national qualifying exam and a comprehensive certification maintenance process throughout the certification continuum.

For the past 25 years the NCBPNP/N has certified more PNPs than any other certification organization. More than 90% of PNP graduates successfully complete the NCBPNP/N National Qualifying Exam, earning the distinctive title of Certified Pediatric Nurse Practitioner (CPNP®). Today CPNPs serve in leadership roles in academic and clinical settings and in many national and international nursing organizations. Over 90% of CPNPs maintain excellence in nursing practice through participation in the NCBPNP/N certification maintenance program.

We are pleased to present you with our PNP Program recognition certificate and will publish recognition of your success in PNP education through our list of recognized PNP Programs noted in our brochure and listed on our web site (www.pnpcert.org).

As a result of the strength of your PNP Program, our review committee has recommended that the PNP Program at the University of Iowa receive an extended five-year program recognition period.

I want to sincerely thank you, your faculty, and staff for your dedication to the maintenance of high quality standards in nurse practitioner education. We look forward to your continuing participation in our nationally recognized Program Review process at your next five-year renewal date, October 2006. Please contact me at (888) 641-2767 if you have any questions or concerns.

Sincerely,

Janet S. Wyatt, Ph.D., RN, CRNP
Executive Director
June 6, 2002

Mary Sue Coleman, PhD
President
University of Iowa
Iowa City, IA  52242

Dear Dr. Coleman:

On June 6, 2002, the Iowa Board of Nursing reviewed the report of the Nursing Education Program site visit to the University of Iowa College of Nursing.

The Board voted to grant full approval to the Doctoral, Post-Masters, Master of Science in Nursing and Bachelor of Science in Nursing Programs for a period of six years as defined in the Iowa Administrative Code, Nursing Board [655], §2.2(3).

Please refer to the enclosed survey report for specific comments. The response of the program to the recommendations of the survey visitors has been enclosed for reference.

Thank you for your participation in the Iowa Board of Nursing program approval process. Please feel free to contact me at 515/281-4828 or egloor@bon.state.ia.us if you have questions.

Sincerely,

Eileen M. Gloor  
R.N., M.S.N.  
Associate Director  
Nursing Education

Enclosure

cc. Melanie Dreher, Dean  
M. Patricia Donahue, Associate Dean
November 4, 2004

Melanie C. Dreher, PhD, RN, FAAN
Dean
College of Nursing
The University of Iowa
Room 101F NB
Iowa City, IA 52242-1121

Dear Dr. Dreher:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that at its meeting on October 7-9, 2004, the CCNE Board of Commissioners reviewed the continuous improvement progress report submitted by the baccalaureate and master’s programs in nursing at The University of Iowa and determined that the programs continue to meet all accreditation standards.

According to our records, the next on-site evaluation of the programs should be scheduled for Spring 2009. Approximately 12-18 months prior to the time the on-site evaluation is to be scheduled, you will be contacted by CCNE staff with information on initiating the reevaluation process.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation, and to demonstrate continued compliance by means of periodic reporting. Reporting requirements for all accredited programs include advising CCNE in the event of any substantive change in the programs or of any major organizational changes that may affect the programs’ administration, scope, or quality. Reporting requirements also include the completion of an annual report; all requirements are detailed in the CCNE Procedures for Accreditation of Baccalaureate and Graduate Nursing Education Programs.

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

Mary Margaret Mooney, pbvm, DNSc, RN,CS, FAAN
Chair, CCNE Board of Commissioners

cc: CCNE Board of Commissioners
    CCNE Report Review Committee
October 8, 1999

Melanie C. Dreher, PhD
Dean
College of Nursing
The University of Iowa
Room 101F NB
Iowa City, IA 52242-1121

Dear Dr. Dreher:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its September 25, 1999 meeting in Washington, DC, to grant accreditation of the baccalaureate and master's programs in nursing education at The University of Iowa for a term of 10 years, extending to December 31, 2009. At its meeting, the Board determined that all four accreditation standards were met. For both programs, this decision is effective beginning on April 1, 1998. You should plan for your next on-site evaluation to take place in the spring of 2009.

As is required for all accredited programs, the Board requested that you submit a continuous improvement progress report in five years. Your report should address the programs' continued compliance with all accreditation standards and focus, in particular, on the following:

1. Evidence that publications are revised to reflect program changes (Key Element I-C);
2. Demonstration that there are sufficient institutional resources to support the program, including the provision of student services at distance learning sites (Key Element II-B);
3. Progress in increasing the diversity of the faculty (Key Element II-D);
4. Progress in recruiting faculty with preparation in advanced practice (Key Element II-D); and
5. Demonstration that evaluation data are used for ongoing program improvement, specifically with regard to the changes in the BSN foundation requirements in the arts, sciences and humanities (Key Element IV-B).

Your deadline for submitting the continuous improvement progress report to CCNE is June 30, 2004. You should anticipate that the CCNE Report Review Committee will review your progress report in the summer of 2004 in advance of the CCNE Board meeting in the fall of 2004. For more information on the continuous improvement progress report, please refer to pages 16-17 of the CCNE procedures document, enclosed for your review.
A copy of the accreditation report is being transmitted to your chief executive officer as CCNE's official report to The University of Iowa. A copy of the final document (the same version sent to your earlier) is also enclosed. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of your nursing program.

As a reminder, you are expected to advise CCNE in the event of any substantive change in your nursing program or of any major organizational changes that may affect the program's administration, scope or quality. These reporting requirements are discussed further in CCNE's procedures document.

We appreciated the many courtesies and helpfulness extended to the CCNE evaluation team in the spring of 1999. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Linda K. Amos, EdD, RN, FAAN
Chair, CCNE Board of Commissioners

cc: President Mary Sue Coleman
CCNE Board of Commissioners
CCNE Evaluation Team

Enclosures
October 24, 2000

Edward S. Thompson, CRNA, PhD, ARNP
Associate Professor & Program Director
The University of Iowa College of Nursing
Anesthesia Nursing Program
200 Hawkins Drive
Room 6613 JCP, UIHC
Iowa City, IA 52242-1079

Dear Dr. Thompson:

The members of the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) are pleased to inform The University of Iowa College of Nursing Anesthesia Nursing Program, Iowa City, Iowa, that continued accreditation has been granted. This decision recognizes the program for providing a graduate level curriculum leading to the award of a Master’s of Science in Nursing. A certificate designating this accreditation that is effective October 7, 2000, will be sent to the program under separate cover.

Given this action of the COA, the program will be scheduled for its next consideration of continued accreditation in Fall of 2010. The COA may change this to an earlier time as a result of new or additional information, changes in the activities of your program, or changes needed in the accreditation review schedule. Your program will be notified of any change in advance of the time of the next review.

The 1996 Accreditation Policies and Procedures (page D2) manual states: “Established programs must submit anonymous faculty and student evaluations at the mid-point of an accreditation cycle. For example, a program receiving a 10-year accreditation would submit evaluations at 5-years following the accreditation decision.” Accordingly, we will send you copies of the student and faculty evaluation forms in Spring 2005. These are to be copied and distributed for completion by students and faculty. The students should complete their reports and return them in one envelope to this address on or before June 1, 2005. The faculty should do the same by June 1, 2005. All evaluations will then be reviewed by the COA at their Fall 2005 meeting.

The COA is especially pleased with the program’s endeavors to strive for excellence. We recognize that receiving no citations during your on-site review process is a tremendous accomplishment derived from involving focused attention to program details, continuous quality, and quality enhancement.
Please accept the COA's congratulations on your performance in achieving maximum accreditation status.

Sincerely,

Betty J. Horton, CRNA, DNSc
Director of Accreditation

c: Cormac T. O'Sullivan, CRNA, MSN, ARNP
   Deborah Dehring, MD
   Melanie C. Dreher, PhD, RN, FAAN
   David L. Brown, MD
   Marion Johnson, PhD, RN
   Rita Frantz, PhD, RN, FAAN
   W. H. Knight, Jr., JD
   Joyce W. Kelly, EdD, CRNA
   Elizabeth J. Monti, MSN, CRNA

MB/elw
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Statement of Philosophy

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master's level prepares graduates to function in multiple roles including advanced practice and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student's educational goals. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the education process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and to propose new ideas; and to use peer, faculty, college, and university resources to further their own learning.

We believe that learning is continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.
Proposal to The Graduate College

Doctor of Nursing Practice (DNP)

Submitted by the
Graduate Programs in Nursing

The University of Iowa
Iowa City, Iowa
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This document represents a request to the Graduate College of the University of Iowa for a new degree within the graduate programs at the College of Nursing. This degree will build on the current Master of Science in Nursing degree for the advanced practice nurse and will comply with the newly mandated educational standards for advanced practice nurses described by the American Association of Colleges of Nursing (AACN) and endorsed by the Commission on Collegiate Nursing Education (CCNE). The proposal was developed utilizing the guidelines outlined in the University of Iowa Manual of Rules and Regulations Section XIII.

Section XIII
Part A. Preliminary Survey

We are submitting for review by the Graduate College a proposal for a Doctor of Nursing Practice (DNP) to conform to national standards recently mandated by AACN. The new educational standards require that by the year 2015 all nurse practitioners will be prepared at the practice doctorate level. As the Graduate College is aware, the College of Nursing has a number of advanced practice programs. Students enrolled in these courses comprise greater than half of our MSN students. The consequences of not developing the DNP would be dire for the college. We would anticipate that recruiting and enrolling students in any of the advanced practice programs would begin to seriously drop off within the next three years, with 2010 being the last year we could realistically accept advanced practice students. Since a fair number of our students are part time, three to five years is not unreasonable in terms of finishing the program of choice.

The proposed program is consistent with the College of Nursing Strategic Plan and specifically addresses three important goals:

- Prepare the next generation of nursing leaders
- Be national leaders in the discovery and application of nursing knowledge
- Engage in strategic partnerships with the nursing and health care communities in Iowa, nationally and globally

The College of Nursing is the only program within Iowa positioned to deliver programming leading to a doctoral degree that undertakes to prepare advanced practice nurses in a number of specialties. Four other colleges in addition to Iowa have master’s level family nurse practitioner programs. However, only Iowa has programs for adult and geriatric nurse practitioners, pediatric nurse practitioners, nurse anesthetists, and psychiatric nurse practitioners. In addition, we have a Basic MSN with an emphasis in neonatal nursing. Graduates of the proposed program will have a long lasting influence in the application of evidence-based practice in the health care community. These graduates will become the next generation of leaders in public and private, local, state, national and international health care practices, communities, agencies and institutions.
1. Faculty support for the program from related areas outside the sponsoring department or committee, and administrative support.

The administration of the College of Nursing supports the proposal for the Doctorate of Nursing Practice. In view of changes in standards for advanced practice nursing mentioned above, this program is pivotal to significant elements of the College of Nursing strategic plan. The College administration is committed to providing the faculty and other educational resources necessary to successful implementation of the proposed program and to establishing relationships with community health care providers that foster the practice of population and evidenced based advanced practice nursing. This proposed program represents a significant effort in the College to develop a culture of practice leadership that corresponds to our existing culture of leadership in research and knowledge development. The College of Nursing is encouraging current faculty prepared at the master’s level for advanced practice nursing to become prepared at the practice doctorate level. One faculty member completed a DNP program in December 2006 and another is currently enrolled in a DNP program in preparation for teaching responsibilities in the College of Nursing proposed DNP program.

The majority of coursework for the DNP will be housed within the College of Nursing. For students who require additional credits to complete the program or desire further coursework in related areas, supporting coursework from the College of Public Health would be most appropriate.

2. Existing courses offered at the graduate level, seminars available for graduate students only, and the likelihood of arrangements that will encourage independent study.

The DNP will build on the current Master’s curriculum that prepares advanced practice nurses including nurse practitioners (NP) and nurse anesthetists (CRNA). Currently, the College offers the following advanced practice programs: Adult/Gerontologic, Family, Pediatrics, Psych/Mental Health, and Nurse Anesthetist. Neonatal nurse practitioners are prepared within the Basic Master’s of Science in Nursing.

3. Faculty in the department and in related fields actively engaged in research and arrangements for including graduate students in research activities.

The College of Nursing has a strong record of faculty research. Although the DNP is not intended as a research degree, clinical scholarship within coursework and as part of the final project will be expected. A description of faculty engaged in research follows:

**Faculty and UIHC Associates**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Focus</th>
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<tbody>
<tr>
<td>Lioness Ayres, PhD, RN</td>
<td>Family management of chronic illness</td>
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<td>Persons with impaired mobility in transition to adulthood</td>
</tr>
<tr>
<td></td>
<td>Qualitative methods</td>
</tr>
<tr>
<td>Kathleen Buckwalter, PhD, RN</td>
<td>Geriatric mental health</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>FAAN</td>
<td>Caregivers of persons with dementia  Long-term care staff training  Rural delivery systems</td>
</tr>
<tr>
<td>Gloria Bulechek, PhD, RN, FAAN</td>
<td>Classification of nursing language</td>
</tr>
<tr>
<td>Howard Butcher, PhD, RN, CS</td>
<td>Enhancing meaning making in Alzheimer's disease family caregivers  Identification and treatment of mild syndromes of depression in later life</td>
</tr>
<tr>
<td>M. Kathleen Clark, PhD, RN</td>
<td>Behavioral, biologic, and hormonal determinants of osteoporosis  Consequence of estrogen deficiency in premenopausal women  Women's health</td>
</tr>
<tr>
<td>Perle Slavik Cowen, PhD, RN</td>
<td>Child maltreatment prevention and interventions  Family violence prevention  Teen pregnancy prevention</td>
</tr>
<tr>
<td>Martha Craft-Rosenberg, PhD, RN, FAAN</td>
<td>Children and family  Classification of nursing language</td>
</tr>
<tr>
<td>Kenneth R. Culp, PhD, RN</td>
<td>Dehydration in elders: Prevention and treatment  Delirium: prevalence and risk</td>
</tr>
<tr>
<td>Joann Eland, PhD, RN, FAAN</td>
<td>Pain in children  Cancer pain  Technology and education</td>
</tr>
<tr>
<td>Linda Q. Everett, PhD, RN, CNAA</td>
<td>Care delivery models  Outcomes effectiveness  Case management  Cost/quality of care</td>
</tr>
<tr>
<td>Rita A. Frantz, PhD, RN, FAAN</td>
<td>Wound healing  Pressure ulcer prevention  Evidence-based practice: Clinical outcomes and costs</td>
</tr>
<tr>
<td>Sue E. Gardner, PhD, RN</td>
<td>Wound healing  Wound infection  Pressure ulcer treatment and prevention</td>
</tr>
<tr>
<td>Kathleen S. Hanson, PhD, RN</td>
<td>History of nursing  Health services outcomes: Community/public health  Intellectual history of nursing: Individualization of care</td>
</tr>
<tr>
<td>Keela A. Herr, PhD, RN</td>
<td>Pain in the elderly</td>
</tr>
<tr>
<td>Diane Huber, PhD, RN, FAAN, CNAA</td>
<td>Case management  Nursing administration  Nursing management minimum data set</td>
</tr>
<tr>
<td>Name</td>
<td>Specialties</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lisa Skemp Kelley, PhD, RN</td>
<td>Care of community-dwelling elders, Community health, Gerontology, International/global nursing</td>
</tr>
<tr>
<td>Charmaine Kleiber, MS, RN, PhD(c)</td>
<td>Evidence-based practice, Pain and children, Nursing interventions for children and women</td>
</tr>
<tr>
<td>Der Fa Lu, PhD, RN</td>
<td>Nursing informatics: Knowledge discovery and knowledge representation, Chinese American elders: Health services use</td>
</tr>
<tr>
<td>Meridean L. Maas, PhD, RN, FAAN Emeritus Faculty</td>
<td>Nursing interventions for person with dementia in nursing homes and their family caregivers, Classification testing of outcomes that are responsive to nursing interventions, Nursing effectiveness research</td>
</tr>
<tr>
<td>Leslie Marshall, PhD, RN</td>
<td>Physiological nursing-sensitive outcomes</td>
</tr>
<tr>
<td>Rene’ Martin, PhD, MA, BSN</td>
<td>Lay representations of health and illness, Treatment delay behavior, Social influence processes in health behaviors, Symptom perception and personality</td>
</tr>
<tr>
<td>Ann Marie McCarthy, PhD, RN, PNP</td>
<td>Pediatric psychology, children with chronic conditions, Cognitive-behavioral interventions to alleviate child distress during painful procedure, School health/school nursing</td>
</tr>
<tr>
<td>Paula Mobily, PhD, RN</td>
<td>Pain in the elderly, Nonpharmacologic pain management, EOL care</td>
</tr>
<tr>
<td>Lou Ann Valjacic Montgomery, PhD, RN</td>
<td>Sibling support, Family centered care, Developmental care (preterm infant)</td>
</tr>
<tr>
<td>Sue Moorhead, PhD, RN</td>
<td>Standardized language development and use, Job satisfaction, Outcomes of care and effectiveness research</td>
</tr>
<tr>
<td>Barbara Rakel, PhD, RN</td>
<td>Acute pain management, Geriatric care, Evidence-based practice: Intervention effectiveness</td>
</tr>
<tr>
<td>Deborah P. Schoenfelder, PhD, RN</td>
<td>Falls prevention in older adults, Exercise: Older adults</td>
</tr>
<tr>
<td>Debra L. Schutte, PhD, RN</td>
<td>Genotype-phenotype correlations in person with Alzheimer disease, The health of families experiencing irreversible dementies</td>
</tr>
</tbody>
</table>
4. The depth of library resources in specialized areas for the support of research. (This includes specialized journals, documents, and special collections.)

There are library resources within the College of Nursing that house specialized content and collections. These are described below. University library resources available to students in the DNP program are also described. Appendix A details additional resources and includes descriptions of available databases.

**Nursing Service Administration Resource (NSA) Laboratory**

The NSA Resource Laboratory, located in the College of Nursing, contains books, manuals, research instruments, and information on software packages that are used in the area of nursing services administration. Also available are a Macintosh SE/30 computer and a database containing information on all items located in the laboratory. An IBM-compatible computer and a photocopier are available for a student’s use while working in the lab. Also housed in the resource
laboratory are readings on topics pertinent to nursing service administration. The material in the laboratory is for in-house use.

**Morris Research Lab for Gerontological Nursing Research**
The Morris Research Laboratory is located in the College of Nursing in Room 435 NB. The lab is open from 8 am to 4:30 pm year round and is available for students, faculty and staff who wish to do research, study, or use an IBM compatible computer. Contents of the lab include some of the latest research in the field of Gerontological Nursing and Instrument Assessments. The Morris Lab also offers a variety of journals that includes some of the more popular journals, such as *The American Journal of Nursing*, *The Journal of the American Geriatric Society*, *The Gerontologist*, the journals of Gerontology and Gerontological Nursing. The checkout policy is a maximum of two weeks for audio-visual materials and books, and a maximum of two hours for periodicals.

**The Laboratory for Advanced Computing in Nursing**
The Laboratory for Advanced Computing in Nursing (LACN) is located in the College of Nursing in Room 137. The Laboratory is designed to support specific research needs in bioinformatics and genetics, as well as the intersection of clinical specialties and informatics. It is specifically designed to support qualitative and quantitative methods, large database research, knowledge representation, and knowledge discovery. The Laboratory supports a mini-library of journals and tapes, as well as virtual presentations/discussions (individual PolyCom unit). The Laboratory has full access to all College of Nursing and University of Iowa network computer resources, including large data storage resources. Access includes but is not limited to a Microsoft SQL database server, University licensed software, email, and web servers. A magnetic ID card reader controls access to the Laboratory.

**The Center for Nursing Classification and Clinical Effectiveness**
The Center for Nursing Classification and Clinical Effectiveness facilitates the continued development of standardized languages to describe the work of nursing. Such classification research is crucial to the documentation and study of nursing care and to the articulation of nursing care with that of other health care providers. The Center purposes are to: 1) facilitate the continued development of Nursing Interventions Classification (NIC) and Nursing Outcomes Classification (NOC) to reflect current nursing practices; 2) conduct the review processes and procedures for updating the Classifications; 3) produce and disseminate materials related to the Classifications; 4) provide office support to assist faculty investigators to write grants and obtain funding; and 5) offer opportunities for student research assistants’ and fellows’ education and research experience. The Center For Nursing Classification and Clinical Effectiveness is located in room 407 NB.
Parent Child Family Resource Room
The Parent Child Family Resource room is located in the College of Nursing in Room 315. The room is open Monday through Friday from 8 a.m. to 4 p.m. for faculty, students and staff. There are selected texts related to pediatrics, women’s health, family nursing and school health nursing. A limited number of journals such as Journal of Pediatric Health Care, Journal of Pediatric Nursing, Journal of School Nursing, and Nursing Research are available and may be checked out. Other resource materials include selected research tools and curriculum and other materials related to school nursing. For more information or to check out materials contact Kathy Farrier in room 340 NB 335-7047. kathleen-farrier@uiowa.edu

The Hardin Library for the Health Sciences
The Hardin Library for the Health Sciences constitutes the primary information resource for all of the health colleges including the College of Nursing. Its mission is to disseminate health sciences information to the students, faculty and staff of the University of Iowa in support of education, research, and health care, and to preserve the scholarly record for the future. The Library contains over 370,000 volumes and provides system-wide access to over 14,000 electronic periodicals and nearly 2,000 print journals on site. In addition to supporting these collections, the Library is served by several large consortia through which faculty and students have superb access to materials held throughout the country. The Library also has a large amount of space for research and reading with 122 publicly available networked workstations and seating space for nearly 600 users.

The Hardin Library’s catalog is made available through InfoHawk which also provides networked access to nearly 200 health-related databases, including The Cumulative Index to Nursing and Allied Health Index, Medline, PsycInfo, and Current Contents. Hundreds of additional electronic books are also made available through this network both on and off campus.

The Hardin library is home to two “Information Commons” (East and West), located on the second floor. These facilities provide a central support and delivery venue for courseware development, classroom instruction, health-related research, and independent learning. The Information Commons boasts several high-end multimedia development workstations, two networked 50-seat electronic classrooms, and information research workstations for searching health-related databases.

Library staff members work closely with the College of Nursing to provide a broad array of user education programs designed to acquaint students with the Library’s services and resources and to help them find information efficiently. Individual help is also offered through the Library’s reference consultation service provided by professional staff members.
The Hardin Web site (http://www.lib.uiowa.edu/hardin) offers a wealth of information on all of the services described above and provides links to its many resources.

The University of Iowa’s Main Library
In addition to Hardin Library for Health Sciences, the University of Iowa Libraries include the Main Library and 10 branch libraries. Additional libraries on campus include the Law Library and the Curriculum Lab in the College of Education. The UI Libraries is a depository for U.S. federal, State of Iowa, United Nations, and European Union publications. Through these depository programs, we receive all publications available from these agencies, with the understanding that they will be freely and readily available to the public. The UI Libraries’ Special Collections houses rare books, historical manuscript collections, and cataloged manuscript letters and individual manuscripts. The UI Libraries’ website provides library users an easy yet powerful means for finding information and materials within the Libraries’ own collections and the collections of peer libraries. The UI Libraries maintains consortia arrangements with the Committee on Institutional Cooperation (CIC), the State of Iowa Regents libraries (Iowa State University and the University of Northern Iowa), the Research Libraries Group (RLG), the Association for Research Libraries (ARL), the Center for Research Libraries (CRL), the Coalition for Networked Information (CNI), and the Iowa Research and Education Network (IREN). Through the Libraries’ website you can ask questions online through chat with reference library staff: www.lib.uiowa.edu/ask.html. For more information including locations and hours of the Main Library, Hardin Library and branch libraries, check online at www.lib.uiowa.edu.

The University of Iowa Library Services for Distance Ed Students
The University of Iowa Libraries offers resources and services to all students enrolled in the distance-education courses directed by the Center for Credit Programs. This includes College of Nursing online courses delivered through the Center for Credit Programs.

This can be accessed with your HawkID online at:
www.lib.uiowa.edu/disted/handouts/Handout_distedStudents.pdf

- Short-Cuts to Electronic Resources by Subject.
For each degree-granting program (computer science, education, electrical engineering, liberal studies, library science, nursing, public health, and social work), the Homepage provides a link to a list of the most useful electronic resources and databases. Some databases provide lists of articles and books by subject, keyword, author, etc., while other files provide information, such as full-text articles, statistics, etc.
When distance-education students attempt to use the Libraries’ electronic resources, the Libraries’ proxy server (EZproxy) will prompt them for their Hawk IDs and Passwords (the University assigns a Hawk ID and Password to every
student). For information about the ID system or to look up your ID, go to http://hawkid.uiowa.edu

Importantly, with EZproxy, students do not have to re-configure their Web browsers (as some proxy servers require), and students also do not have to worry about firewalls. (Many companies set up firewalls to protect their computer systems.) With EZproxy, students gain seamless access to the Libraries’ electronic resources, even though their computers may be protected by firewalls.

- Access to The UI Libraries Catalog and Electronic Resources. The Distance-Education Library Services Homepage includes a link to The UI Libraries catalog, providing access to information about all books, journals, etc., owned by the Libraries. In addition, the Homepage also includes a link to all the electronic resources and databases available from the Libraries over the Internet.

- Circulation Privileges On-Campus Require Student ID Cards. Distance-education students can use all libraries located on-campus in Iowa City at any time, and they can check out books as long as they have a University Student ID card. Application forms for the ID cards can be obtained by contacting the Center for Credit Programs (see top of page). An ID card, however, is needed only when checking out books from on-campus libraries—distance education students DO NOT need a student ID card in order to use electronic resources or document delivery service.

5. Laboratory facilities, equipment, funds for travel and field study, as appropriate to the special program.

Nursing Clinical Education Center

The Nursing Clinical Education Center is a joint effort between the UI Hospitals and Clinics Department of Nursing Services and Patient Care and the UI College of Nursing. The Center is a state-of-the-art 20,000 square feet educational facility located on level four of General Hospital and may be accessed 24 hours a day, seven days a week. In the Center, staff and students will learn how to provide safe, effective, and compassionate care before providing direct care to patients.

Instruction is provided by nurse educators, faculty, and practicing clinicians. Cutting-edge educational technology is located in an 11-room clinical simulation lab where learners experience sophisticated and complex nursing care in specialty and clinical situations. The simulation lab offers technological and information systems support in the following areas: high fidelity patient simulation, perioperative, pediatric ICU, neonatal ICU, general pediatrics, adult medical surgical, adult critical care, and pediatric and adult ambulatory care.

The Center includes an 86-seat classroom (which can be split into two), 36- and 34-seat classrooms, 24- and 30-seat conference rooms, and a 10-seat computer lab for
additional didactic and meeting needs. A resource library and several gathering spaces allow for private study or interactive learning on a more informal basis.

Opportunities for leadership experiences in programs such as the OMADA Board Leadership Program through Sigma Theta Tau, the international honorary society for nursing are available to students. This program prepares nurses to be knowledgeable and responsive leaders on national and international boards. Funds from the Nurse Faculty Loan Program may be applied to support travel and participation in the OMADA Program.

6. Availability of fellowships, scholarships, and assistantships, supported in part at least by the University, in order to ensure a group of students in residence on campus.

Graduate students at the College of Nursing may apply for a number of scholarships and other funding opportunities. Funding from DHHS/HRSA is available to students in the Professional Nurse Traineeship and the Nurse Faculty Loan Program. Graduate students may also be appointed as teaching assistants or research assistants. Typically, 13 research and 23 teaching assistantships are awarded each year.

Scholarships earmarked for graduate students include:

<table>
<thead>
<tr>
<th>Scholarship Name</th>
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<tr>
<td>John and Wendy Boardman/Amenity Foundation Palliative Care</td>
</tr>
<tr>
<td>Ida Lee Goodsell Memorial Scholarship</td>
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<tr>
<td>Hearst Foundation Nursing Scholarship for Underrepresented Groups</td>
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<tr>
<td>Ruth and Leonard Malmanger Scholarship Fund</td>
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<tr>
<td>Gladys Benz Pediatric Nursing Memorial Scholarship Fund</td>
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<tr>
<td>B.W. “Wayne” Carpenter and Harriet Brown Carpenter Scholarship Fund</td>
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<tr>
<td>The Day Family Scholarship in Genetics</td>
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<tr>
<td>Zenobia Tams Gibson Memorial Award</td>
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<tr>
<td>Lola Lindsey Student Award Memorial Fund</td>
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<td>Pearl Zemlicka Memorial Scholarship</td>
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<td>Eva H. Erickson Scholar Fellowship</td>
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Section XIII

Part B. Proposal for a Doctor of Nursing Practice at the College of Nursing, University of Iowa

i. Purpose of the program

The Doctorate of Nursing Practice (DNP) will prepare nurse clinicians to assume leadership positions in clinical practice, clinical education, or executive management. This proposed program will build on the current Master of Science in Nursing degree for the advanced practice nurse and will comply with the newly mandated educational standards for advanced practice nurses as established by the
American Association of Colleges of Nursing (AACN) and endorsed by the Commission on Collegiate Nursing Education (CCNE), the institution that accredits the programs offered at the College of Nursing.

Objectives of the DNP Program

1. The DNP will prepare nurse clinicians at the highest level of practice
2. The DNP will prepare nurse clinicians to utilize research and employ evidence-based practice in the development and implementation of:
   - patient care standards and protocols.
   - teaching methods.
   - executive management strategies.

3. The DNP will prepare nurse clinicians to develop, implement, and to evaluate interventions to improve health status/access patterns and/or address gaps in care of individuals, aggregates, or populations.

ii. Present need for the program

The American Association of Colleges of Nursing (AACN) has mandated that all advanced nurse practitioners will be prepared at the practice doctorate level by the year 2015. AACN has been integral to the development of the DNP for many years. On their website, AACN notes the following rationale that lies behind this educational movement:

- Some of the many factors which are emerging to build momentum for change in nursing education at the graduate level include: the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel which demands a higher level of preparation for leaders who can design and assess care; shortages of doctorally-prepared nursing faculty, and increasing educational expectations for the preparation of other health professionals.

- The Institute of Medicine, the Joint Commission on the Accreditation of Healthcare Organizations and other authorities have called for reconceptualizing health professions education to meet the needs of the health care delivery system. Nursing is answering that call by moving to prepare advanced practice nurses for evolving practice.

- In a 2005 report titled *Advancing the Nation's Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a non-research clinical doctorate to prepare expert practitioners who can also serve as clinical faculty.
AACN's work to advance the DNP is consistent with this call to action.

- Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD) all offer practice doctorates.

Iowa History

The first nurse practitioner program at the College of Nursing was the Pediatric Nurse Practitioner (PNP) established in 1972. In 1994 the college received formal approval for the Nurse Anesthetist and the Rural Health Gerontologic Nurse Practitioner programs. The Rural Health Gerontologic Nurse Practitioner Program was modified to the Adult/Gero Nurse Practitioner (AGNP) in 1998. That same year the Family Nurse Practitioner (FNP) Program and Psychiatric/Mental Health Advanced Program were also approved. In 2004 the College moved forward with an emphasis in neonatal nursing within the Basic MSN program. The College works in partnership with the University of Missouri-Kansas City to deliver specialized clinical content in neonatology. All of these advanced practice programs have been established to meet the health care needs of the citizens of Iowa.

National Trends

The need for doctoral education for advanced clinical practice has been recognized for quite some time. Practice doctorate programs first emerged in the late 1970’s and early 1980’s in a limited number of universities. Most of these programs evolved into programs that were nearly indistinguishable from the traditional research PhD programs. More recently, in 2001, the Institute of Medicine called for a sweeping new approach to the education of health care providers. The IOM stressed that, regardless of discipline, the education model should incorporate core competencies that include a focus on patient-centered care, an interdisciplinary approach to health care management, the use of evidence-based practice, continuous quality improvement, and the incorporation of informatics to manage and understand data generated in the health system. Simultaneously, nursing leaders were attuned to the expanding role of the advanced practice nurse and cast a critical eye at their educational preparation. What they discovered were plans of study that continued to enlarge in order to accommodate additional content or that squeezed additional content into existing courses that were, as a consequence, becoming unwieldy. Over the next several years discussions, led by the American Association of Colleges of Nursing (AACN), focused on how to prepare nurse practitioners not only as clinicians but to deepen their knowledge of health systems, economics and policy so that they might participate more fully in resolving the complexities of the health care delivery system. At its Fall Semiannual Meeting held October 25, 2004, AACN member institutions voted to move the current level of preparation necessary for
advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. To achieve that goal, AACN formed work groups to identify educational standards for practice doctorate programs and strategies to transform advanced practice nursing education.

Workforce data on nurse practitioners is difficult to obtain. The national databases that exist do not distinguish between the types of practice nurses are engaged in at the advanced practice level therefore it is often difficult to determine precise numbers of primary care providers. However one national primary care policy center estimates 115,000 nurse practitioners in clinical practice and approximately 80% practice in primary care. Projecting needs becomes even more difficult. Shortages in the physician workforce, especially general practitioners, continue to be predicted. A GAO report (October, 2003) suggests continued national geographic disparities despite some increase in numbers. This is especially acute in Iowa where the majority of the state has fewer than 100 physicians per 100,000 people. Approximately one-third of physicians practice in primary care and two thirds practice in subspecialties. (See Appendix B). On the other hand, the opposite is true for nurse practitioners. The American Academy of Nurse Practitioners reports 66% of nurse practitioners practice in at least one primary care site while 31% practice in at least one non-primary care site (e.g. emergency, surgical or specialty practice) 4. According to the latest Iowa Board of Nursing data, there are 1289 advanced registered nurse practitioners in Iowa, 818 are primary care trained (See Appendix C).

These data suggest a continuing need for nurse practitioners nationwide and in Iowa. Indeed, the Graham-Center report acknowledges the contribution of nurse practitioners especially in primary care and calls for their continued utilization in the workforce.

As part of the University of Iowa, the College of Nursing is the only institution in the state with the ability to deliver programs leading to a doctoral degree granted through the Graduate College. The College is acutely aware of the responsibility to educate nurses to become faculty at associate degree and baccalaureate programs throughout the state. Within the last few years, Iowa and the nation continue to experience a severe nurse faculty shortage. There were approximately 100 open faculty positions within Iowa last year.

While a few practice doctorate programs have existed nationally for several years, the push toward the practice doctorate as the appropriate level of education for advanced practice in nursing has occurred over the past five to six years. The closest programs granting the DNP outside of Iowa include Rush University (Chicago), Purdue University (Indiana) and Tri-College University (North Dakota). The College of Nursing is well positioned to meet the needs of Iowa students as well as being able to draw from neighboring states. In any given academic year there are 65 to 80 nurse practitioner students matriculating through the graduate program. Data from four other Iowa programs that graduate nurse
practitioners (limited to family nurse practitioners) suggests approximately 30-40 students graduate annually. Thus there is a ready pool of potential DNP students.

At the College of Nursing the development of a proposal for the DNP has evolved over several years. Ad hoc committees have worked to develop a practice doctorate plan of study and a series of retreats were held for faculty discussion. The current plans of study for the MSN advanced practice programs range from 46 to 52 semester credits (Appendix D). Transforming these programs into the practice doctorate will require additional courses and a revised plan of study (see Part iii below and Appendix E). The proposed curriculum incorporates the educational standards that have been recommended by the AACN.

Among the most pressing concerns however, is the mandate to transition advanced practice programs to the practice doctorate by the year 2015. The College would be ill advised to continue to admit students into MSN nurse practitioner programs given that they would soon become obsolete and put our graduates at a competitive disadvantage with other nurse practitioners holding the DNP degree from programs across the country. Closing our advanced practice programs would deal a serious blow to the MSN program as more than half of students currently enrolled are in the advanced practice plans of study.

Additionally, if the College were to close the MSN advanced practice programs (all but the FNP unique to the College) a significant impact on the health care workforce in Iowa would be felt within the next few years. For example, there would not be a sufficient number of neonatal nurse practitioners to deliver care in the Level III neonatal intensive care units in the state; the closing of the psychiatric nurse practitioner program would add to the severe critical shortage of psychiatric health care providers the state is already experiencing.

iii. Description of program, including areas of emphasis and comparisons with similar programs in other universities, specifically in regard to potential program duplication with another Regents' university.

The proposed DNP program builds on the advanced practice curriculum in the Master’s program. Students currently have the option of selecting from among the following specialties of advanced practice: adult and geriatric nurse practitioner, family nurse practitioner, nurse anesthetist, pediatric nurse practitioner and psychiatric nurse practitioner. Additionally, students may choose the Basic MSN with an emphasis in neonatal nursing. The curriculum for these options may be found in Appendix D. Depending on the clinical specialty, the program length varies from 46 to 52 semester credits.

The Proposed DNP program will add another 26 semester credits to the advanced practice curriculum. The additional courses reflect the national educational standards developed by the American Association of Colleges of Nursing.
(AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) discussed in section (v). The courses will deepen the knowledge and skills of advanced practice nurses with an emphasis on evidenced-based practice and the evaluation of practice to improve health care outcomes and cultivate expertise in health policy and organizational and systems leadership. The plan of study presented in Appendix E is for the entering student with a BSN degree selecting the FNP option. For students entering as a post-MSN with a nurse practitioner specialization, a transcript review will be completed to determine an individual plan of study. In developing this proposal the College made every attempt to maximize resources both inside and outside of the College. This program is specific to nursing and will not affect or duplicate other programs on campus or in other Regent’s institutions.

The college anticipates that the initial attraction for this program will be the recent graduates of nurse practitioner programs not only at the University of Iowa but from other programs in the state and region as well.

The Graduate College, through the delivery of programs in the College of Nursing, is the only institution within Iowa positioned to grant a doctoral degree that undertakes to prepare advanced practice nurses in a number of specialties. In addition to the University of Iowa there are four other colleges in the state that have programs which prepare family nurse practitioners. These colleges are: Allen College, Briar Cliff University, Clarke College and Graceland College. However, only Iowa has programs for adult and geriatric nurse practitioners, pediatric nurse practitioners, nurse anesthetists, and psychiatric nurse practitioners. Neonatal nurse practitioners are prepared through the Basic MSN.

The College of Nursing would anticipate recruiting graduates from the family nurse practitioner programs at Allen College, Briar Cliff University, Clarke College and Graceland College so that they might complete the DNP.

Graduates of the proposed program will have a long lasting influence in the application of evidence-based practice in the health care community. These graduates will become the next generation of leaders in public and private, local, state, national and international health care practices, communities, agencies and institutions.

If applicable, relationship to program resources that have been developed by the CIC (Committee on Institutional Cooperation)

According to the AACN web (October, 2006) site there are currently twenty-four DNP programs accepting students. Of the CIC Institutions, only Purdue is actively accepting students. However, there are over 190 programs in development some of which are CIC institutions.
We would anticipate that as more of the CIC nursing programs develop DNP programs deans of these schools will collaborate to identify and share resources between programs.

v. Comparison with standards established by a regional accrediting association where these exist

Currently the College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). As a whole, the master’s program at the college adheres to *The Essentials of Master’s Education for Advanced Practice Nursing* (1996), a document developed by the American Association of Colleges of Nursing (AACN). The *Essentials* document specifies graduate core curriculum and advanced practice nursing core curriculum. These standards have been and remain the foundation of our master’s program. Additionally, our advanced practice programs meet the competencies for primary care and psychiatric-mental health as developed by the National Organization of Nurse Practitioner Faculties (NONPF) in association with AACN.

Work has been completed by a sub-committee of AACN to establish *The Essentials of Doctoral Education for Advanced Nursing Practice* (See Appendix H). The most recent draft of this document (October, 2006) was used in the preparation of this proposal. The DNP Essentials incorporate and expand on the Master’s Essentials to ensure the necessary academic and clinical rigor required for doctoral level education. The eight essentials for doctoral education include:

I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation’s Health
VIII. Advanced Nursing Practice

The College was privileged to have a faculty member serve on the sub-committee and other faculty members were able to review the various drafts of the DNP Essentials document. This facilitated the development of our plan of study to anticipate and meet these criteria. Table 1 illustrates how our plan of study is related to the eight essentials.
<table>
<thead>
<tr>
<th>Table 1.</th>
<th>DNP Essentials related to proposed DNP curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AACN Essentials</strong></td>
<td><strong>College of Nursing DNP curriculum</strong></td>
</tr>
</tbody>
</table>
| **1. Scientific Underpinnings for Practice** | ● MSN core courses  
  ○ 96:208 Ldrshp for Adv Nrsg Prac  
  ○ 96:209 Hlth Sys/Econ/Policy  
  ○ 96:211 Res for Evid Base Prac I  
  ○ 96:263 Inf in Nrsg & Hlth Care  
  ● Advanced Practice Core courses  
  ○ 96:213 Physiol for Adv Clin Prac  
  ○ 96:214 Adv Hlth Assess for Clin Prac  
  ○ 96:222 Hlth Promo & Interven Prim Care  
  ○ 96:223 Clin Apps for Hlth Assess & Promo  
  ○ 96:232 Prof Aspects of Clin Nrsg  
  ● DNP: Advanced Role Development I \(^1\)  
  ● Advanced Role Development Practicum I \(^1\)  
  ● Essentials of Advanced Practice: Emerging Science \(^1\) |
| **2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking** | ● MSN core courses  
  ○ 96:208 Ldrshp for Adv Nrsg Prac  
  ○ 96:209 Hlth Sys/Econ/Policy  
  ○ 96:211 Res for Evid Base Prac I  
  ○ 96:263 Inf in Nrsg & Hlth Care  
  ● Policy elective  
  ● 96: 212 Research for Evidence-based Practice II  
  ● Essentials of Advanced Practice: Emerging Science \(^1\) |
| **3. Clinical Scholarship and analytical Methods for Evidence-based Practice** | ● 96:211 Research for Evidence-based Practice I  
  ● 96:212 Research for Evidence-based Practice II |
| **4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care** | ● 96:263 Inf in Nrsg & Hlth Care  
  ● 96:211 Research for Evidence-based Practice I  
  ● 96:212 Research for Evidence-based Practice II  
  ● Essentials of Advanced Practice: Emerging Science \(^1\) |
| **5. Health Care Policy for Advocacy in Health Care** | ● Policy Elective |
| **6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes** | ● DNP: Advanced Role Development I \(^1\)  
  ● DNP: Advanced Role Development II \(^1\)  
  ● Research for Evidence-based Practice II  
  ● Advanced Role Development Practicum I \(^1\)  
  ● Advanced Role Development Practicum II \(^1\) |
| 7. Clinical Prevention and Population Health for Improving the Nation’s Health | ▪ Advanced MSN core  
  - 96:214 Adv Hlth Assess for Clin Prac  
  - 96:222 Hlth Promo & Interven Prim Care  
  - 96:223 Clin Apps for Hlth Assess & Promo  
  - 96:232 Prof Aspects of Clin Nrsg  
  
  - MSN core  
    - 96:208 Ldrshp for Adv Nrsg Prac  
    - 96:209 Hlth Sys/Econ/Policy  
    - 96:211Res for Evid Base Prac I  
    - 96:263 Inf in Nrsg & Hlth Care  
  
  - Essentials of Advanced Practice: Emerging Science\(^1\)  |
|---|---|
| 8. Advanced Nursing Practice | ▪ Advanced Clinical Specialization\(^2\)  
  ▪ DNP: Advanced Role Development I\(^1\)  
  ▪ DNP: Advanced Role Development II\(^1\)  
  ▪ Research for Evidence-based Practice I  
  ▪ Research for Evidence-based Practice II  
  ▪ Advanced Role Development Practicum I\(^1\)  
  ▪ Advanced Role Development Practicum II\(^1\)  
  ▪ Clinical/Leadership Project\(^1\)  |

\(^1\) These courses have been approved by the College of Nursing but not by the Graduate College.

\(^2\) The Advanced Clinical Specialization courses include the didactic and practicum courses for each specialty (e.g. Family Nurse Practitioner).
vi. **Analysis of the implications of the proposed program for undergraduate work and other closely allied programs in the University**

Not applicable

vii. **At least three external letters of support should be included. These letters should be from individuals in the field who are familiar with the proposed program and who can comment on the importance, design of, and need for the proposed program.**

See Appendix G

viii. **A list of faculty available for the proposed program, including a clearance for the expected use of faculty in related departments**

Faculty who can teach in this program include those with preparation in specialty areas of advanced practice nursing as well as faculty with expertise in population-based care, health care systems leadership, and evidence-based practice. Faculty include:

**Advanced Practice Specialization**
- Mary Berg, Assistant Professor (Clinical)
- Verónica Brighton, Assistant Professor (Clinical)
- Patricia Clinton, Professor (Clinical)
- Brenda Hoskins, Assistant Professor (Clinical)
- Teresa Judge-Ellis, Assistant Professor (Clinical)
- Nicollet Markovetz, Assistant Professor (Clinical)
- Sherry McKay, Assistant Professor (Clinical)
- Kerri Rupe, Associate Professor (Clinical)
- Rebecca Siewert, Assistant Professor (Clinical)
- Edward Thompson, Professor (Clinical)
- Ann Willemsen-Dunlap, Assistant Professor (Clinical)

**Population-based Care, Health Systems, Evidence-based Practice, Leadership, and Role**
- Kathleen Buckwalter, Professor
- Howard Butcher, Associate Professor
- Kathleen Clark, Associate Professor
- Kathleen Hanson, Associate Professor
- Diane Huber, Professor
- Lisa Kelly, Assistant Professor
- Charmaine Kleiber, Associate Professor
- Rene Martin, Assistant Professor
- Susan Moorehead, Associate Professor
- Ann Rhodes, Associate Professor (Clinical)
The faculty in the advanced practice specialization will continue to teach the clinical specialization courses. Faculty for content in population health, health systems, leadership, evidence-based practice, and role development can be drawn from the list above with minimal shifting of current teaching responsibilities.

ix. Statement of additional needed budget support

Additional budget support is requested to support this program. The budget is based on the enrollment of 25 students in the first year and adding ten students each year stabilizing at fifty students in year four. The budget includes support for 4.0 FTE faculty and 1.0 FTE staff. Equipment expenses are minimal but do include computer equipment upgrades annually.

The College is requesting that initial tuition be established at $6,500 per semester for in-state tuition and $13,000 per semester for out-of-state tuition. The College also requests that the tuition less financial aid of 17% and less 10% for the Graduate College be earmarked for the College of Nursing to use for faculty and staff salaries and fringe costs. Appendix F demonstrates that a 4% increase in tuition as well as salary and fringe costs will allow the DNP program to be self-sustaining in Year 4 when the cohort reaches 50 students.

x. Assessment of future needs, commitments, and opportunities

Pending approval of the DNP program, the Graduate College would be in a position to partner with other institutions in Iowa and the region to offer a bridge program for those schools unable to grant a doctoral degree. As the 2015 date approaches those programs will need to find ways to provide their students with the appropriate degree. By partnering with these institutions, the Graduate College, in addition to implementing activities within our strategic plan, would be fulfilling the University Strategic Plan to:

Strategy: Enhance health care services and programs offered by the University of Iowa Hospitals and Clinics, the health sciences and other colleges, and the University Hygienic Laboratory by:

- Educating highly competent and committed health professionals and research scientists for Iowa and beyond;
- Delivering high-quality and cost-effective primary and specialty health care to Iowa and the region;
- Promoting meaningful community service through collaboration with the practice and larger communities;
- Sustaining the University’s commitment to provide health care to the underserved.
Strategy: Maximize the value of the University’s academic programs and career services for Iowa’s workforce by:

- Working with Iowa businesses, community colleges, and others to reinvigorate cooperative education, internship programs, and workforce evaluation;
- Creating a stronger integration of student recruitment, advising, and career development services and programs;
- Strategically delivering degree programs, lifelong learning, continuing education, and professional development courses to Iowans and Iowa businesses through on-campus and distance education offerings.

This is an opportune time to implement the DNP program well in advance of the 2015 deadline. It will allow the College to capitalize on the interest in this degree by our recent graduates and to also meet the needs of graduates from other advanced practice programs in Iowa and the surrounding region. The reality of a continued nurse faculty shortage strengthens the commitment of the College to prepare the next generation of nursing educators for Iowa and the nation. Faculty with DNP preparation will be needed to teach in the DNP program as well as our undergraduate nursing programs. The College is in a unique position as the only educational institution in the state with the ability to deliver this programming.
References


Appendix A: Additional Library Resources

General Resources

University of Iowa College of Nursing

Essential Nursing References
From the Interagency Council on Information Resources for Nursing. Includes the following categories: Meta-sites, Bibliographies, Bioethics, Alternative Medicine, Current Awareness, Databases, Dictionaries, Directories, Education, Drugs, Toxicology, Environmental & Occupational Health, Grants, History, Statistical Sources, Writer's Manuals.

HardinMD: Nursing & Nursing Research
Pointers to the most complete and frequently cited lists for health subjects.

HealthWeb: Nursing
HealthWeb is a collaborative project of the health sciences libraries of the Greater Midwest Region (GMR) of the National Network of Libraries of Medicine (NN/LM) and those of the Committee for Institutional Cooperation.

Health Assessment Instruments and Questionnaires
Hardin Library's handout which includes print and online resources.

Hardin Library's Selected Resources for the History of Nursing

Find Articles (Databases/Indexes)

👥CINAHL Plus - EBSCOhost
CINAHL Plus provides indexing for over 3,000 journals from the fields of nursing and allied health, with indexing back to 1937. CINAHL Plus also contains searchable cited references for more than 990 journals. Full text material includes more than 70 journals plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials.

👥Pre-CINAHL (Nursing) - EBSCOhost
A companion database to CINAHL, Pre-CINAHL is intended to provide current awareness of new journal articles, and includes a rotating file of limited bibliographic information (no subject searching), which are available to researchers only for the time when these articles are being assigned additional indexing.

Medline
Medline is available through Ovid or PubMed. Medline includes the International
Nursing Index.

The Cochrane Library
This evidence-based medicine database is designed to supply high-quality biomedical evidence through reviews of current clinical trials on specific topics. The Cochrane Library includes The Cochrane Database of Systematic Reviews, Database of Abstracts of Reviews of Effectiveness, The Cochrane Controlled Trials Register (CENTRAL/CCTR), and The Cochrane Review Methodology Database.

HAPI: Health and Psychosocial Instruments
Health and Psychosocial Instruments provides ready access to information on measurement instruments (i.e., questionnaires, interview schedules, checklists, index measures, coding schemes/manuals, rating scales, projective techniques, vignettes/scenarios, tests) in the health and psychosocial sciences fields. HAPI is available through Ovid. See also: Health Assessment Instruments and Questionnaires for instructions on searching HAPI.

PsycINFO
The PsycINFO database covers the professional and academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas. PsycINFO is available through Ovid.

ERIC
ERIC is a national education database sponsored by the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Presently the largest education database in the world, ERIC contains over one million citations covering research documents, journal articles, technical reports, program descriptions and evaluations, and curricular materials in the field of education. ERIC is available through Ovid.

Ageline
A searchable electronic database containing detailed summaries of publications about older adults and aging, including books, journal and magazine articles, research reports, and videos.

Social Work Abstracts
The Social Work Abstracts database, produced by the National Association of Social Workers, Inc., contains more than 45,000 records, spanning 1977 to the present, from social work and other related journals on topics such as homelessness, AIDS, child and family welfare, aging, substance abuse, legislation, community organization, and more.

Sociological Abstracts
CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences. The
database provides abstracts of journal articles and citations to book reviews drawn from over 1,700 serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers.

**NMAP**

NMAP is a free catalogue of hand-selected and evaluated Internet resources in Nursing, Midwifery and the Allied Health Professions. New resources are added weekly.

American Nurses Association (ANA) and National League for Nursing (NLN) publications available at the Hardin Library.

**Find Books (Print & Online)**

Electronic Nursing Books available through the Hardin Library.

Hardin Library for the Health Sciences
The University of Iowa Libraries.
URL: [http://www.lib.uiowa.edu/hardin/](http://www.lib.uiowa.edu/hardin/)
Last updated: March 10, 2006
Appendix B: Physicians per 100,000 People

Source: AMA, ACHA, Bureau of Census, and CMS.

Notes: Physicians refer to active, nonfederal, patient care physicians with a known address. The District of Columbia, New Jersey, and Rhode Island do not have nonmetropolitan areas.
Appendix C: ARNPs in Iowa

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Nurse Practitioner</td>
<td>431</td>
</tr>
<tr>
<td>Nurse Midwife</td>
<td>61</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner</td>
<td>167</td>
</tr>
<tr>
<td>Nurse Anesthetist</td>
<td>287</td>
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<tr>
<td>School Nurse Practitioner</td>
<td>1</td>
</tr>
<tr>
<td>Women’s Health Care Nurse Practitioner</td>
<td>131</td>
</tr>
<tr>
<td>Psychiatric Nurse Practitioner</td>
<td>27</td>
</tr>
<tr>
<td>Adult Nurse Practitioner</td>
<td>50</td>
</tr>
<tr>
<td>Clinical Nurse Specialist</td>
<td>6</td>
</tr>
<tr>
<td>Gerontological Nurse Practitioner</td>
<td>39</td>
</tr>
<tr>
<td>Neonatal Nurse Practitioner</td>
<td>10</td>
</tr>
<tr>
<td>Acute Care Nurse Practitioner</td>
<td>12</td>
</tr>
<tr>
<td>Perinatal Nurse Practitioner</td>
<td>1</td>
</tr>
<tr>
<td>CNS – Perinatal</td>
<td>0</td>
</tr>
<tr>
<td>CNS – Medical/Surgical</td>
<td>24</td>
</tr>
<tr>
<td>CNS – Adult Psych</td>
<td>39</td>
</tr>
<tr>
<td>CNS – Oncology</td>
<td>6</td>
</tr>
<tr>
<td>CNS – Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>CNS – Community Health</td>
<td>4</td>
</tr>
<tr>
<td>CNS – Child/Adolescent Psych</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1289</td>
</tr>
</tbody>
</table>

Data from Iowa Board of Nursing June, 2006
NPs may be certified in more than one specialty. Thus the total of 1289 is actually less than the number of specialty NPs.
## Appendix D: MSN Plans of Study

### THE UNIVERSITY OF IOWA COLLEGE OF NURSING

#### MASTER OF SCIENCE IN NURSING

Anesthesia Nursing Course Sequence (47 semester hours)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall 1</th>
<th>Semester 2</th>
<th>Spring 1</th>
<th>Semester 3</th>
<th>Summer 1</th>
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<tr>
<td><strong>MSN Core</strong></td>
<td><strong>MSN Core</strong></td>
<td><strong>Science Core</strong></td>
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<tr>
<td><strong>MSN Core</strong></td>
<td><strong>Pathophysiology and Assessment for</strong> Anesthesia Core</td>
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<td></td>
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<tr>
<td>96:263 Info in Nurs and Hlth Care (3)</td>
<td>Advanced Practice Nursing (6)</td>
<td>+96:290/116:290 Intro Clin Anesthesia (1)</td>
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<td><strong>MSN Core</strong></td>
<td><strong>Science Core</strong></td>
<td><strong>Clinical Specialization</strong></td>
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<td><strong>Pathophysiology and Assessment for</strong> Advanced Practice Nursing (3)</td>
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<tr>
<td><strong>Science Core</strong></td>
<td>96:272/116:272 Pharm of Anes Prac I (4-proposed)</td>
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<tr>
<td>96:271/116:271 Chem. and Phys Princ of Anesthesia Practice (3)</td>
<td><strong>Science Core</strong></td>
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<tr>
<td><strong>Science Core</strong></td>
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<tr>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
<td><strong>5</strong></td>
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<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Fall 2</th>
<th>Semester 5</th>
<th>Spring 2</th>
<th>Semester 6</th>
<th>Summer 2</th>
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<tr>
<td><strong>Science Core</strong></td>
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<td><strong>Clinical Specialization</strong></td>
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<td><strong>Anesthesia Core</strong></td>
<td><strong>Science Core</strong></td>
<td><strong>Clinical Specialization</strong></td>
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</tr>
<tr>
<td>96:276/116:276 Advanced Principles of Anesthesia Practice II (2)</td>
<td>96:272/116:272 Pharm of Anes Prac I (4-proposed)</td>
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</tr>
<tr>
<td><strong>Anesthesia Core</strong></td>
<td><strong>Science Core</strong></td>
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<tr>
<td>96:277/116:277 Advanced Principles of Anesthesia Practice III (1)</td>
<td></td>
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<tr>
<td><strong>Anesthesia Core</strong></td>
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<tr>
<td>96:278/116:278 Professional Aspects of Anesthesia Nursing Practice (2)</td>
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<td><strong>Anesthesia Core</strong></td>
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<th>Semester 8</th>
<th>Spring</th>
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<tr>
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<tr>
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<tr>
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</tbody>
</table>

+ These courses include clinical practicum experiences

**3950 TOTAL PRACTICUM HOURS REQUIRED**

**Deadline for application:** October 1
THE UNIVERSITY OF IOWA COLLEGE OF NURSING  
MASTER OF SCIENCE IN NURSING  
Adult/Gero Nurse Practitioner  
Sample Full-Time Course Sequence  
(49 semester hours)

**CURRICULUM**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall</th>
<th>Semester 2</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Practice Core</td>
<td>Pharmacotherapeutics for Adv Clin Practice</td>
<td></td>
</tr>
<tr>
<td>96:208</td>
<td>Leadership for Adv Nsg Practice</td>
<td>96:209</td>
<td>Hlth Sys/Econ/Policy</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>96:222</td>
<td>Hlth Promo &amp; Interven Prim Care</td>
<td>96:214</td>
<td>Adv Health Assessment for Clin Practice</td>
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<tr>
<td>Advanced</td>
<td>Core</td>
<td>Core</td>
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</tr>
<tr>
<td>96:263</td>
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<td>Clin Apps for Hlth Assessment &amp; Promo</td>
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<th>Semester 4</th>
<th>Spring</th>
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<tr>
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<td>Prim Cr: Adults &amp; Older Indiv II</td>
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<tr>
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+ These courses include clinical practicum experiences  
720 total practicum hours required

**Deadline for application:**  
February 15- Fall semester
### CURRICULUM

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<th>Fall</th>
<th>Semester 2</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>Advanced Practice Core</strong></td>
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<td></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>96:208</td>
<td>Leadership for Adv Nsg Prac</td>
<td>(3)</td>
<td>96:209 Hlth Sys/Econ/Policy</td>
</tr>
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<td><strong>Core</strong></td>
<td></td>
<td></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>96:222</td>
<td>Hlth Promo &amp; Interven for Prim Care</td>
<td>(3)</td>
<td>96:214 Adv Health Assessment for Clin Prac</td>
</tr>
<tr>
<td><strong>Advanced Practice Core</strong></td>
<td></td>
<td></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>96:263</td>
<td>Informatics in Nursing &amp; Health Care</td>
<td>(3)</td>
<td>+ 96:223 Clin Apps for Hlth Assmnt &amp;Promo</td>
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<td><strong>Core</strong></td>
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<td><strong>Clinical Specialization</strong></td>
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<table>
<thead>
<tr>
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<th>Fall</th>
<th>Semester 4</th>
<th>Spring</th>
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<tbody>
<tr>
<td>96:280</td>
<td>Prim Cr: Adults &amp; Older Indiv I</td>
<td>(3)</td>
<td>96:284 Prim Cr: Adults &amp; Older Indiv II</td>
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<tr>
<td><strong>Didactic Specialization</strong></td>
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<td></td>
<td><strong>Didactic Specialization</strong></td>
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<tr>
<td>96:219</td>
<td>Prim Cr: Infants, Children &amp; Adole I</td>
<td>(2)</td>
<td>96:232 Prof Aspects of Clin Nrs</td>
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<tr>
<td><strong>Didactic Specialization</strong></td>
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<td><strong>Core</strong></td>
</tr>
<tr>
<td>96:206</td>
<td>Nursing Science and Inquiry</td>
<td>(3)</td>
<td>96:220 Prim Cr: Infants, Children &amp; Adolec II</td>
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<tr>
<td><strong>Core</strong></td>
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<td></td>
<td><strong>Didactic Specialization</strong></td>
</tr>
<tr>
<td>+ 96:282</td>
<td>Prim Care: FNP Clin Apps I</td>
<td>(3)</td>
<td>+ 96:286 Primary Care: FNP Clin Apps II</td>
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<table>
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<tbody>
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**4**

+ These courses include clinical practicum experiences

**720 total practicum hours required**

### Deadline for application:

October 1st – Spring Semester

February 15th - Fall semester
Basic MSN with Emphasis in Neonatal Nursing
Sample Full time Course Sequence
(47 semester hours)

This plan of study is offered partially online with at least 6 semester hours of the core courses offered each fall and spring, and 23 semester hours of specialization and advanced core courses offered online through the University of Missouri Kansas City. Before applying to the program, prospective students should contact the director of the MSN programs at the University of Iowa College of Nursing to discuss the feasibility of clinical practicum.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:208 Leadership for Adv Nsg Practice Core</td>
<td>3</td>
</tr>
<tr>
<td>96:263 Informatics in Nursing &amp; Health Care Core</td>
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</tr>
<tr>
<td><em>--:</em>-- Elective</td>
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<tr>
<td>Total: UI=9 UMKC=0</td>
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<table>
<thead>
<tr>
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<th>Spring</th>
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<tbody>
<tr>
<td>96:209 Health Systems, Econ, &amp; Policy Core</td>
<td>3</td>
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<tr>
<td>xxxx Neonatal Phys/Pathphys Advanced Practice Core (UMKC)</td>
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<tr>
<td>xxxx Neonatal Assessment Advanced Practice Core (UMKC)</td>
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<table>
<thead>
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<tbody>
<tr>
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<table>
<thead>
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<tr>
<td>xxxx Neonatal I Didactic Specialization (UMKC)</td>
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<tr>
<td>xxxx Neonatal II Didactic Specialization (UMKC)</td>
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<table>
<thead>
<tr>
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<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>96:232 Prof Aspects of Clin Nrsg Advanced Practice Core</td>
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</tr>
<tr>
<td>Neonatal Preceptorship I Clinical Specialization (UMKC) Delivered at UIHC</td>
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<tr>
<td>Neonatal Preceptorship II Clinical Specialization (UMKC) Delivered at UIHC</td>
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<table>
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<td>Total: UI=3</td>
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*Suggested Elective 96:222 Health Promotion & Intervention for Primary Care or other in consultation with advisor

Total: 47 semester hours
## CURRICULUM

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<th>Semester 2</th>
<th>Spring</th>
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<td>(3)</td>
<td>96:214 Adv Hlth Assessment for Clin Prac Advanced Practice Core</td>
<td>(3)</td>
</tr>
<tr>
<td>96:263 Informatics in Nursing &amp; Health Care Core</td>
<td>(3)</td>
<td>+96:223 Clin Applies for Hlth Assment &amp; Promo Clinical Specialization</td>
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<th>Spring</th>
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<tbody>
<tr>
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<td>(3)</td>
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<tr>
<td>96:206 Nursing Sci and Inquiry Core</td>
<td>(3)</td>
<td>96:220 Prim Cr: Infants, Children &amp; Adolesc II Didactic Specialization</td>
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<tr>
<td>+ 96:281 Prim Care: PNP Clin Apps I Clinical Specialization</td>
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<td>+ 96:285 Primary Care: PNP Clin Apps II Clinical Specialization</td>
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<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Summer</th>
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<tbody>
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<tr>
<td><strong>3</strong></td>
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</table>

*These courses include clinical practicum experiences

**630 total practicum hours required**

**Deadline for application:**
- February 15 - Fall semester
## CURRICULUM

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall</th>
<th>Semester 2</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:206</td>
<td>Nursing Science &amp; Inquiry</td>
<td>96:224</td>
<td>Pharmacotherapeutics for Advanced Clinical Prac</td>
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<td>Advanced Practice Core</td>
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<td>Physiology for Advanced Clinical Prac</td>
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<td>Advanced Health Assessment for Clinical Prac</td>
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<tr>
<td>96:222</td>
<td>Hlth Promo &amp; Related Interven Prim Care</td>
<td>96:223</td>
<td>Clin Apps Hlth Assmnt &amp; Hlth Promo</td>
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<td></td>
<td>Advanced Practice Core</td>
<td>Advanced Practice Core</td>
<td></td>
</tr>
<tr>
<td>96:250</td>
<td>Psychiatric Mental Health Nsg Theory I</td>
<td>96:251</td>
<td>Psych/Mental Health Nsg Theory II</td>
</tr>
<tr>
<td></td>
<td>Didactic Specialization</td>
<td>Didactic Specialization</td>
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</tr>
<tr>
<td></td>
<td>12</td>
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</tbody>
</table>

| Semester 3 | Fall                                      | Semester 4 | Spring                                      |
|            | +96:252 Psych/Mental Health Nursing Prac with Individuals (3) | 96:209     | Hlth Sys/Econ/Policy                        |
|            | Didactic & Clinical Specialization        |            | Advanced Practice Core                      |
|            | 96:208 Leadership for Adv Nursing Practice | +96:253 Psych/Mental Health Nursing Prac Families |                             |
|            | Core                                     | Advanced Practice Core |                               |
|            | 96:263 Informatics in Nursing & Health Care | +96:254 Psych/Mental Health Nursing Prac Groups |                             |
|            | Core                                     | Didactic & Clinical Specialization |                               |
|            | (3)                                      | 96:232 Professional Aspects of Clin Nrsng | Advanced Practice Core |
|            |                                          | Advanced Practice Core |                               |

| Semester 5 | Summer                                   |                                           |
|            | +96:255 Psych/Mental Health Care Management |                                           |
|            | Didactic & Clinical Specialization       |                                           |
|            | 3                                        |                                           |

**+ These courses include clinical practicum experiences**

**540 total practicum hours required**

**Suggested Electives:**

| 46:202 Pharm Selected Topics - Fall 1 SH | Spring 1 SH |

**Deadline for application:**

February 15 – Fall semester

October 1 – Spring semester
Appendix E: Proposed DNP Curriculum

Proposed DNP Curriculum for entering student with BSN
Plan of Study for Family Nurse Practitioner Focus

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Semester Credits</th>
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<td>96:209 Hlth Sys/Econ/Policy (3)</td>
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<td></td>
<td>96:222 Hlth Promo &amp; Intervn for Prim Care (3)</td>
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<td>96:214 Adv Hlth Assess for Clin Prac (3)</td>
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</tr>
<tr>
<td></td>
<td>96:263 Informatics in Nrsng &amp; Hlth Care (3)</td>
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<td>96:223 Clin Applic for Hlth Assess &amp; Promo (3)</td>
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<td></td>
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<td>(90 clin hrs)</td>
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</tr>
<tr>
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<td>96:280 Prim Cr: Adults &amp; Older Indiv I (3)</td>
<td>96:284 Prim Cr: Adults &amp; Older Indiv II (3)</td>
<td>96:288 Prim Care: FNP Inten Prac (4)</td>
<td>27</td>
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<tr>
<td></td>
<td>96:211 Research for Evid Base Prac I (3)</td>
<td>96:232 Prof Aspects of Clin Nrsng (3)</td>
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<td></td>
<td>96:282 Prim Cr: FNP Clin Apps I (3)</td>
<td>96:286 Prim Cr: FNP Clin Apps II (3)</td>
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<td></td>
<td>(180 clin hrs)</td>
<td>(180 clin hrs)</td>
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<tr>
<td>3</td>
<td>96: 212 Research for Evid Base Prac II (3) #</td>
<td>96: XXX DNP: Adv Role Dev II (3) #</td>
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<tr>
<td></td>
<td>96: XXX DNP: Adv Role Dev I (3) #</td>
<td>96: XXX DNP: Adv Role Dev Prac II (3)</td>
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<tr>
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<td>96: XXX DNP: Adv Role Dev Prac I (3)</td>
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<td>(135 clin hrs)</td>
<td>Policy Elective (3)</td>
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<tr>
<td></td>
<td></td>
<td>(100 clinical hrs)</td>
<td></td>
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</tbody>
</table>

# These courses have been approved by faculty but do not have a course number yet.

Total Semester Credits: 78

Total Clinical Hours: 1090

Clinical hours may vary across specialty but the minimum will be 1000 hours for any program.

All of the advanced practice specialties would be modeled on this template; Coursework for any of the specialties would be taken and completed in years one and two. Year three represents the DNP portion of this program. Courses in bold print are new DNP courses.
## Appendix F: Proposed Budget

### College of Nursing

<table>
<thead>
<tr>
<th>DNP Program</th>
<th>Year 01</th>
<th>Year 02</th>
<th>Year 03</th>
<th>Year 04</th>
<th>Year 05</th>
<th>Year 06</th>
<th>Year 07</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>25</td>
<td>35</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>In state tuition/semester</td>
<td>6,500</td>
<td>6,760</td>
<td>7,301</td>
<td>7,885</td>
<td>8,516</td>
<td>9,197</td>
<td>9,933</td>
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<tr>
<td><strong>Annual Tuition</strong></td>
<td>325,000</td>
<td>473,200</td>
<td>657,072</td>
<td>788,486</td>
<td>851,565</td>
<td>919,691</td>
<td>993,266</td>
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<tr>
<td>Student Aid - 17%</td>
<td>55,250</td>
<td>80,444</td>
<td>111,702</td>
<td>134,043</td>
<td>144,766</td>
<td>156,347</td>
<td>168,855</td>
</tr>
<tr>
<td>Graduate College Expense - 10%</td>
<td>32,500</td>
<td>47,320</td>
<td>65,707</td>
<td>78,849</td>
<td>85,157</td>
<td>91,969</td>
<td>99,327</td>
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<tr>
<td>Faculty Salary &amp; Fringe</td>
<td>369,065</td>
<td>383,828</td>
<td>399,181</td>
<td>415,148</td>
<td>431,754</td>
<td>449,024</td>
<td>466,985</td>
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<tr>
<td>Staff Salary &amp; Fringe</td>
<td>60,435</td>
<td>62,852</td>
<td>65,366</td>
<td>67,981</td>
<td>70,700</td>
<td>73,528</td>
<td>76,470</td>
</tr>
<tr>
<td>Computer equip upgrades/year</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>562,250</td>
<td>619,444</td>
<td>686,957</td>
<td>741,020</td>
<td>777,377</td>
<td>815,869</td>
<td>856,636</td>
</tr>
<tr>
<td><strong>Net Gain (Loss)</strong></td>
<td>(237,250)</td>
<td>(146,244)</td>
<td>(29,885)</td>
<td>47,466</td>
<td>74,188</td>
<td>103,822</td>
<td>136,630</td>
</tr>
</tbody>
</table>
Appendix G: Letters of Support
Alumni Survey

The College of Nursing strives for excellence in all of our programs. For us to continue to meet this goal we need your help. An essential part of program evaluation is receiving feedback from our graduates. We urge you to take a few minutes to reflect on how effectively your education prepared you for your career in nursing. Please return your survey within two weeks in the business reply envelope provided.

Section I: Please circle the program you completed: BSN RN/BSN MNHP (Professional Masters)

Section II: This section lists the program outcomes for our nursing programs. Using the scale listed below, please indicate the extent to which the curriculum helped you to achieve each of the outcomes.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Client is defined as individuals, families, aggregates, and communities

PROGRAM OUTCOME EVALUATION

The Nursing Curriculum:
1. taught me to use the nursing process and knowledge of human responses to illness, perceptions of health, and health problems. 6 5 4 3 2 1
2. strengthened my ability to use nursing skills to promote the health of individuals, families, groups, and communities. 6 5 4 3 2 1
3. enhanced my ability to apply theoretical and scientific knowledge from nursing, humanities, biological and behavioral sciences. 6 5 4 3 2 1
4. encouraged my knowledge and skills at applying caring attributes in nurse-client and colleague relationships. 6 5 4 3 2 1
5. strengthened my knowledge of and ability to consider the socio-cultural and environmental factors that affect an individual’s health. 6 5 4 3 2 1
6. taught me about legal, ethical, and professional accountability to recipients of health care, myself and my colleagues. 6 5 4 3 2 1
7. enhanced my ability to collaborate with others in the delivery of health care. 6 5 4 3 2 1
8. taught me the skills to use research findings as a basis for clinical decision making. 6 5 4 3 2 1
9. enhanced my knowledge of historical, societal, ethical, legal, economic, and political forces affecting nursing. 6 5 4 3 2 1
10. assisted me in developing leadership behaviors essential to function as a member of professional nursing groups. 6 5 4 3 2 1
Section III: The following demographic and career information will be used to document graduate activity when reporting to external accrediting bodies (such as Iowa Board of Nursing, American Association of Colleges of Nursing). Please mark the *SINGLE BEST* answer to the following questions.

11. Year of graduation:  
   - ____ 1999  
   - ____ 2000  
   - ____ 2001  
   - ____ Other (List date) ______

12. How would you classify your employing agency:  
   - ____ Acute Care  
   - ____ Extended Care  
   - ____ Home Care  
   - ____ County Health Agency  
   - ____ Industry  
   - ____ School Nurse  
   - ____ Military  
   - ____ Education  
   - ____ Ambulatory Clinic  
   - ____ Mental Health Agency  
   - ____ No longer employed in nursing.  
   - ____ Other (describe) _______________________

13. Describe the type of position you currently have:  
   - ____ Staff Nurse  
   - ____ Head Nurse/Charge Nurse  
   - ____ Nurse Manager/Supervisor  
   - ____ Nurse Supervisor  
   - ____ Case Manager  
   - ____ School Nurse  
   - ____ School of Nursing Faculty  
   - ____ Administrator  
   - ____ Not currently employed in nursing  
   - ____ Other (describe) _______________________

14. Demographic area of employment – Indicate the geographical area that best describes the location of your employer:  
   - ____ NE Iowa  
   - ____ NW Iowa  
   - ____ SE Iowa  
   - ____ SW Iowa  
   - ____ Other Midwestern state  
   - ____ NE U.S.  
   - ____ NW U.S.  
   - ____ SE U.S.  
   - ____ SW U.S.  
   - ____ Not employed  
   - ____ Other (describe) _______________________

15. What is your current employment status?  
   - ____ Full-time  
   - ____ Part-time  
   - ____ Not currently working
16. What is your approximate yearly salary range?  
_____ 20,000 – 29,000  
_____ 30,000 – 39,000  
_____ 40,000 – 49,000  
_____ 50,000 – 59,000  
_____ 60,000 or higher

17. Do you have any nursing certifications?  
_____ Yes  
_____ No
If yes, list certification and year received  ________________________________

18. How many professional journal subscriptions do you currently receive?  
_____ 0  
_____ 1-2  
_____ 3-5  
_____ 6 or more

19. What is the average number of continuing education hours that you complete per year?  
_____ 0-1  
_____ 2-5  
_____ 6-10  
_____ 11-15  
_____ more than 15

20. Describe your educational endeavors since completing your nursing degree:  
_____ No plans to attend additional programs  
_____ Plan to obtain a masters degree at a later date  
_____ Attending or hold a masters degree in nursing  
_____ Attending or hold a masters degree outside the field of nursing  
_____ Other, please explain __________________________

21. Are you currently a member of any professional organization?  
_____ Yes  
_____ No
If yes, please list organizations  ____________________________________________
__________________________________________

22. Gender:  
_____ Male  
_____ Female

23. Ethnic origin:  
_____ Caucasian  
_____ Hispanic  
_____ African American  
_____ Asian  
_____ American Indian  
_____ Other, please specify ________________

24. What is your current age?  
_____ 20-29  
_____ 30-39  
_____ 40-49  
_____ 50-59  
_____ 60 & older

Thank you. Please return the survey to The College of Nursing in the business reply envelope provided. Please note that an authorization form for the College of Nursing to contact your employer is enclosed.
College of Nursing

EVALUATION PLAN FOR UNDERGRADUATE BSN, MASTERS IN NURSING SCIENCE AND DOCTORAL PROGRAMS

Elements – CIPP Model (Stufflebeam’s Educational Decision Model, 1983)

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>INPUT</th>
<th>PROCESS</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and goals</td>
<td>Resources</td>
<td>Implementation</td>
<td>Learner Outcomes</td>
</tr>
<tr>
<td>Setting</td>
<td>Support systems</td>
<td>Course Evaluation</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Internal and External Forces</td>
<td>Learners</td>
<td>Teaching-Learning Transaction</td>
<td>Discipline-Specific Aggregate Data (BSN only)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Program Plan</td>
<td>Assessing Student Learning</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Curriculum organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support Courses and Liberal Education Foundation</td>
<td></td>
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</tr>
</tbody>
</table>

Context Evaluation – Elements of context evaluation are designed to assess the operational context of the school of nursing. The intended ends of the organization are evaluated. The purpose of this phase is to define the context where change is needed, identify unmet needs, identify problems underlying those needs, and identify opportunities for change. Needs, problems, and opportunities are evaluated on an ongoing basis. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

Input Evaluation – This element addresses the intended means and primarily focuses on the resources available to meet the intended ends. Input elements include evaluation of resources, support systems, learners, program plan, curriculum organization, and support courses related to the curriculum.

Process Evaluation – Involves an evaluation of the delivery. It monitors actual means to assess progress and to intervene if the evidence suggests that there is a lack of congruence between intended and actual means. Process evaluation includes the elements of implementation, course evaluation, teaching/learning transaction, and assessing student learning.

Product Evaluation – provides the information that informs decisions about the congruence of intended ends and actual ends. The purpose is to determine the fit of product outcome and program goals. This determines the program effectiveness in attaining the program objectives. Elements that are evaluated are learner outcomes, satisfaction (which includes students, alumni, and employers), and discipline-specific aggregate data.
Context Evaluation – Elements of context evaluation are designed to assess the operational context of the school of nursing. The intended ends of the organization are evaluated. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

Elements of context evaluation

<table>
<thead>
<tr>
<th>Mission and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Internal and External Forces</td>
</tr>
<tr>
<td>Philosophy</td>
</tr>
<tr>
<td>Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>Time-Line</th>
<th>Standards</th>
<th>Data Sources</th>
<th>Process/Methods</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, Goals, and Philosophy</td>
<td>Mission statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congruence of College of Nursing and University of Iowa goals and strategic plans</td>
<td>Philosophy</td>
<td></td>
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</tr>
<tr>
<td>Strategic plan with indicators</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Academic program goals</td>
<td></td>
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</tr>
<tr>
<td>Mission, goals, &amp; philosophy for the school reflect the collective wisdom of administration and faculty about the obligation and capacity of the college to meet advanced knowledge needs of society for health.</td>
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<tr>
<td>Structure of the organization to determine its fit to mission, goals, and philosophy.</td>
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<tr>
<td>Roles and responsibilities attached to each position in the structure.</td>
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<tr>
<td>Role clarification -lines of authority and lines of collaboration.</td>
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<tr>
<td>Dean</td>
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<tr>
<td>Associate Dean for Academic Affairs</td>
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<tr>
<td>Area Chairs</td>
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<tr>
<td>Directors</td>
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<tr>
<td>Academic Council</td>
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<tr>
<td>-CCNE</td>
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<tr>
<td>-Faculty</td>
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<tr>
<td>-IBN</td>
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</table>

<table>
<thead>
<tr>
<th>PROCESS/METHODS</th>
<th>Indicators</th>
<th>Measures</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and clinical settings</td>
<td>Collect data via survey or focus group.</td>
<td>-Dean</td>
<td></td>
</tr>
<tr>
<td>-Mission statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Strategic plan with indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Academic program goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Clinic settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Mission statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Strategic plan with indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Academic program goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Clinic settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Role clarification -lines of authority and lines of collaboration.</td>
<td></td>
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<tr>
<td>-Dean</td>
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<td></td>
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<tr>
<td>-Associate Dean for Academic Affairs</td>
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<tr>
<td>-Area Chairs</td>
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<td>-Directors</td>
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<td>-Academic Council</td>
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<td>-CCNE</td>
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<tr>
<td>-Faculty</td>
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</tbody>
</table>

- Extensive review every five years.
Context Evaluation – Elements of context evaluation are designed to assess the operational context of the school of nursing. The intended ends of the organization are evaluated. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

Elements of context evaluation
Mission and goals
Setting
Internal and External Forces
Philosophy
Community

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>STANDARDS</td>
<td>PERSONS RESPONSIBLE</td>
</tr>
<tr>
<td>Every five years</td>
<td>Product of curriculum (graduates) currently in demand</td>
<td>Self-report of graduates</td>
</tr>
<tr>
<td>One year after graduation</td>
<td>Review of health care setting and employment opportunities using surveys and focus groups</td>
<td>Self-report of employers</td>
</tr>
<tr>
<td></td>
<td>Employment of graduates</td>
<td>Survey of graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensive review of health care settings</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Evaluation Plan for Undergraduate BSN, Masters in Nursing Science and Doctoral Programs

Context Evaluation – Elements of context evaluation are designed to assess the operational context of the College of nursing. The intended ends of the organization are evaluated. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIME-LINE</strong></td>
<td><strong>STANDARDS</strong></td>
<td><strong>DATA SOURCES</strong></td>
</tr>
<tr>
<td>Every ten years with interim reports as needed</td>
<td>Internal and External Forces - Forces which influence or govern the curriculum - Accreditation standards</td>
<td>-Media coverage -Peer group rankings -Alumni feedback -Feedback from IBN and AACN</td>
</tr>
</tbody>
</table>
Evaluation Plan for Undergraduate BSN, Masters in Nursing Science and Doctoral Programs

Context Evaluation – Elements of context evaluation are designed to assess the operational context of the College of nursing. The intended ends of the organization are evaluated. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

**Elements of context evaluation**
- Mission and goals
- Setting
- Internal and External Forces
- Philosophy
- Community

### Table: Context & Product, Process/Methods, Accountability

<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every five years</td>
<td>Philosophy - Mission and philosophy congruent internally (College of Nursing) and externally (The University of Iowa)</td>
<td>Mission statements (CON and UI)</td>
<td>-Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy (CON and UI)</td>
<td>-Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Plan ?</td>
<td>-Area Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Congruence between UI and CON Mission and Philosophy</td>
<td>-Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Plan ?</td>
<td>-Academic Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate Organizational Structure</td>
<td>-Directors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of documents to establish congruence</td>
<td>-Provost's Office and Board of Regents</td>
</tr>
<tr>
<td>Yearly</td>
<td>Philosophy</td>
<td></td>
<td>-CCNE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Faculty</td>
</tr>
</tbody>
</table>
**Context Evaluation** – Elements of context evaluation are designed to assess the operational context of the school of nursing. The intended ends of the organization are evaluated. The structure of the organization is reviewed to determine whether it is appropriate to the mission and goals, environment, internal and external forces, philosophy, and community.

**Elements of context evaluation**
- Mission and goals
- Setting
- Internal and External Forces
- Philosophy
- Community

<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
<th>REPORT GOES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every five years</td>
<td>Community</td>
<td>Engagement of alumni and donors in University advancement</td>
<td>-Faculty and student report</td>
<td>-Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alumni and donor report</td>
<td>-Externally funded centers, major projects, certificate programs or publications involving faculty from different departments</td>
<td>-Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Programs that provide service to the international, national, state and local constituencies</td>
<td>-Director of External Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Research that provides knowledge to the international, national, state and local constituencies</td>
<td>-Director of Student Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-New scholarships, donations</td>
<td>-Area Chairs</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>-Help meet the graduate nursing education needs for State of Iowa:</td>
<td>-Employer surveys</td>
<td>-Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Help meet the need of Iowa constituents for APNPS</td>
<td>-Graduate surveys</td>
<td>-Graduate Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Attract BSN nurses interested in pursuing graduate education</td>
<td>-Legislative initiatives</td>
<td>-Course Directors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Help meet the need of Iowa constituents for APNPS</td>
<td>-Graduates employed in HPSA or MUSA locales in US</td>
<td>-Program Directors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Develop recognition as a leader in providing graduate educated nurses for rural settings</td>
<td>-Peers from CIC Universities</td>
<td>-Individuals involved with student recruitment and publicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Develop recognition as a leader in providing research training and knowledge for nurses</td>
<td>-Availability of Programs</td>
<td>-Area Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Legislative/ State directives</td>
<td>-Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Number of applicants</td>
<td>-Academic Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Employer need/demand</td>
<td>-State &amp; Federal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Inclusion of Iowa emphasis and rural practice issues</td>
<td>-Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Number of graduates working in areas designated as HPSA or MUSA</td>
<td>-Public</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-New funding initiatives from Governments/employers/ agencies designed to support their own needs</td>
<td>-Citizens of Iowa</td>
</tr>
</tbody>
</table>

Marketing Issues: The Public outside of Iowa already thinks "rural" when they think of Iowa. They also associate “good, country and/or pastoral” It is our strength and we need to build on it to compete with other schools. Marketing efforts should make the following links “University of Iowa CON: -meeting the nursing needs of rural America” or “meeting the educational needs for rural nursing” or “serving the citizens in the heartland”
Evaluation Plan for Undergraduate BSN, Masters in Nursing Science and Doctoral Programs

INPUT EVALUATION

Resources
Support systems
Learners
Program Plan
Curriculum organization
Support Courses and Liberal Education Foundation

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Semester</td>
<td>Resources</td>
<td>Personnel and assignment needs and goals.</td>
</tr>
<tr>
<td>Faculty</td>
<td>-Demographic profile of faculty and faculty expertise</td>
<td>-Salary structure</td>
</tr>
<tr>
<td>Faculty</td>
<td>-Faculty profile with number and type of adjunct faculty, clinical preceptors, and clinical sites</td>
<td>-Profile of clinical preceptors, Preceptor affiliations</td>
</tr>
<tr>
<td>Faculty</td>
<td>-faculty/staff elected to American Academy of Nursing</td>
<td>-number of faculty/staff elected to American Academy of Nursing</td>
</tr>
<tr>
<td>Faculty</td>
<td>-faculty receiving regional, national, international awards</td>
<td>-number of faculty receiving regional, national, international awards</td>
</tr>
<tr>
<td>Faculty</td>
<td>-faculty elected or appointed to major professional and service organizations</td>
<td>-number of faculty elected or appointed to major professional and service organizations</td>
</tr>
<tr>
<td>Faculty</td>
<td>-faculty participation in mandatory annual performance assessments</td>
<td>-number of faculty/staff participation in mandatory annual performance assessments</td>
</tr>
<tr>
<td>Faculty</td>
<td>-faculty available with specific expertise</td>
<td>-number of faculty available with specific expertise</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Mix of faculty needed to meet the mission and goals. The nature of programs delivered by the school and the faculty mix expectations of the parent institution and accrediting bodies</td>
<td>-Mix of full-time and part time faculty to help meet broad goals of teaching scholarship and service.</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Analyze the faculty profile against the goals</td>
<td>-Dean</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Goals related to scholarship and service</td>
<td>-Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Faculty credentials are one criterion of assessment</td>
<td>-Area Chairs</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-The source of the credentials</td>
<td>-Faculty</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Representation of a wide variety of educational institutions in the faculty profile differences</td>
<td>-Data Base Management</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Faculty education and experience relevant to their areas of assignment</td>
<td>-CCNE Self-Study NOT EVERY SEMESTER</td>
</tr>
<tr>
<td>Mix of faculty</td>
<td>-Mix of full-time and part time faculty to help meet broad goals of teaching scholarship and service</td>
<td>NOT EVERY SEMESTER</td>
</tr>
</tbody>
</table>

<p>| Every semester    | Library with adequate holdings | Extent of nursing-related library holdings | -Characteristics of Library holdings | -Amount and variety of Library holdings | -Associate Dean for Academic Affairs | -CCNE (NOT EVERY SEMESTER) | -IBN |</p>
<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
<th>REPORT GOES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>STANDARDS</td>
<td>DATA SOURCES</td>
<td>INDICATORS</td>
</tr>
<tr>
<td>Every semester</td>
<td>Physical Space adequate for teaching</td>
<td>Classrooms, offices, research, lounge, meeting space.</td>
<td>-Classroom characteristics available to faculty</td>
</tr>
<tr>
<td>Internal fiscal resources to meet teaching needs</td>
<td>Overall CON budget</td>
<td>-Funds and their allocation</td>
<td>-Amount of money received</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Travel and related expenses support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Budget for curriculum development, maintenance, evaluation, and revision expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Office supply budget for faculty and students</td>
</tr>
<tr>
<td>External fiscal resources to support the College mission</td>
<td>Amount of external funding received by faculty and staff</td>
<td>-Funds from NIH, private foundations</td>
<td>-Amount of money received</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Fiscal resources – percentage related to curriculum and instruction, teaching-related grant amounts</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical facilities to support the College mission</td>
<td>Profile of clinical units</td>
<td>-Clinical facilities data to include:</td>
<td>-Number and variety of clinical sites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Clinical facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Clinical site, Availability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Profile of clinical units</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Population</td>
<td></td>
</tr>
</tbody>
</table>

Haven’t inserted the Board of Visitors anywhere. Might need to insert this group also.
Evaluation Plan for Undergraduate BSN, Masters in Nursing Science and Doctoral Programs

Input Evaluation – Primarily focuses on the resources available to meet the intended ends.

## Input Evaluation

### Resources

**Support systems**

- Learners
- Program Plan
- Curriculum organization
- Support Courses and Liberal Education Foundation

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>TIME-LINE</strong></td>
<td><strong>STANDARDS</strong></td>
<td><strong>INDICATORS</strong></td>
</tr>
<tr>
<td>Yearly</td>
<td>Support systems</td>
<td>Support staff to support the College mission</td>
</tr>
<tr>
<td>Yearly</td>
<td>Student services to support the College mission</td>
<td>Student services data</td>
</tr>
<tr>
<td>Yearly</td>
<td>Information and Instructional Technology to support the College mission</td>
<td>Student services data</td>
</tr>
<tr>
<td>Yearly</td>
<td>Faculty support to support the College mission</td>
<td>Student services data</td>
</tr>
</tbody>
</table>

Student services data to include Student services: - Enrollment support, advising, scheduling, parking, library support, tutors
### Evaluation Plan for Undergraduate BSN, Masters in Nursing Science and Doctoral Programs

**INPUT EVALUATION** – Addresses the intended means and primarily focuses on the resources available to meet the intended ends.

**INPUT EVALUATION**
- Resources
- Support systems
- Learners
- Program Plan
- Curriculum organization
- Support Courses and Liberal Education Foundation

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>STANDARDS</td>
<td>DATA SOURCES</td>
</tr>
<tr>
<td>Each cohort of learners</td>
<td>Learners</td>
<td>- Admission profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Demographic data</td>
</tr>
</tbody>
</table>

High quality learners are admitted, progress through the program in a timely fashion, and graduate successfully.
GRADUATE CURRICULUM EVALUATION PLAN SPECIFIC TO THE DOCTORAL PROGRAM

Input Evaluation – Primarily focuses on the resources available to meet the intended ends.

**INPUT EVALUATION**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Support Systems</th>
<th>Learners</th>
<th>Program Plan</th>
</tr>
</thead>
</table>

### CONTEXT & PRODUCT

<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>STANDARDS</th>
<th>DATA SOURCES</th>
<th>INDICATORS</th>
<th>MEASURES</th>
<th>PERSONS RESPONSIBLE</th>
<th>REPORT GOES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every two years for curricular evaluation. Yearly</td>
<td>Resources Faculty</td>
<td>Students, Faculty, Alumni</td>
<td>Respect for academic freedom is apparent. Faculty represent diverse intellectual perspectives</td>
<td>DPE, Faculty item #2 DPE, Faculty item #1</td>
<td>Director, PhD Program Area Program Associates maintain administrative database.</td>
<td>Presented to faculty, administration, &amp; students.</td>
</tr>
<tr>
<td>Yearly</td>
<td>Faculty conceptualize &amp; implement research that attract &amp; engage students</td>
<td>Students, Faculty, Alumni, Applicants</td>
<td>Faculty are regionally, nationally, and internationally known for their research and scholarly work.</td>
<td>DPE, Faculty item #4 University Indicator: National Ranking</td>
<td>Faculty include in annual Administrative Review materials and for Administrative Data Base</td>
<td>Area Chairs, Office of Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty are recognized leaders in nursing.</td>
<td>Number of Faculty in AAN (Annual Review) Number of faculty elected or appointed to major professional and service organizations- (Annual Review)</td>
<td>Area Chairs, Office of Research</td>
<td>Area Chairs, Office of Research University Indicator: Report to Office of the Provost</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty encourage graduate students to participate in their research. Faculty work with students on student research</td>
<td>Number of Manuscripts, presentations developed by faculty and students. Administrative data base Graduate student data base Student report. During Annual Review. Faculty report in Administrative review documents and their vitae.</td>
<td>Faculty and students</td>
<td>Area Chairs, Office of Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty encourage students to present or co-present papers at research conferences</td>
<td>Number of Faculty and student presentations Administrative data base Graduate student data base</td>
<td>Faculty and students</td>
<td>Director of PhD Program</td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
<th>REPORT GOES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly</td>
<td>Faculty conceptualize &amp; implement research that attract &amp; engage students.</td>
<td>Faculty are funded or are seeking funding and have appointments on research review committees and/or editorial review boards.</td>
<td>Research Office</td>
<td>Director of PhD Program, Dean</td>
</tr>
<tr>
<td></td>
<td>Students, Faculty, Alumni, Applicants</td>
<td>Number of externally funded awards per capita. Number of Faculty on research review committees and editorial review boards Administrative Review Research Office</td>
<td>PhD Director Faculty</td>
<td>Dean</td>
</tr>
<tr>
<td>Twice A Year</td>
<td>Faculty create environment in which mentoring, socialization of students, &amp; a community of scholars is evident</td>
<td>Faculty promote the welfare and professional development of students. Faculty host social events for students</td>
<td>PhD Director Faculty</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>Students, Faculty, Alumni, Applicants</td>
<td>Items on Section I for Faculty on the Doctoral Program Evaluation Questionnaire DPE faculty item 10,11,12 GPSA item 22 Student report at annual review. Opportunities are available to report to faculty advisors, AGNS, and Director of PhD Program. Faculty receive collegiate teaching awards Student evaluations</td>
<td>PhD Director Faculty</td>
<td>Dean</td>
</tr>
<tr>
<td>Survey using Doctoral Program Evaluation Questionnaire every 2 years.</td>
<td>Faculty assist students to understand the value of programs of research and scholarship that continue over time and build upon previous work.</td>
<td>Faculty doctoral student relationships are positive Faculty devote a significant proportion of time to dissertation advisement; generally each faculty member serve as major advisor/chair for no more than 3-5 students during the dissertation phase. Faculty members are accessible to doctoral students Faculty are enthusiastic as teachers and stimulate students to learn Master teachers capable of preparing graduates for faculty roles Faculty discuss issues related to the substance of nursing science with students. Faculty discuss issues related to research methodologies with students.</td>
<td>PhD Director Faculty</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>Student report Alumni report</td>
<td>Items on Section I for Faculty on the Doctoral Program Evaluation Questionnaire DPE faculty item 12 Student report at annual review. Opportunities are available to report to faculty advisors, AGNS, and Director of PhD Program. Faculty receive collegiate teaching awards Student evaluations</td>
<td>PhD Director Faculty</td>
<td>Dean</td>
</tr>
<tr>
<td>Yearly</td>
<td>Faculty identify, generate, and use resources within the University and broader community</td>
<td>Faculty foster interaction between the College of Nursing PhD Program and other related disciplines or programs on the campus</td>
<td>Faculty Area Chairs</td>
<td>Faculty provide data for administrative review on number of grants, manuscripts/presentations that are multidisciplinary. University Indicator: Report to Office of the Provost Data stored on Administrative Database</td>
</tr>
</tbody>
</table>
### Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly</td>
<td>Faculty identify, generate, and use resources within the University and broader community</td>
<td>Students, faculty, alumni, administration</td>
<td>Faculty Area Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty participate in multidisciplinary scientific pursuits</td>
<td>Number of students enrolled in courses from other disciplines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty collaborate in clinical research or administrative endeavors with members of the nursing community outside the College</td>
<td>Items on Section on Faculty in Doctoral Program Evaluation Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty research findings are disseminated to the practice community and the public at local, state, national, and international levels.</td>
<td>Number of reports at local, state, national, and international levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most faculty are members of several professional organizations and organizations that are interdisciplinary</td>
<td>Items on Section I for Faculty on the Doctoral Program Evaluation Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty hold leadership positions in professional nursing organizations</td>
<td>Number of Professional Organizations reflected on faculty vita</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Endowed professorships in College of Nursing</td>
<td>Number of leadership positions held by Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty are well-trained and experienced researchers</td>
<td>Amount in dollars of faculty funding and number of published articles.</td>
</tr>
<tr>
<td></td>
<td>Faculty Research</td>
<td>Faculty influence nursing science</td>
<td>Faculty provide data for administrative review.</td>
</tr>
<tr>
<td></td>
<td>Research is an explicit component of the mission of The University of Iowa and the College of Nursing</td>
<td>Faculty, students, alumni, University and College mission statements &amp; strategic plans.</td>
<td>Data stored administrative Database.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty &amp; students participate in the discussion at the nursing research colloquia</td>
<td>Items on Section II for Research on the Doctoral Program Evaluation Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty publish in refereed journals (an average of two per year)</td>
<td>DPE research 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty participate in NIH study sections &amp; other grant review activities</td>
<td>Number of people attending as shown on the sign-in sheet at colloquia</td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td>Faculty, students, alumni Faculty workload assignments</td>
<td>Number of articles published with faculty as authors</td>
</tr>
<tr>
<td></td>
<td>The University and the College of Nursing value, support, and reward faculty and student research and scholarship</td>
<td>Faculty &amp; students participate in the discussion at the nursing research colloquia</td>
<td>Number of faculty participating in NIH Study Sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty publish in refereed journals (an average of two per year)</td>
<td>Faculty submit data with administrative review materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty participate in NIH study sections &amp; other grant review activities</td>
<td>Data stored administrative database</td>
</tr>
</tbody>
</table>
### Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

#### Continuation page

| Annually | Faculty Programs of research that are developed over time and build upon previous exist and are congruent with research priorities within nursing and its constituent communities | Faculty, students, alumni Funding record | A variety of mechanisms (e.g. peer review, mentoring, consultation) exist that foster high quality research. Number of externally funded grants involving interdisciplinary/interdepartmental/cross-collegiate PIs. Funded Centers of Excellence exist related to faculty programs of research. Sufficient research exists to support the curricular goals. Faculty obtain and maintain research funding over extended periods of time. | Items on Section II for Research on the Doctoral Program Evaluation Questionnaire DPE research 7 
Number and variety of research topics for faculty 
Number of funded grant proposals per capita at University and NINR ranking DPE RESEARCH 8 
DPE research9 | Faculty, Area Chairs, Assoc Dean for Research | University Indicator: Report to Office of Provost PhD Director |
<table>
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<tr>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Faculty, Area Chairs, Assoc Dean for Research</td>
<td>University Indicator: Report to Office of Provost PhD Director</td>
</tr>
</tbody>
</table>
Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

Input Evaluation – Primarily focuses on the resources available to meet the intended ends.

**INPUT EVALUATION**

- **Support Systems**
- **Learners**
- **Program Plan**
- **Curriculum Organization**
- **Support Courses and Liberal Education Foundation**

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<th>CONTEXT &amp; PRODUCT</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Systems</strong></td>
<td>Technical support exists for: Cutting edge education and research. DPE RESOURCES 1 Peer review of proposals &amp; manuscripts in process Data management &amp; analysis support Hardware &amp; software availability Expertise in advanced technological support exists for data repository and knowledge building to be used for education, research, and practice. Grant proposal development &amp; management Technical support for research design expertise Space is sufficient for: -Faculty research needs -Doctoral student study, meeting &amp; - socializing -Seminars -Small group work</td>
<td>Student &amp; faculty self-report Curricular evaluation questionnaire OICT data DPE resource items, 8,12,13,14,15,16 Office for Research Research Colloquia Doctoral symposia</td>
</tr>
<tr>
<td><strong>Faculty advisors</strong></td>
<td>Number of centers</td>
<td>College Administration Office of OITC PhD Director</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Centers of research excellence</td>
<td>College Administration Office of OITC PhD Director</td>
</tr>
</tbody>
</table>

State of the art technical & support services are available & accessible to faculty, students, & staff for state of the science information acquisition, communication, & management

Students
Faculty advisors

Computer accessibility
Computer consultation & support are accessible

Student & faculty self-report DPE resources item 9

College Administration Office of OITC Faculty advisors PhD Director
<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>CONTEXT &amp; PRODUCT</th>
<th>DATA SOURCES</th>
<th>INDICATORS</th>
<th>MEASURES</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every two years normally; ongoing informally</td>
<td>Support systems exist to promote learning</td>
<td>Faculty, Students, Alumni, Administration</td>
<td>An Office of Research administration is in place</td>
<td>Annual report of research office DPE resources items 2,3</td>
<td>PhD Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A Record of NIH funding exists</td>
<td>NIH funding record from office of nursing research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Postdoctoral programs are in place</td>
<td>Section IV for Resources on Doctoral Evaluation Questionnaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internal research funds exist</td>
<td>Informal feedback from students</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Mechanisms are in place that value, support, &amp; reward faculty &amp; student research &amp; scholarship</td>
<td>CON alumni assist in recruitment of faculty, students, and contribute funds for endowed chair positions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mechanisms for financial support for fulltime study</td>
<td>NRSA awards Research Assistantships</td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>Administration Support Systems</td>
<td>Budget report Report of faculty and students</td>
<td>Faculty and other resources are available</td>
<td>Section IV on Resources from Doctoral Evaluation Questionnaire Faculty and student requests</td>
<td>PhD Director</td>
</tr>
<tr>
<td></td>
<td>Resources needed are adequate</td>
<td></td>
<td></td>
<td>College Dean Director of Operations and Finance</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td>Consultant Resources are available for research</td>
<td>Faculty, students</td>
<td>Funding proposals are competitive. Consultation for diverse research is available.</td>
<td>Section IV on Resources from Doctoral Evaluation Questionnaire. Faculty and student reports PDE Resource item 2</td>
<td>PhD Director</td>
</tr>
<tr>
<td>On-going</td>
<td>Students are matched with faculty doing the same research</td>
<td>Students, Faculty</td>
<td>Students choose dissertation topics related to faculty research</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section I on Faculty from Doctoral Evaluation Questionnaire NRSA awards</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td>Strategic Planning is developed and used to monitor the doctoral program</td>
<td>Students, Faculty</td>
<td>Strategic Plan is used for benchmarking and formative evaluation Comparison of program processes and outcomes to standards of parent institution and selected peer groups</td>
<td>Section IV on Resources from Doctoral Evaluation Questionnaire. Faculty and student reports Yearly report to Provost</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>PhD Director College Dean annually</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td>Resources are allocated in an equitable, fiscally responsible fashion and are aligned strategically</td>
<td>Budget report, Students, Faculty</td>
<td>Focal areas in PhD program receive equitable resources. Resources decisions are made by faculty consensus when possible.</td>
<td>Section IV on Resources from Doctoral Evaluation Questionnaire. Faculty and student reports DPE resources item21</td>
<td>PhD Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director of Operations and Finance</td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>Program Evaluation occurs in a regular, systematic fashion</td>
<td>Evaluation Reports</td>
<td>Evaluation Report is given to faculty every two years</td>
<td>Doctoral Evaluation Questionnaire IBN, AACN, CIC, Board of Regents, Statement of Trends reports</td>
<td>PhD Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Faculty and Associate Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

<table>
<thead>
<tr>
<th>TIME-LINE</th>
<th>STANDARDS</th>
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<th>INDICATORS</th>
<th>MEASURES</th>
<th>PERSONS RESPONSIBLE</th>
<th>REPORT GOES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>Facilities are managed to provide support to faculty and students</td>
<td>Students and faculty</td>
<td>Students and faculty report that they have adequate facilities for their work</td>
<td>Section IV on Resources from Doctoral Evaluation Questionnaire. Faculty and student reports DPE student item 6</td>
<td>PhD Director</td>
<td>Director of Operations and Finance</td>
</tr>
<tr>
<td>Yearly</td>
<td>Exceptional Students are accepted</td>
<td>Student Applicant pool</td>
<td>Students accepted to the program are moving forward successfully</td>
<td>Section V on Doctoral Program Evaluation Questionnaire GPSA item 20</td>
<td>PhD Director and Faculty</td>
<td>To Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Yearly</td>
<td>Faculty Advisors are oriented</td>
<td>Faculty report</td>
<td>Students report that Faculty Advisors are knowledgeable.</td>
<td>Section I on Doctoral Program Evaluation Questionnaire GPSA items II2, 15</td>
<td>PhD Director</td>
<td>To Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Annually</td>
<td>Program Director and Program Staff are Evaluated Annually</td>
<td>Evaluation summaries</td>
<td>Students and faculty provide evaluation data for the report. Recognized caliber of: Program Faculty Students</td>
<td>Section I on faculty and Section IV on resources from Doctoral Program Evaluation Questionnaire Administrative Review</td>
<td>Associate Dean for Academic Affairs and PhD Director</td>
<td>To Associate Dean for Academic Affairs</td>
</tr>
</tbody>
</table>
Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

Input Evaluation – Addresses the intended means and primarily focuses on the resources available to meet the intended ends.

**INPUT EVALUATION**

Resources
Support Systems

**Learners**
Program Plan
Curriculum organization
Support Courses and Liberal Education Foundation

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>STANDARDS</td>
<td>DATA SOURCES</td>
</tr>
<tr>
<td>STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Review</td>
<td>Learners</td>
<td>Applicant records</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>Students represent diversity in gender, ethnicity, and races.</td>
<td>Student vitae &amp; self-report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty advisors</td>
</tr>
<tr>
<td></td>
<td>Student Applications</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Curriculum Evaluation Plan Specific to the Doctoral Program

Input Evaluation – Addresses the intended means and primarily focuses on the resources available to meet the intended ends.

**INPUT EVALUATION**
- Resources
- Support Systems
- Learners
- Program Plan
- Curriculum organization
- Support Courses and Liberal Education Foundation

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>STANDARDS</td>
<td>MEASURES</td>
</tr>
<tr>
<td>Formal evaluation every two years normally; ongoing informally</td>
<td>Program Plan</td>
<td>Faculty, students, alumni</td>
</tr>
</tbody>
</table>

| Elements for Formal & informal teaching & learning prepare students to be nurse scientists & nursing leaders | Faculty, students, alumni, Employers of graduates | Analytical & leadership strategies for dealing with social, ethical, cultural, economic, & political issues related to nursing, health care, & research. Faculty practice provides opportunities for learning translational research. Progressive & guided student scholarship research experiences, including exposure to faculty’s interdisciplinary research programs. | Items on Section III for Program of Study from Doctoral Program Evaluation Questionnaire DPE program item 4 Faculty practice data. | Faculty PhD Director University Indicator. Report to Office of the Provost |

| Elements for Formal & informal teaching & learning prepare students to be nurse scientists & nursing leaders &/or educators | Faculty, students, alumni, Employers of graduates | Immersion experiences that foster the student’s development as a nursing leader and/or nurse scientist. Agencies provide opportunities for the conduct of research and leadership experience. Socialization opportunities for scholarly development in roles that complement students’ career goals. | Number and variety of experiences for research and leadership training Research residency, Research Seminars, Research Colloquia, Research Assistantships Student report at annual review Administrative data base Number and variety Residency experiences GPSA items I16, II.2 | Faculty PhD Director |


**Graduate Curriculum Evaluation Plan Specific to the Doctoral Program**

Product Evaluation – provides the information that informs decisions about the congruence of intended ends and actual ends. The purpose is to determine the fit of product outcome and program goals.

**PRODUCT EVALUATION**

**Learner Outcomes**
- **Satisfaction**
- **Discipline Specific Aggregate Data (BSN only)**

<table>
<thead>
<tr>
<th>CONTEXT &amp; PRODUCT</th>
<th>PROCESS/METHODS</th>
<th>ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME-LINE</td>
<td>DATA SOURCES</td>
<td>MEASURES</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td><strong>Learner outcomes</strong></td>
<td><strong>Advancement to candidacy requires faculty's satisfactory evaluation</strong></td>
</tr>
<tr>
<td><strong>3-5 years post-graduation</strong></td>
<td><strong>Graduates' scholarship &amp; leadership are recognized</strong></td>
<td><strong>Dissertations represent original contributions to the scholarship of the field</strong></td>
</tr>
<tr>
<td><strong>3-5 years post-graduation</strong></td>
<td><strong>Systematic evaluation of graduate outcomes is conducted at regular intervals</strong></td>
<td><strong>Student plan of study</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Graduates have designed &amp; secured funding</strong></td>
<td><strong>Survey of graduates</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Employers report satisfaction with leadership &amp; scholarship</strong></td>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Graduates' scholarship &amp; leadership are recognized through awards, honors, and/or external funding.</strong></td>
<td></td>
</tr>
</tbody>
</table>

References:
*Doctoral Faculty, University of Iowa (1999). Doctoral Program Evaluation Questionnaire.*
*University of Iowa Strategic Plan Indicators (2001).*


THE UNIVERSITY OF IOWA – COLLEGE OF NURSING  
ACADEMIC COUNCIL  
MINUTES  
March 7, 2006  

PRESENT:  H. Butcher, R. Frantz, K. Griffith, K. Hanson, L. Kelley, J. Williams  
Ex-officio:  P. Clinton, T. Clow, P. Donahue, A. Stineman  
PhD. Student Rep:  K. Bollinger  

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DISCUSSION</th>
<th>ACTION/FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call to order at 8:30 a.m.</td>
<td>Meeting was called to order by Rita Frantz</td>
<td></td>
</tr>
</tbody>
</table>
| Follow-up on CNL curriculum recommendations | Frantz discussed the need for closure on the CNL curriculum recommendations and the recommendations presented by the enrollment management task force that were discussed at the retreat. Donahue explained the Capstone residency further; it has a great deal of flexibility to use any type of setting including community rather than only acute care. Frantz read an email from K. Herr in which she says it is more desirable to move the MNHP Intensive Practicum to Fall, and Core Clinical in Spring. Herr’s comments resulted from discussions in her area meeting about strategic planning, and curriculum proposals. Donahue pointed out that a decision like that couldn’t be made until a determination is made as to which pattern will be followed. Clinton said it was important to keep in mind that the numbers aren’t an issue for the faculty to worry about; that’s an administrative issue. Donahue alerted the Council about two alarming resolutions that could impact the direction of the curriculum for a number of years. The resolutions are 1 to review Iowa Code Chapter 2 which regulates and governs nursing education programs, and 2 that all nursing education program proposals be halted until that review is completed. The Second Degree to MSN has to be approved by the IBoN, so if we do not move forward, it may be a long time before it can be put into place. The Council agreed that the curriculum plan for the Second Degree to MSN should be approved and taken to Faculty Org to continue moving forward. New courses and course adaptations for the curriculum will be reviewed and made as appropriate. There was considerable discussion about what documentation should be presented to the faculty to insure a thorough understand of the proposal for the Second Degree to MSN which is a Clinical Nurse Leader preparation program. | Hanson made a motion to recommend to Faculty Org that an admission enrollment pattern be adopted that admits BSN in the Fall and Second Degree to MSN in the Spring. Motion carried.  
Kelley made a motion to forward to Graduate Assembly and Faculty Org a recommendation to approve the 5-semester curriculum plan of study with a total 605 clinical hours (63 s.h.) for the Second Degree to MSN. Motion carried. |
| Update on DNP curriculum proposal | Clinton will be bringing 3 new courses, DNP I & II, Emerging Science and Evidence-based Practice, to Graduate Assembly on 3/28/06. There was clarification that the post-masters DNP was approved at last year’s retreat. In response to a question whether negotiations are still in progress with the Graduate College with regard to the DNP, Clinton said negotiations are continuing and the next mtg with Dale Wurster is the week of March 20th. | No action. |
Order of Business

A. Call to Order

The meeting was called to order by K. Herr.

Voting Members: Tenure-track faculty (assistant, associate, and full professors, N=37), Clinical-track faculty (assistant, associate and full professors, N=20); Lecturer/clinical track instructor (N=9)

Voice Only Members: Emeriti, adjunct faculty, temporary lecturers and non-faculty visitors

Quorum: In accordance with the Bylaws of the Faculty Organization

Fifty percent of the voting membership shall constitute a quorum. Voting members on leave of absence will not be part of the quorum count if not present. Unless the point of no quorum is raised at a meeting, no action taken at that meeting shall be invalid for the lack of a quorum, provided the action taken shall have been proposed in the notice of the meeting sent to members of the Faculty Organization. Raising the point of no quorum shall not invalidate any previous action.

Members Present by areas:


Excused: M. Berg, P. Clinton, M. Dreher, M. Eliason, K. Griffith

Others: E. Brothers, K. Hammen, K. Keasler, Li Li, L. Leff, L. Myers, D. Reed, D. Vogt

B. Minutes of February 28, 2006 Faculty Org meeting were approved as posted.

C. Invited Guests: Lisa Leff, Assistant Director, Division of Sponsored Programs and Erin Brothers, Program Assistant -- Export Control Training. A handout was distributed. Discussion included U.S. laws that impact distribution of strategically important products, services, and information to foreign nationals and foreign countries. These things may be important for foreign policy reasons, as well as national security. If you plan to travel internationally and have questions related to any activities that could potentially relate to export control, please get in touch with Lisa at lisa.leff@uiowa.edu.

D. Action Items

1. Faculty Council, S. Gardner –

   a. Nominations Ballot, Agenda Attachment 1 – Ballot was presented and call for additional nominations was made. Motion to close ballot, motioned carried. Ballot will be distributed for voting.

   b. Bylaws Draft, Agenda Attachment 2 – Discussion on proposed changes to Bylaws resulted in a number of issues related to proposed changes that are directly related to actions/decisions to be made in future faculty organization meetings. It was agreed that the key bylaw change related to faculty voting privileges. Faculty Council will review suggested changes and post revised Bylaws changes within two weeks to provide required time for review before the vote at next faculty organization meeting. Faculty Council will determine items that could be tabled until after voting on academic programs.
c. Electronic P & T, Agenda Attachment 3 – Motion to approve, motion carried. It was noted this involves a gradual transition to electronic records and the proposal starts with items that can be easily moved to electronic posting/access.

2. Academic Council, R. Frantz –
   
a. Second Degree to MSN Curriculum Plan Approval*  
   *Provides curricular pathway for second-degree students to prepare for CNL role  
   *Requires revision of existing Clinical Leadership course and Intensive Practicum course and development of CNL Capstone Residency, Agenda Attachment 4 – Motion to approve this model, motion carried.
   
b. Implement alternating enrollment for BSN and Second Degree MSN to admit ONLY “generic” BSN students to begin in Fall semesters and ONLY Second Degree MSN students to begin in Spring semesters* 
   *Plans of Study will be reviewed as needed to facilitate transition, Agenda Attachment 5 – Motion to call the question. Motion approved. Motion to approve as written on handout, motion approved.


6. Other – The Great 100 Celebration will be on May 9th in Des Moines in the Olmstead Center at the Drake Campus with the program beginning at 7:00 p.m.

7. University Councils and Committees – Individual council and committee representatives asked to submit written reports for posting with the minutes.

E. Discussion Items

1. Strategic Plan, Agenda Attachment 6 – Faculty discussed the latest draft of the College of Nursing Strategic Plan for 2006-2010. Several edits were noted and will be included in the final draft. Motion to approve the College of Nursing Strategic Plan for 2006-2011 with suggested changes, Motioned approved.

F. Awards/Recognitions – P. Donahue will be receiving the 2006 Distinguished Achievement Award today at the IMU. Congratulations, Pat!

Meeting Adjourned.
THE UNIVERSITY OF IOWA  
COLLEGE OF NURSING  
TRANSFER OF PROGRAM PROPOSAL  
Entry into Practice MSN: Clinical Nurse Leader Role

Purpose: The purpose of this proposal is to request that the College of Nursing’s current Master’s in Nursing and Healthcare Practice (MNHP) program, which grants a professional master’s degree; be transferred, with minor but necessary modifications, to a program that awards a Master of Science Degree in Nursing with a focus on the Clinical Nurse Leader role.

Rationale for Proposed Change to Current MNHP Program:

Nurse educators face a rapidly changing health care setting, shifting student and patient demographics, an explosion of technology, and the globalization of health care. Major socioeconomic factors and professional issues unique to nursing are also driving transformations that are taking place in nursing and nursing education. Added to these issues is the current nursing shortage creating pressure to produce nurses at a faster rate. Thus, extraordinary challenges and opportunities are available to the nursing profession and to academic institutions responsible for preparing the next generation of nurses.

In 1999, the American Association of Colleges of Nursing (AACN), with its accrediting body the Commission on Collegiate Nursing Education (CCNE), established a task force on nursing education and regulation to explore the feasibility of post-bachelors entry into professional practice, consistent with other health professions. AACN, in collaboration with a broad array of leaders from the practice environment, called for the creation of a new nursing role - the Clinical Nurse Leader (CNL) - to better meet client care needs within the health care delivery system. According to the AACN, the CNL is “…a leader in the health care delivery system across all settings in which health care is delivered, not just the acute care setting. The implementation of this role, however, will vary across settings….The CNL assumes accountability for client care outcomes through the assimilation and application of research-based information to design, implement, and evaluate client plans of care. This clinician is a provider and a manager of care at the point of care to individuals and cohorts or populations. The CNL designs, implements, and evaluates client care by coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals”.

The current University of Iowa MNHP program closely parallels this beginning initiative. However, in December 2004, AACN disseminated a specific curriculum framework to prepare graduates for practice as a clinical nurse leader. The following assumptions were identified:

1. The CNL education program culminates in a master of science degree in nursing.
2. The CNL graduate will be prepared as a generalist.
3. The CNL graduate will be competent to provide care at the point of care.
4. The CNL graduate will be prepared in clinical leadership for setting specific practice throughout the healthcare delivery system.
5. The CNL graduate is eligible to matriculate to a practice-or research-focused doctoral program.
6. The CNL graduate is prepared with advanced nursing knowledge and skills but does not meet the criteria for Advanced Practice Nursing (APN) scope of practice.

It is clear that the expectation for this initiative is an MSN in nursing. Thus, the College of Nursing proposes to transfer the MNHP program to an “Entry into Practice MSN Program” with an emphasis on
the Clinical Nurse Leader Role. This proposed transfer of program will: (1) enable the College to prepare nurses with the competencies needed to thrive in the current and future health care system and improve quality of care; (2) keep the College competitive with other nursing programs that have already implemented such programs culminating in a master’s degree (MSN) in nursing; (2) permit graduates to have the same academic master’s degree as graduates from other schools thus decreasing confusion related to titles and credentials; (3) increase the number of diverse students in the College of Nursing as the planned increase in enrollment occurs; and, (4) enable graduates to be eligible to sit for the CNL certification examination being developed under the auspices of the American Association of Colleges of Nursing. The revisions to the MNHP curriculum to accommodate this change to an MSN mandate expanding the program of study from 4 semesters to 5 (plus one Winter Session) semesters. The new proposed Plan of Study is presented later in this document, following a description of the current MNHP Program.

**Current MNHP Program**

The current MNHP program, initiated in 2003, was designed to meet the needs of second-degree students interested in pursuing a career in nursing. The College of Nursing baccalaureate program did not meet these special needs. Second-degree students were forced to spend 6 semesters to complete the undergraduate program. This was wasted time not only for the student but also for the health care system that needed new graduates. This accelerated program provides a way to attract more second-degree students and offer them a more challenging program in keeping with older students, credit for their previous education and a speedier graduation rate. As such it provided a sophisticated and intensive program of study that builds on, rather than repeats, an undergraduate degree in another field. Finally, the program provided an excellent career migration for graduating seniors with baccalaureate degrees from a variety of fields, particularly psychology, biology and the social sciences, in which career options at the bachelor’s level are limited.

Several advantages existed for this type of program:

1) The nursing profession and health care benefits from more mature and competitive graduates who are more likely to remain in Iowa.

2) The program is consistent with the movement toward differentiated practice that is based on education and with current discussions being held among education and practice leaders in nursing at the national level.

3) Applicants who already have degrees in other fields comprise the fastest growing applicant pool to nursing programs nationwide that is expected to exceed that of the traditional high school graduates within the next ten years. The University of Iowa College of Nursing is one of the first to offer an entry-level professional master’s for bachelor’s prepared applicants and is the only such program in the state.

4) The program provides the basic foundation necessary to pursue advanced degrees in nursing, i.e. academic masters in nursing administration and advanced practice and subsequently, doctoral education in nursing.

5) Health care agencies need and can only benefit from more sophisticated health care providers who can work in a complex environment.

This program interfaces well with all other educational programs in the College of Nursing. It promotes preparation for and progression to advanced nursing degrees. Students in this program are in some courses with regular baccalaureate students where discussions and courses are greatly enhanced by a variety of backgrounds and experiences.

The professional master’s course of study is based on the assumption that applicants already have a foundation in the sciences and humanities that will prepare them for a more condensed, accelerated, pre-
licensure course work; and that they are mature learners who have a greater ability to conceptualize and engage in faster-paced learning. Indeed, this has been our experience with the students who have entered our bachelor’s program, who protest the pace, redundancy and simplicity of certain courses, which are clearly and appropriately geared for undergraduates.

This program also permits a greater interface with other units in the University. It provides for increased dialogue, particularly with the College of Liberal Arts and Sciences, relative to the opportunity for students progressing toward a baccalaureate degree in a variety of fields to enter this accelerated program. Students have advanced information about courses that serve as prerequisites to admission. In addition, there are opportunities for shared courses between the two colleges.

The leadership of American Association of Colleges of Nursing (AACN) and its accrediting arm (CCNE) gave its full endorsement to the Iowa Professional Masters, its rationale and curriculum and was extremely enthusiastic about its possibilities not only for stemming the current nursing shortage but for its long term value in reconfiguring the nursing profession to make it an attractive career option for college graduates. The Iowa Board of Nursing also approved the initiation of this program.

The MNHP has proven to be very successful. The following table demonstrates the numbers of students admitted to and enrolled in the program as well as the number of students who have graduated and chosen to remain in Iowa:
<table>
<thead>
<tr>
<th>Year of Admission</th>
<th>Number Admitted</th>
<th>Number Enrolled</th>
<th>Number Graduates</th>
<th>1st Time Pass Rate</th>
<th>Employed in Iowa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, 2003</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>100%</td>
<td>12 (92%)</td>
</tr>
<tr>
<td>Spring, 2004</td>
<td>30</td>
<td>30</td>
<td>29</td>
<td>96.5%</td>
<td>20 (70%)</td>
</tr>
<tr>
<td>Spring, 2005</td>
<td>48</td>
<td>48</td>
<td>47</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Spring, 2006</td>
<td>64</td>
<td>54</td>
<td>Still In Program</td>
<td>Still in Program</td>
<td>Still in Program</td>
</tr>
<tr>
<td>Spring, 2007</td>
<td>64</td>
<td>In Process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data not yet available*

**Students:**

Students are drawn from in state and out-of-state due to the attractiveness of the program for those with baccalaureate degrees. They also include students from The University of Iowa who will receive their initial degrees in other departments. In addition, the applicant pool provides for greater diversity. It was anticipated that this program would likely take some of the pressure off the basic degree applicant pool as well, since the post bachelor’s degree applicants compete so favorably in the existing applicant pools and many qualified basic applicants are tuned down. Ultimately, the popularity of this program may result in a shifting of the applicant pool enrollment from the basic program to the Professional Master’s program.

The MNHP graduates have performed well on the NCLEX exam with a high percentage first time pass rate. This, in all probability, reflects their level of maturity, life and academic experiences. This may also reflect the lock-step manner of the curriculum and its intensity which deters students from working while progressing through the program. As anticipated, a larger percentage of these graduates compared to the BSN graduates have remained in the state of Iowa.

The current MNHP curricular plan of study follows:
This is a sophisticated and fast moving plan of study for motivated learners, designed to build on the prior education of the applicant. It combines coursework with practical experience and is followed by a comprehensive internship at The University of Iowa Hospitals and Clinics.

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Spring</th>
<th>2nd Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:171</td>
<td>Nursing &amp; Society (1 wk. Course prior to start of semester)</td>
<td>096:178</td>
<td>Therapeutic Nursing Interventions II</td>
</tr>
<tr>
<td>096:173</td>
<td>Clinical Inquiry</td>
<td>096:180</td>
<td>Intensive Practicum I (First Clinical course)</td>
</tr>
<tr>
<td>096:176</td>
<td>Clinical Reasoning Therapeutic Nursing Interventions I</td>
<td>096:124</td>
<td>Pharmacotherapeutics</td>
</tr>
<tr>
<td>096:114/115</td>
<td>Pathophysiology or equivalent*</td>
<td>3-4 s.h.</td>
<td>11 s.h.</td>
</tr>
<tr>
<td>TOTAL 16-17 s.h.</td>
<td>TOTAL</td>
<td>4 s.h.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Fall</th>
<th>4th Semester</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:139</td>
<td>Parent-Child Nursing</td>
<td>096:185</td>
<td>Internship in Care Management++</td>
</tr>
<tr>
<td>096:141</td>
<td>Gerontological Nursing</td>
<td>096:189</td>
<td>Clinical Leadership II</td>
</tr>
<tr>
<td>096:153</td>
<td>Public Health Nursing</td>
<td>3 s.h.</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>096:155</td>
<td>Psych/Mental Health Nursing</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>096:188</td>
<td>Clinical Leadership I</td>
<td>096:183</td>
<td>Intensive Practicum II</td>
</tr>
<tr>
<td>096:188</td>
<td>Intensive Practicum II</td>
<td>2 s.h.</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>TOTAL 18 s.h.</td>
<td>TOTAL</td>
<td>14 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

*What the individual student needs will be dependent upon evaluation of prior course work.

**Curricular Plan of Study is subject to change based upon available resources.

++Final semester is an internship and may be paid, for those committing to work at UIHC after graduating.

Proposed Change to MNHP Program:
As was the intent of the original MNHP program, the “Entry into Practice MSN: Clinical Nurse Leader” program advanced in this proposal will educate individuals as generalists to provide leadership at the point of care. Care will be directed at the unit level in a variety of health care settings.

The Clinical Nurse Leader (CNL) is a new nursing role, not just a job title. The CNL will be prepared to understand systems of care, synthesize information, collaborate with all disciplines and provide the means for lateral integration required for successful patient outcomes. Thus, the program will provide graduates with a variety of clinical experiences and professional abilities to take a leadership role in assessing community and health care systems, directing and providing care for individuals within these systems and interpreting outcomes of individuals and aggregates. Graduates will be employable in various professional positions by employers in diverse environments. It is expected that CNL graduates will rise more quickly to such positions as program manager, team leader, outcomes manager, and care coordinator which demand competencies in negotiation, collaboration, partnership and capacity building, quality improvement, interdisciplinary patient centered care, evidence-based practice, and information management.

In order to more fully align our current MNHP program with the current national movement to prepare Clinical Nurse Leaders, the College of Nursing believes it is imperative that we reconfigure our current MNHP program in order to provide the necessary knowledge and skills for the role as currently envisioned and to meet the expectation that the program culminate in an MSN in nursing. It should be noted that no BSN degree is currently awarded in the MNHP, nor will one be awarded in the newly proposed program, although graduates in both are eligible to sit for the national licensing exam (RN-NCLEX).

The revised curricular Plan of Study for the proposed program follows. Essential differences between the Plan of Study for the current MNHP program and the proposed Entry into Practice MSN: Clinical Nurse Leader program include:

- Expansion of the current program from 4 to 5 semesters (with the expectation that students complete one designated course during the University’s Winter Session).
- Incorporation of additional courses deemed essential to the effective implementation of the Clinical Nurse Leader role in practice (based on the AACN recommendations)
- Inclusion of the recommended 400-600 clinical contact hours
- Inclusion of a Capstone Residency Course designed as an immersion experience in the CNL role
## Entry into Practice MSN: Clinical Nurse Leader

### 5th Semester Curriculum Plan of Study

*(plus 1 Winter Session)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:114</td>
<td>Pathophysiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:176</td>
<td>Clinical Reasoning (Health Assessment, etc.)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>96:177</td>
<td>Therapeutic Interventions I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>96:211</td>
<td>Research for Evidence-Based Practice I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>14 s.h.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:124</td>
<td>Pharmacotherapeutics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:180</td>
<td>Intensive Practicum I (180 clin hrs.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>10 s.h.</strong></td>
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<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:139</td>
<td>Parent/Child Nursing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:141</td>
<td>Gerontological Nursing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:155</td>
<td>Psych/Mental Health Nursing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:183</td>
<td>Intensive Practicum II (180 clin hrs.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:208</td>
<td>Leadership for Adv Nsg Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15 s.h.</strong></td>
</tr>
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</table>

**Winter Session**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:153</td>
<td>Public Health Nursing</td>
<td>3 s.h.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:199</td>
<td>Intensive Practicum III (225 clin hrs.)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>96:209</td>
<td>Health Sys, Econ, &amp; Policy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:263</td>
<td>Informatics in Health Care</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>96:266</td>
<td>Advanced Case Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13 s.h.</strong></td>
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**NCLEX EXAM ELIGIBLE**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:188</td>
<td>Clinical Leadership I (Intro to CNL Role)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>96: 200</td>
<td>Capstone Residency: CNL (315 clin hrs.)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Master's Portfolio</td>
<td>0 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>6 s.h.</strong></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM TOTAL</strong></td>
<td></td>
<td><strong>61 s.h.</strong></td>
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</tbody>
</table>

**CLINICAL TOTAL**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL TOTAL</strong></td>
<td></td>
<td><strong>900 hrs.</strong></td>
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</table>

### Additional Information

Additional information relative to an understanding of the proposed transfer of program follows:

**Entry into Practice MSN: Clinical Nurse Leader**

**Program Description**
**Curriculum:** The curriculum prepares individuals with undergraduate and/or graduate degrees in other fields to become Clinical Nurse Leaders as well as master of science prepared Registered Nurses. This is a sophisticated, accelerated program of study for motivated learners. It combines coursework with practical experience followed by a comprehensive residency. It provides a solid foundation in direct care skills, policy/organization, outcomes management, patient advocacy, nursing leadership and care management. Graduates will be generalists who provide direct patient care and leadership at the point of care. Students are eligible to sit for the national licensing exam (NCLEX-RN) upon completion of the 4th semester of the program; however, neither the current MNHP or the proposed program will grant a BSN degree.

**Length of Program:** The second degree entry into practice program is a full-time, five-semester (plus a “Winter Session), lock-step program that leads to an MSN degree. Class cohorts will be admitted once per year as full time students and will start their program during the University’s Spring Term.

**Admission Requirements**

Applicants for this program will have earned an undergraduate or graduate degree in a non-nursing field. The program will begin in the University’s Spring Term. Admission is competitive. Students must meet the following requirements to be considered for admission to the *Entry into Practice MSN: Clinical Nurse Leader* program:

- Have a baccalaureate or advanced degree in a non-nursing field
- Submit [Graduate College application](#) form
- Have a minimum of a 3.0 grade point average on a 4.0 scale
- A minimum score of 550 paper-based, 213 computer-based or 81 iBT on the Test of English as a Foreign Language (TOEFL) for students whose first language is not English.
- GRE*
- Submit required personal essays
- Submit a current resume/portfolio
- Meet minimum computer competencies (Technology & Information Management Literacy Document)
- Submit three satisfactory academic/professional recommendations. If possible, one should be from a person in healthcare.
- Complete pre-requisite courses by the start of the program

* The College of Nursing faculty and administration recently decided that no standardized tests will be required for admission to the MSN program. Therefore, the GRE will not be required for admission after Fall 2007.

**Prerequisite Information**

In order to be considered for admission to the *Entry into Practice MSN: Clinical Nurse Leader* program the student must have completed courses in the following pre-requisite areas:

- Biology (equivalent to 002:002 at Iowa)
- General Chemistry (equivalent to 004:007 at Iowa)
- General Psychology (equivalent to 031:001 Elementary Psychology at Iowa)
- Statistics (minimum of 22S:025 at Iowa. Statistics must have been completed within five years of starting the program. For students who intend to advance their study in nursing and earn a Master
of Science degree, it is recommended that a higher level statistics course be completed, i.e. 22S:101 or 22S:102/7P:143 at Iowa)

- Microbiology (equivalent to 061:164 at Iowa; completed within 10 years of the start of the program)
- Anatomy (equivalent to 060:110 at Iowa)
- Pathophysiology (equivalent to 096:114 and 096:115 at Iowa)**
- Epidemiology (equivalent to 173:140)

**

Please note that Pathophysiology requires successful completion of courses in Animal Biology (002:002), General Chemistry (004:007), Microbiology (061:164) and Anatomy (060:110). Students who are selected for admission will enroll in the first pathophysiology course in the fall semester immediately before starting the program and the second course is built into the curriculum during the first semester of the program.

To find out which courses will transfer to Iowa, search the Course Transfer Equivalency guide.

NOTE: Each applicant’s transcript will be evaluated to determine whether prior course work and/or experiences might eliminate the need for any of the identified prerequisites.

**Clinical Experience**

The program provides comprehensive clinical exposure by engaging students in various components of nursing practice. These experiences include immersion in a variety of sites that encompass care throughout the lifespan. Students will be exposed to medical-surgical, obstetric, pediatric, psychiatric, geriatric and community/public health experiences. The residency will be an immersion experience in full-time practice in the CNL role with a designated clinical preceptor and a faculty member.

**CAPSTONE RESIDENCY**

The capstone residency provides an opportunity for student practice in the CNL role. To actualize the CNL role, students are individually assigned to preceptors employed in clinical practice-partner organizations for role integration and clinical immersion practice in a selected health care micro system. The experience will include weekly opportunities with other CNL students, faculty and mentors to dialogue on issues and assess experiences, particularly the implementation of the role. Clinical and seminar approaches will be used to acquire in-depth skills related to the design, implementation and evaluation of client care. Focus is on accountability for coordination, delegation and supervision of care provided by the setting based health care team.

The residency is primarily unit or setting based in which there is responsibility for a specified cohort of patients. Emphasis is on direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, intervention, outcomes, and evaluation methods. In addition, student opportunities will be provided to develop expertise in evidence-based practice, outcomes management, nursing leadership, and cost-effect care management at the microsystem level in a health care organization. Students will develop an overall view of patients, families, communities, and caregivers and learn to establish strong partnerships with them to deliver optimal care.

**Masters Portfolio**
Students will be expected to complete and defend a Master’s Portfolio* that provides the opportunity for clear and cohesive synthesis of advanced practice and clinical experiences and competencies. Students may elect to complete a Master’s Thesis or Project but registration for additional semester hours would be necessary.

* Summary of Master’s Clinical Portfolio

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Provide the opportunity for clear and cohesive synthesis of advanced practice clinical experiences and competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>MSN students enrolled in the nurse practitioner, nurse anesthesiology, community health nursing, genetics, or clinical specialist tracks.</td>
</tr>
<tr>
<td>Role of Advisor</td>
<td>Assist student in understanding difference between thesis, project and clinical portfolio options. Monitor student progress in identifying key clinical experiences and learning activities, and advise regarding collection of information and development of presentation.</td>
</tr>
<tr>
<td>Chair</td>
<td>The advisor will serve as the chair. Must be member of the U of Iowa graduate faculty holding professorial rank. Assists student in selecting committee and advises on development of written synthesis of clinical experiences and competencies.</td>
</tr>
<tr>
<td>Composition of the Committee</td>
<td>Minimum of three faculty (including chair) from either the tenure or clinical track and two of whom hold primary appointments in the College of Nursing. Chosen at the time clinical portfolio option is selected. Chosen by the student after consultation with chair based on expertise related to topic.</td>
</tr>
<tr>
<td>Role of Committee</td>
<td>Members chosen because of their expertise to review the written synthesis of advanced practice clinical experiences and competencies.</td>
</tr>
<tr>
<td>Registration for Hours</td>
<td>No credit hours are awarded for the clinical portfolio option. Master’s Clinical Portfolio Approval Form must be submitted to the Graduate Program Associate 444 NB at the same time the Plan of Study and Final Exam Request forms are due to the Graduate College.</td>
</tr>
<tr>
<td>Proposal</td>
<td>No proposal required. Must submit IRB tracking form.</td>
</tr>
</tbody>
</table>
Summary:

The current nursing shortage is a serious problem at all levels of nursing. It is, however, unfortunate that the “dirth of leaders” among nurses has not been explored. Yet, there is no doubt that nursing needs competent leaders in every arena of practice. The AACN mandate for the Clinical Nurse Leader attempts to facilitate the resolution of this leadership problem. This College of Nursing proposal for a Transfer of Program from the MNHP to the Entry into Practice MSN: Clinical Nurse Leader supports the overall national agenda for providing excellent leadership and provides an avenue for students to be competitive with both leadership competency and the MSN credential.
New Courses Approved by Faculty: 10/24/06

Course Number and Title: 96:199  Intensive Practicum III

Credit Hours: 4


Course Description:

This course provides students with an intensive clinical experience in nursing care management in collaboration with nurse preceptors. Its focus is on the complex, collaborative nursing care management of diverse populations. The clinical experiences are arranged to foster the enhancement of care management skills as a basic foundation for achieving optimal clinical outcomes. Experiences will include the application of evidence-based practice, clinical decision-making, delegation and supervision, and fiscal accounting. Interdisciplinary collaboration within complex organizational systems will also be emphasized.

Of the 4 credit hours awarded for this course, 1.5 credits are dedicated to seminar. Students will meet weekly for clinical seminars to evaluate and analyze the practicum experiences. The remaining 2.5 credits are dedicated to clinical hours. Following the advanced practice nurse practitioner MSN clinical course hour ratio of 6:1, the students will be expected to complete 225 clinical hours over the course of the semester.

Course Objectives:

Upon completion of the course, the student will:

1. coordinate and manage nursing care across the health continuum to meet the needs of individuals, families, and populations;

2. demonstrate clinical reasoning in evidence based professional nursing practice;

3. assume leadership roles within the scope of nursing practice;

4. collaborate with interdisciplinary providers in implementing, evaluating, and revising the plan of evidence based care for clients or social aggregates;

5. examine the rationale, appropriateness, and outcomes of delegating care to other personnel;

6. analyze insurance, reimbursement, and financial management strategies in care management and managed care;

7. analyze contemporary issues of care management; and

8. formulate, implement, and evaluate individual goals for professional development.
New Courses Approved by Faculty: 10/24/06

**Course Number and Title:** 096:200  Capstone Residency: Clinical Nurse Leader (CNL)

**Credit Hours:** 4 s.h.

**Prerequisites:** 96:199  Intensive Practicum III or equivalent; or Consent of Instructor

**Pre or Co-requisite:** 96:188 Clinical Leadership I (Intro to the CNL Role)
Master’s Portfolio

**Course Overview:**

As the capstone clinical practicum in the CNL program, this course provides students with an intensive immersion into the role and practice expectations of the CNL. Students will be mentored by an experienced clinical nurse leader(s) who is an expert in the provision and supervision of care at the point of care. The focus of the students’ experiences during this course will be on nursing care coordination of a distinct group of clients to achieve optimal clinical outcomes by focusing on clinical leadership skills. Experiences will include the application of evidence-based practice, collection and evaluation of client outcomes, assessment of cohort risk, interdisciplinary collaboration, client advocacy, client and staff education, direct provision of care in complex situations, and application of principles of cost-efficient care.

Of the 4 credit hours awarded for this course, 0.5 credits are dedicated to seminar. Weekly seminars will be held with other CNL students, faculty and clinical mentors to dialogue on issues and assess experiences, particularly those related to the implementation of the role of the CNL. The remaining 3.5 credits are dedicated to clinical hours. Following the advanced practice nurse practitioner MSN clinical course hour ratio of 6:1, the students will be expected to complete 315 clinical hours over the course of the semester.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. use effective communication to achieve quality client outcomes and lateral integration of care for a cohort of clients;
2. use effectively the human and fiscal nursing team resources to improve quality of client care delivery;
3. participate as a leader and partner in the interdisciplinary health care team.
4. analyze clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered;
5. use information systems and technology at the point of care to improve health care outcomes;
6. participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery;
7. assume accountability for healthcare outcomes for a specific group of clients within a unit or setting while recognizing the influence of meso (family) and macrosystems;
8. synthesize research-based information to design, implement and evaluate client plans of care;
9. synthesize data, information and knowledge to evaluate and achieve optimal client and care environment outcomes; and
10. use teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health care professionals.

*Objectives are taken from the AACN CNL End-of-Program Competencies (7/18/06)*
THE UNIVERSITY OF IOWA – COLLEGE OF NURSING
ACADEMIC COUNCIL
MINUTES
April 17, 2007

PRESENT: Howard Butcher; Ellen Cram; Rita Frantz; Lisa Kelley; Charmaine Kleiber; Rene Martin; Ann Marie McCarthy; Deb Schoenfelder; Janet Specht
Ex-officio: Brooke Billman; Pat Clinton, Toni Clow; Kathy Hanson; Anita Stineman, Linda Walton; Pat Whetstone
Guests: Jane Brokel, Jo Eland, Diane Huber, Der-Fa Lu

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>DISCUSSION</th>
<th>ACTION/FOLLOWUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Minutes</td>
<td>Minutes from 4/3/07</td>
<td>Approved as distributed.</td>
</tr>
<tr>
<td>Scholarship Committee</td>
<td>Frantz raised the issue of having Emeriti faculty to serve on this committee to the Faculty Council chair as well as the Deans Council and found that there was no language in the by-laws that would prohibit this action. More faculty will not be appointed to the committee, for now.</td>
<td>The Faculty Council chair will bring this matter up with the Emeriti faculty at an upcoming informal meeting to gauge interest.</td>
</tr>
<tr>
<td>Core Practicum reconfiguration</td>
<td>Frantz distributed a recommendation to go to Faculty Org to reconfigure Core Practicum</td>
<td>The proposed plan will be presented to AC in Oct 2007 (instead of September) with implementation targeted for Jan 2008.</td>
</tr>
<tr>
<td>Leadership Summit Report</td>
<td>Huber said that the group found that the leadership thread was significantly more complex than initially thought. Competencies were discussed. Leadership concepts were taken from competency documents and syllabi.</td>
<td>Final recommendations are expected in Fall 2007.</td>
</tr>
<tr>
<td>Informatics Reconfiguration</td>
<td>Brokel and Lu presented the Informatics revised plan of study going from 33 to 38 sh. Two required courses are added. No new course development recommended.</td>
<td>Specht made a motion to move the revised plan to Faculty Org. Motion passed.</td>
</tr>
<tr>
<td>Second Degree MSN Student Policies</td>
<td>Clow presented preliminary recommendations for the MNHP program which is being transitioned to the Second Degree MSN into Practice program with cohorts admitted in June to begin in Jan 2008. Discussion and language suggestions were made.</td>
<td>The group will come back w/ further recommendations at next meeting.</td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF IOWA
COLLEGE OF NURSING
Faculty Organization Meeting Minutes
April 24, 2007
1:30-3:00 p.m.
133NB

Order of Business

A. Call to Order
The meeting was called to order by P. Mobily.

Voting Members: Tenure-track faculty (assistant, associate, and full professors, N=35),
Clinical-track faculty (assistant, associate and full professors, N=23);

Voice Only Members: Lecturer/assistants-in-instruction, Emeriti, adjunct faculty, temporary
lecturers and non-faculty visitors

Quorum: In accordance with the Bylaws of the Faculty Organization
Fifty percent of the voting membership shall constitute a quorum. Voting members on leave of
absence will not be part of the quorum count if not present. Unless the point of no quorum is
raised at a meeting, no action taken at that meeting shall be invalid for the lack of a quorum,
provided the action taken shall have been proposed in the notice of the meeting sent to members
of the Faculty Organization. Raising the point of no quorum shall not invalidate any previous
action.

Members Present by Areas of Study:

Adult & Gerontology: T. Blodgett, K. Buckwalter, H. Butcher, K. Griffith, K. Herr, B. Hoskins, L. Kelley,
Trowbridge, J. Valde
Parent, Child & Family: M. Berg, J. Brokel, M. Clark, P. Clinton, T. Clow, M. Craft-Rosenberg,
Systems & Practice: P. Ballard, V. Brighton, J. Collins, J. Eland, R. Frantz, S. Gardner, K. Hanson,
D. Huber, T. Ingram, S. Lively
Excused: L. Ayres, G. Bulechek, R. Martin, D. Schutte,
Others: A. Bossen, J. Clougherty, K. Hamm, K. Keasler, L. Myers, P. Ramstad

B. Minutes of February 27, 2007 meeting were deferred until the next meeting. The minutes from the
March 27, 2007 were approved as posted.

C. Action Items, Discussion Items and/or Updates

1. Academic Council: R. Frantz (Chair)
   a. (Action Item) Core Practicum Recommendations:
      • Motion from Faculty Council: Core practicum (96:136) and 96:180 (the
        parallel MNHP course) will be reconfigured to maintain emphasis on clinical
decision-making and skill development outside the precepted intensive care
unit setting.

      R. Frantz presented the background and rationale for this motion. Discussion
followed on the pros and cons of this recommendation and for clarification
related to the proposed implementation committee and process (see below). Motion
passed with two opposed.
• Implementation Process proposed by Academic Council: Faculty teaching in Core Practicum, in collaboration with the Director of the Undergraduate Program and the Associate Dean for Academic Affairs, will develop a curricular design for clinical experiences focused on terminal outcomes needed for practice. Clinical practicum settings will be selected to place students initially where they gain skill in basic competencies and progress to increasingly complex care settings. The proposed plan will be presented to Academic Council the beginning of October, 2007 with implementation targeted for January, 2008.

Members of the implementation committee will be identified at the final Academic Council meeting of the semester. Nominations or volunteers to serve on this committee are welcomed. Ultimately, the committee will be convened to allow maximal time for thought and planning before the October deadline.

b. (Action Item) Revised Plan of Study and Credit Hour Requirement for Nursing Informatics (Attachment A). The motion from Academic Council was to:

• Increase required credit hours from 33 to 38 semester hours.
• Add as required courses (NOTE: No new course development required):
  - 22C:104 – Introduction to Informatics
  - 96:309/22C:142 Knowledge Discovery and Data Mining OR 22C144/96:XXX Database Systems

This motion was proposed by informatics faculty based on feedback from students and comparison with existing standards and other programs. Motion passed unanimously.

c. (Action Item) A motion from Academic Council to approve a proposed course - Community and Public Health Nursing Practicum: Generalist. This is based on the work of a task force and was a topic of discussion at the March Faculty Organization Meeting. (Attachment B). Motion passed unanimously.

A thank you was extended by R. Frantz to all faculty who supported the work of the Academic Council this year by generously giving of their time to work on Task Forces and Admissions Committees.

2. Faculty Council: J. Eland (Chair)

a. (Discussion Item) Electronic Voting for By-Laws Changes: Request to open the By-Laws:

• Rationale: Current By-Laws do not allow electronic vote for changes in the By-Laws. Faculty Council is bringing to the Faculty Organization a request to open the By-Laws and change this. This change is being requested so that all members of the faculty can vote on By-Laws changes regardless of where they are in the state, the nation or the world. When this portion of the By-Laws was written originally, members of the faculty were infrequently engaged in activities outside the CON. It seems prudent to make this change to allow greater voting participation of the faculty on important issues related to the By-Laws.
• If there is general support for this, in the fall, Faculty Council will officially open the By-Laws. When a bylaws change is requested, it must be presented in writing to the faculty two weeks prior to voting. It is anticipated that this will come out prior to the September meeting of the Faculty Organization.

• It was suggested that if electronic voting is approved, any discussions that occur in meetings prior to the electronic vote be summarized and sent out to provide opportunity for voting members who might not have been able to attend the meeting and hear the discussion. Additional concerns related to security and anonymity with electronic voting were identified and discussed. J. Eland will provide faculty with information received from individuals who write web-survey software that address these concerns.

b. Presentation of the Ballot for Elected Council Positions – J. Eland (Attachment C)
Jo extended a special thank you to everyone who agreed to be on the ballot. Based on the By-Laws, nominations or volunteers for positions on the ballot were accepted at the meeting. S. Ramey noted that she had volunteered to run for Academic Council and could be listed either on the "at large" or "tenured" spot on the ballot. H. Butcher requested that he be placed on the ballot for both Academic and Faculty Council openings. The ballot was amended based on these actions. A link to the ballot for electronic voting will be sent out within 3 days.

c. Streamlining of Promotion and Tenure Materials (Attachment D) –
• Tenure Track Materials (Attachment E): K. Clark explained the rationale for the proposed changes with the intention of reducing the amount of material that is put into the file and yet still maintain the ability to adequately review any given person. There will still be a complete CV in the materials. Instead of including every published manuscript, the dossier should now have 3-5 representative published manuscripts. The idea is to show both quality and diversity. The other change is to include copies of abstracts from all successful and pending grants rather than the entire grant and also to include copies of books. Instead of all ACE forms, only the summary forms will be required. Discussion ensued. Of note, problems associated with evaluation of online courses and those with faculty teaching specific sections were discussed.

J. Williams moved to accept the revised expectations for the contents of the dossier as proposed; seconded by R. Frantz. Motion passed. J. Eland will send these changes to Susan Johnson’s office for information and/or approval as needed.

• Clinical Track Materials (Attachment F): S. Lehmann and T. Boese have been working on these guidelines for clinical track faculty as a parallel document to the tenure track changes just discussed. One difference being that rather than scholarship, clinical track expectations are reflected by professional productivity and it was noted that there is a task force working on redefining this area of expectation for clinical track faculty. P. Clinton suggested that if the Area Chairs are going to provide a template of the CV that it be reflected in this for consistency. K. Herr made a motion to accept the essential elements of what should be contained in the clinical track dossier; seconded by A.M. McCarthy. A friendly motion was made to use the word "evidence" instead of "letters" in describing expectations for documentation or recognition of service activities. Motion passed.
   a. PRELICENSURE PROGRAMS: T. Clow (Attachments G & H). For the spring semester, there were 122 applicants with 75 student admitted to the BSN program. In the MNHP program, 64 students were admitted and 61 actually enrolled. Typically, there is more diversity in the MNHP program than in the BSN program.
   b. RN-BSN Program: K. Keasler. The enrollment report is located on the Intranet under shared documents/student services section. Initially, there was a total of 234 in this summer’s applicant pool. By the time the admissions committee met, there were 188 applicants. Of that group, 62% had a GPA of 3.0 or above. In terms of diversity, there are 14 males (this is a decrease from previous years), 2 African American, 1 Hispanic and 2 Asian/Pacific Islander students.
   c. MSN Programs: P. Clinton. Basic MSN (Attachments I-J). Specialty Areas in the MSN (Attachment S-V). The very high number of applicants to the MSN programs this year, coupled with the transfer of the MNHP program to the MSN, has complicated the admissions process because of the numbers we are able/will be able to accommodate, particularly in the core courses as well as practicum/preceptor availability and demands. P. Clinton provided an overview of the process used to determine the number of students admitted to each of the MSN specialty programs and responded to questions and concerns from faculty related to this. Concerns expressed related to consideration of differences in numbers admitted to each of the sub-specialties, the “demands” for graduates of each of the programs, "recruitment" of students and then placing limits on enrollment, and advising of students not admitted but likely to seek readmission. K. Hanson noted that she requested that each specialty area have 7-10 slots. P. Clinton noted that GPA was most often the defining factor in determining who was admitted and accounting for differences in the exact number of admits in each specialty program. J. Specht recommended that we consider strategically prioritizing the programs that we are going to promote in future admissions cycles if there continues to be more applicants than slots available.
   d. DNP Program: P. Clinton.
   e. PhD Programs: (Attachment W). K. Clark reported that we have 23 PhD program admissions for Fall, 2007. Specific data are available in the attachment.

4. Planning for Implementation of the DNP Program: P. Clinton reported they are awaiting final Board of Regents approval. For the DNP Program, it is anticipated that we will enroll 10-15 students in our initial class for Fall, 2007. The Admissions Committee will meet in early July. Two courses, Advanced Role Dev. 1 (96:303) and Advanced Role Dev. Practicum 1 (96:304) are scheduled to be taught this fall. K. Hanson spoke with John Keller from the Graduate College about allowing current CON faculty to enroll in the DNP Program. The Graduate College's major concern is that these faculty/students be evaluated appropriately and be able to maintain peer relationships when they return to their faculty roles.

5. Update on Reconfiguration of PRELICENSURE Enrollment: Interim Dean M. Craft-Rosenberg reported that the Board of Regents will be considering the reconfiguration proposal in June, and she is optimistic about the outcome.

6. Teaching Assignments (Planning and Rationales): K. Hanson reported that she has worked closely with the Area Chairs to determine teaching assignments for the next academic year. Factors used in making assignments included the number of students accepted for each program, projected course enrollments, faculty preferences, and adjustment of teaching loads for at least one semester for research intensive faculty. Faculty should receive their assignments in the very near future. Faculty were encouraged to communicate with K.
CURRICULUM VITA

NAME: Rita Ann Farren Frantz, PhD, RN, FAAN

ADDRESS: College of Nursing, The University of Iowa
          Iowa City, Iowa 52242-1121
          Work: (319) 335-7032 office
                  (319) 335-7030 messages
                  (319) 338-6981 home
                  (319) 354-7345 FAX
          Home: 1320 Rochester Avenue
                 Iowa City, Iowa 52245-3130

PHONE:  (319) 335-7030

SOCIAL SECURITY: Available on request

MISSOURI NURSE LICENSURE: 127020
ILLINOIS NURSE LICENSURE: 041-137659
IOWA NURSE LICENSURE: 044883

EDUCATION

<table>
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<tr>
<th>School</th>
<th>Credential</th>
<th>Date</th>
<th>Major</th>
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<tbody>
<tr>
<td>Marycrest College</td>
<td>B.S.N.</td>
<td>1970</td>
<td>Nursing</td>
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<tr>
<td>The University of Iowa</td>
<td>M.A.</td>
<td>1973</td>
<td>Medical-Surgical</td>
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<tr>
<td>The University of Iowa</td>
<td>Ph.D.</td>
<td>1978</td>
<td>Educational Psychology</td>
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DOCTORAL DISSERTATION


PROFESSIONAL CERTIFICATION

# Professional Experience

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<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Courses Taught</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mercy Hospital Davenport, Iowa</td>
<td>Staff Nurse, ICU/CCU</td>
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<td>6-8/70</td>
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<tr>
<td>St. Anthony's Hospital Rock Island, Illinois</td>
<td>Instructor</td>
<td>Medical-Surgical Nursing (Diploma)</td>
<td>8/70-6/71</td>
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<tr>
<td>The University of Iowa College of Nursing</td>
<td>Instructor</td>
<td>Medical -Surgical Nursing; Nursing Practice in Acute Illness</td>
<td>9/72-8/78</td>
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<tr>
<td>Iowa City, Iowa</td>
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<td>(Undergraduate)</td>
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<tr>
<td>The University of Iowa College of Nursing</td>
<td>Assistant Professor</td>
<td>Nursing Practice in Acute Illness</td>
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<tr>
<td>The University of Iowa College of Nursing</td>
<td>Associate Professor</td>
<td>Nursing Practice in Acute Illness</td>
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<td>Adult Health Nursing (Masters)</td>
<td>9/84-5/98</td>
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<td>Biolog. Phen. &amp; Nurs. Research in Aging (Doctoral)</td>
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<td>Nursing Practice in Chronic Illness</td>
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<tr>
<td>The University of Iowa College of Nursing</td>
<td>Professor</td>
<td>Area of Study Chair, Human Responses to Illness</td>
<td>7/84-12/88</td>
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<td>Health Transitions I - Wound Healing Content (Undergraduate)</td>
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<td>Dissertation Research Seminar (Doctoral)</td>
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<td>Gerontological Nurse Practitioner (Graduate) Skin/Wound Management</td>
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PROFESSIONAL EXPERIENCE  (Cont'd)

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<th>Courses Taught</th>
<th>Date</th>
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<tr>
<td>The University of Iowa</td>
<td>Area of Study Chair,</td>
<td>Basic Concepts in Nursing-Skin Care Content</td>
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<td>Management of Problematic Wounds</td>
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<td>Therapeutic Nursing Interventions II</td>
<td>6/03 - present</td>
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<td></td>
<td></td>
<td>(Professional Masters)</td>
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<td>Complex Concepts in Nursing (Undergraduate)</td>
<td>8/05 - present</td>
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<td>Area of Study Chair</td>
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<td>7/04-present</td>
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<tr>
<td>College of Nursing</td>
<td>Systems and Practice</td>
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<tr>
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<td>Aging Studies Program</td>
<td>Affiliate Faculty</td>
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HONORS AWARDED

- **Kappa Gamma Pi**: Inducted May, 1970
- **Sigma Theta Tau**: Inducted December, 1972
- **Phi Delta Kappa**: Inducted March, 1982
- **Sigma Xi**: Inducted April, 1988
- **American Academy of Nursing**: Inducted October, 1991
- **Collegiate Teaching Award, The University of Iowa**: Awarded November, 1992
- **Sharon Baranoski Founder's Award for Excellence in Wound Care**: Awarded October, 1998
- **Regent's Award for Faculty Excellence**: Awarded September, 1999
- **Michael J. Brody Award for Faculty Excellence in Service**: Awarded April, 2006
PROFESSIONAL MEMBERSHIP

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<tr>
<th>Organization</th>
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<tr>
<td>American Nurses' Association</td>
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<td>Sigma Theta Tau</td>
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<tr>
<td>American Association of Critical Care Nurses</td>
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<td>American Heart Association</td>
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<td>Council on Cardiovascular Nursing</td>
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<tr>
<td>International Consortium on Cerebral and Psychopathological Dysfunctions Following Cardiac Surgery</td>
<td>1980-1982</td>
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<td>Iowa Academy of Science</td>
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<td>Midwest Nursing Research Society</td>
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<td>ANA Council of Nurse Researchers</td>
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<td>Wound, Ostomy and Continence Nursing Society</td>
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<td>Geriatric Society of America</td>
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<td>Council for the Advancement of Nursing Science</td>
<td>2006-</td>
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OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

President: Gamma Chapter, Sigma Theta Tau (June, 1974-June, 1976)


Board of Directors: National Pressure Ulcer Advisory Panel (October, 1994-present)

Secretary: National Pressure Ulcer Advisory Panel (January 1, 1996-December 31, 1996)

Vice-President: National Pressure Ulcer Advisory Panel (January 1, 1997-December 31, 1997)

President: National Pressure Ulcer Advisory Panel (January 1, 1998 - February 28, 1999)
SCHOLARSHIP

Articles


Articles (SCHOLARSHIP Cont’d)


Articles  (SCHOLARSHIP Cont’d)


Articles (SCHOLARSHIP Cont’d)


Articles  (SCHOLARSHIP Cont’d)


Book Chapters:


Book Chapters  (SCHOLARSHIP Cont’d)


Monographs/Proceedings


Monographs/Proceedings (con’t)


Technical & Research Reports


Technical & Research Reports (con’t)


Technical & Research Reports (con’t)


**Editorial**


**In Press**


**In Review**


**In Preparation**


**FUNDED RESEARCH**
Co-Principal Investigator: The Relationship of Sebum Levels to Skin Dryness in the Elderly
Granting agency: DHHS, PHS, National Institutes on Aging
Project #: NO1-Ag-O-2106
Duration: 1983-1985
Amount: Funded as part of a large, multi-disciplinary study, "Population for Epidemiological Study of the Elderly. Robert Wallace, M.D., Principal Investigator

Co-Principal Investigator: The Effects of Nursing Care Procedures on Transcutaneous Oxygen Tension in Adult Cardiac Surgery Patients
Granting agency: Novametrix Medical Systems, Wallingford, CT
Duration: February, 1985 - August, 1986
Amount: $16,000 in equipment

Principal Investigator: The Effect of Transcutaneous Electrical Nerve Stimulation on Healing of Decubitus Ulcers.
Granting agency: The University of Iowa - Aging Seed Grant
Duration: July, 1986-June, 1987
Amount: $5,000 in direct costs

Principal Investigator: The Effects of Transcutaneous Electrical Nerve Stimulation on Healing of Decubitus Ulcers.
Granting agency: The Retirement Research Foundation
Project #: 87-82
Duration: January, 1988-June, 1989
Amount: $62,476 in direct costs

Principal Investigator: Nursing Intervention: Healing Decubitus Ulcers with TENS
Granting agency: DHHS, PHS, NIH, National Center for Nursing Research
Project #: R01 NR01657-01A1
Duration: September, 1988-August, 1992
Amount: $323,181 in direct costs

Principal Investigator: The Effect of Silicone on Friction Applied to the Skin Surface
Granting agency: Calgon-Vestal Laboratories
Project #: 
Duration: August, 1990-January, 1991
Amount: $7000 in direct costs

Co-Principal Investigator: Measurement of Skin Blood Flow and Interface Pressure in Residents of Long Term Care
Granting agency: The University of Iowa - Interdisciplinary Research Assistantship Program
Project #: 
Duration: August, 1990-July, 1991
Amount: $14,000 in direct costs

Principal Investigator: Pressure Ulcers in Older Adults: Healing with TENS
Granting agency: DHHS, PHS, NIH, National Institute of Nursing Research
Project #: R01 NR03219-01
Duration: September 1, 1992-August 31, 1996
Amount: $472,149 in direct costs

FUND RESEARCH (Cont'd)
Co-Principal Investigator: Cost-Effectiveness of Interventions for Pressure Ulcer Prevention
Granting agency: The University of Iowa Research Incentive Fund
Project #: 
Duration: April 5, 1995-June 30, 1995
Amount: $6495 in direct costs

Principal Investigator: Chronic Wound Debridement: Pulsed and Nonpulsed Irrigation
Granting agency: Gerontological Nursing Intervention Research Center, The University of Iowa
Project #: 
Duration: September 1, 1996 - June 30, 1997
Amount: $10,000

Principal Investigator: A Comparison of Pulsed and Nonpulsed Irritation in Chronic Wound Debridement
Granting agency: Stryker® Instruments
Project #: 
Duration: January 1 - December 31, 1997
Amount: $15,000 in direct costs

Principal Investigator: Cost-effectiveness of Implementing Clinical Practice Guidelines for Management of Pressure Ulcers
Granting agency: 3M Health Care
Project #: 
Duration: May 1, 1997 – April, 1998
Amount: $4000 in direct costs

Principal Investigator: Cost-effectiveness of Implementing Clinical Practice Guidelines for Management of Pressure Ulcers
Granting agency: 3M Health Care
Project #: 
Duration: May 1, 1998 – April, 1999
Amount: $3000 in direct costs

Principal Investigator: Risk Factors for Chronic Wound Infection
Granting agency: Gerontological Nursing Intervention Research Center, The University of Iowa (P30/NINR)
Project #: 
Duration: September 1, 1998 - June 30, 1999
Amount: $10,000 in direct costs

Principal Investigator: The Reliability of Telehealth Wound Assessments
Granting agency: 3M Health Care
Project #: 
Duration: May 1, 1999 - to support ongoing program of research
Amount: $3000 in direct costs

Co-Principal Investigator: Biophysical Determinants of Diabetic Foot Ulcer Healing
Granting agency: DHHS, PHS, NIH, National Institute of Nursing Research
Project #: 1-R01-NR07720-01
Duration: October 1, 2000 – June 30, 2005
Amount: $934,992 in direct costs

**Funded Research** (Cont’d)
Co-Principal Investigator: Defining an Algorithm for Management of High Wound Bioburden in Diabetic Foot Ulcers

Granting Agency: 3M Health Care
Project #: January 1, 2006 – December 31, 2007
Amount: $149,402 in direct costs

RESEARCH PAPER PRESENTATIONS

Local / Regional

Sept. 14, 1984  "The Relationship of Sebum Secretion and Skin Dryness in the Elderly." Presented at The University of Iowa, Iowa City, IA.


December 14, 1989  "Nursing Intervention: Healing Decubitus Ulcers with TENS." Presented at Biomedical Research: Finding the Answers, Taking the Lead, sponsored by the Association of Academic Health Centers, the National Institutes of Health and The University of Iowa, Iowa City, Iowa.


May 16, 1985  "A Study of Variables Associated with Skin Dryness in the Elderly." Presented at Research `85 Symposium, University of South Carolina, Columbia, South Carolina


RESEARCH PAPER PRESENTATIONS (National/International-con't)
April 7, 1989  "The Effectiveness of TENS on Healing of Decubitus Ulcers." Presented at Key Aspects of Recovery: Improving Mobility, Rest, and Nutrition - A National Conference on Research for Practice, University of North Carolina, Chapel Hill, North Carolina.


March 11, 1990  "Evaluation of Laser Doppler Flowmetry as a Measure of the Effect of Interface Pressures." Presented at the Third Annual Symposium of Advanced Wound Care, Orlando, Florida.


January 11, 1993  "Electrical Stimulation as a Treatment for Chronic Wound Healing." Presented at Workshop on Pathogenesis of Chronic Wound Healing, National Institutes of Health, Bethesda, Maryland.


April 29, 1994  "The Effect of Transcutaneous Electrical Nerve Stimulation on Healing of Pressure Ulcers." Presented at The Symposium of Advanced Wound Care, Miami Beach, Florida.

RESEARCH PAPER PRESENTATIONS  (National/International-con't)


August 30, 1996  "Pressure Ulcers in Older Adults: Healing with TENS." Presented at First Annual Gerontological Nursing Research Conference, Gerontological Nursing Intervention Center, The University of Iowa, Iowa City, Iowa.


July 22, 1997  "Implementing Pressure Ulcer Guidelines in Long Term Care." Presented at the Agency for Health Care Policy and Research Conference Translating Evidence Into Practice, Washington, D.C.


April 23, 1998  "Implementing Pressure Ulcer Guidelines in Long Term Care." Presented at the Fifth National Research Utilization Conference, Iowa City, Iowa.

June 26, 1998  "Guideline-Based Pressure Ulcer Care: A Cost-Effectiveness Analysis." Presented at the American Nurses Association's Council of Nursing Research, San Diego, California.


RESEARCH POSTER PRESENTATIONS
RESEARCH POSTER PRESENTATIONS  (National/International)


EDUCATIONAL PRODUCTS/MEDIA PRODUCTIONS


EDUCATIONAL PRODUCTS/MEDIA PRODUCTIONS (con't)


**SERVICE**

**The University of Iowa Committees**

<table>
<thead>
<tr>
<th>The University of Iowa Committees</th>
<th>Date</th>
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<tbody>
<tr>
<td>Member Faculty Senate</td>
<td>August, 1982-July, 1987</td>
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<tr>
<td>Member Faculty Welfare Committee</td>
<td>August, 1985-July, 1988</td>
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<tr>
<td>Member Judicial Commission</td>
<td>August, 1986-May, 1990</td>
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<tr>
<td>Chair Faculty Welfare Committee</td>
<td>August, 1987-July, 1988</td>
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<tr>
<td>Member Graduate Council</td>
<td>August, 1989-July, 1992</td>
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<td>Member Task Force to Revise Faculty Grievance Procedure</td>
<td>August, 1991-April, 1992</td>
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<td>Member Research Advisory Committee on the Biological Sciences</td>
<td>November, 1992-August, 1994</td>
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<tr>
<td>Member Committee to Review the Office of Vice-President for Research</td>
<td>December, 1992-June, 1994</td>
</tr>
<tr>
<td>Member Search Committee for Associate Vice-President for Academic Affairs</td>
<td>December, 1992-April, 1993</td>
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<tr>
<td>Member Search Committee for Chief Executive Officer of University of Iowa Hospitals &amp; Clinics</td>
<td>June, 1993-April, 1994</td>
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<td>Member Research Council</td>
<td>August, 1993-August, 1996</td>
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**The University of Iowa Committees (con’t)**

<table>
<thead>
<tr>
<th>The University of Iowa Committees (con’t)</th>
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</table>
Member  Advisory Committee for the Center for Advanced Studies  January, 1994-August, 1996
Member  Strategic Planning Committee  April, 1994-August, 1997
Chair  Research Council  August, 1994-August, 1996
Member  Task Force to Establish University Clinical Research Office  June, 1995-August, 1996
Member  Bioscience Initiative Committee for Vice-President for Research  April, 1996-July, 1999
Member  Graduate Council  August, 1996-July, 1999
Member  Task Force for North Central Accreditation  October, 1996-February 1998
Member  Basic Science Task Force for the Integrated Advanced Information Management System  February, 1997-August, 1997
Chair  Strategic Planning Committee  July, 1997-June, 2000
Member  President's Council on Strategic Implementation  Sept., 1997-June, 2001
Member  Research Advisory Committee on the Biological Sciences  August, 2000-July, 2004
Member  Collegiate Review Committee for the Graduate College  March, 2002-January, 2003
Member  Search Committee for University Provost  May, 2003-January 2004
Member  Research Misconduct Committee for Vice-President for Research  October, 2005 – February, 2006
Chair  Honorary Degree Selection Committee  October, 2006 - present

**College of Nursing Committees**

<table>
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<tr>
<td>Member  Undergraduate Council</td>
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<td>Member  Faculty Affairs Council</td>
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<td>Chair  Undergraduate Admissions Committee</td>
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<td>Member  Promotion and Tenure Peer Review Committee</td>
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<td>Member  Academic Council</td>
<td>August, 1979-May, 1981</td>
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<td>Member  Faculty Recruitment Committee</td>
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<td>Chair  Academic Council</td>
<td>August, 1981-May, 1982</td>
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<td>Member  Planning, Development and Coordinating Council</td>
<td>August, 1981-May, 1982</td>
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<td>Member  Computer Literacy Committee</td>
<td>September,1981-Sept., 1982</td>
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<td>Member  Human Subjects Review Committee</td>
<td>September, 1983-June 1999</td>
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<td>Member  Faculty Welfare Council</td>
<td>August, 1984-May, 1985</td>
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<td>Member  Dean's Advisory Committee</td>
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**College of Nursing Committees** (con't)

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<td>Chair</td>
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<td>Chair</td>
<td>Curriculum Evaluation Subcommittee</td>
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<td>Member</td>
<td>Doctoral Program Planning Committee</td>
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<tr>
<td>Chair</td>
<td>Curriculum Evaluation Subcommittee</td>
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<tr>
<td>Member</td>
<td>Academic Council</td>
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<td>Academic Council Task Force on Advanced Practice</td>
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<td>Member</td>
<td>Advisory Committee to the Gerontological Nursing Intervention Center</td>
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<tr>
<td>Member</td>
<td>Faculty Council Task Force on Faculty Practice</td>
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<td>Chair</td>
<td>Graduate Assembly Task Force on Advanced Practice</td>
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<td>Member</td>
<td>Research Advisory Council</td>
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<td>Faculty Organization</td>
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<td>Member</td>
<td>Graduate Curriculum Evaluation Planning Committee</td>
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<td>Committee to Review College of Nursing Dean</td>
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Frantz Vitae

District, Iowa Nurses' Association

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<tr>
<td>Member</td>
<td>Scientific Advisory Committee, International Consortium on Cerebral and Psychopathological Dysfunctions After Cardiac Surgery</td>
<td>March, 1980-February, 1982</td>
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<tr>
<td>Chair</td>
<td>Research Committee, Eastern Iowa Chapter, American Association of Critical Care Nurses</td>
<td>September, 1983-August, 1985</td>
</tr>
<tr>
<td>Affiliate/Representative</td>
<td>Membership Committee, Council on Cardiovascular Nursing, American Heart Association</td>
<td>July, 1987-June, 1990</td>
</tr>
</tbody>
</table>

**CONSULTANT ACTIVITIES**

**Nursing Practice**

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Researcher</td>
<td>Veteran's Administration Medical Center, Knoxville, Iowa</td>
<td>(March, 1989-November, 1990).</td>
</tr>
<tr>
<td>Wound Care Consultant for</td>
<td>Veteran's Administration Medical Center, Iowa City, Iowa</td>
<td>(March, 1998 – August, 2003)</td>
</tr>
<tr>
<td>Telemedicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Associate in Nursing</td>
<td>Iowa Veteran's Home, Marshalltown, Iowa (February, 1992-present)</td>
<td>(Wound Care Consultant)</td>
</tr>
</tbody>
</table>

**Expert Consultant**

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
<th>Details</th>
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<tbody>
<tr>
<td>Nurse Consultant</td>
<td>Implementing Nursing Diagnosis in Clinical Practice, Veteran's Administration Medical Center, Iowa City, Iowa</td>
<td>(June, 1983-May, 1993).</td>
</tr>
<tr>
<td>Expert Witness</td>
<td>Pressure Ulcer/Wound Care Cases (May, 1995-Present).</td>
<td></td>
</tr>
<tr>
<td>Academic Leader</td>
<td>Emergency Nursing Educational Tour of Scandinavia (September 5-19, 1985).</td>
<td></td>
</tr>
<tr>
<td>Expert Consultant</td>
<td>Staodyne, Inc. to provide expert testimony on electrical stimulation to the Food and Drug Administration, Washington, D.C.</td>
<td>(March, 1994-September, 1994).</td>
</tr>
</tbody>
</table>

**Expert Consultant (con’t)**

Member Board of Advisors, Pressure Ulcer Advisory Panel, Ortho-McNeil Pharmaceutical, Raritan, New Jersey (June, 1996).

Member Wound Care Advisory Panel, Huntleigh Healthcare, Manalapan, New Jersey (September, 1996 - April, 1998)

Member Opinion Leader Panel, 3M Healthcare, St. Paul, Minnesota (January, 1997)

Expert Consultant ECRI, to provide review of technology assessment of electrical stimulation for treatment of chronic wounds as requested by the Health Care Finance Administration, (October, 1995-March, 1996).

Expert Consultant Ross Laboratories, to provide research consultation for the National Pressure Ulcer Long Term Care Study, (March, 1997 – August, 1998).


Member Expert Panel on State of the Science in Management of Anemia in the Long-Term Care Setting, Programs in Medicine Summit Meeting, April 11-13, 2003, Sonoma, California.

Expert Consultant National Nursing Home Improvement Collaborative: Pressure Ulcer Prevention and Treatment, Center for Medicare and Medicaid Services, Baltimore Maryland, June1, 2003-February, 2005


Member Wound Care Advisory Panel, Ivivi Technologies, Northvale, New Jersey, (April, 2006 – present)

**National Health Policy Panels**


Member Pressure Ulcer Guideline Development Panel, Agency for Health Care Policy and Research, Department of Health and Human Services, (August, 1990-August, 1994)

**Research Review Panels**

Member Special Study Section for Small Business Innovation Research (SBIR), National Institutes of Health, (October, 1994-August, 2000).

Tertiary Reviewer Tri-Service Nursing Research Program Scientific Review Panel (SRP), Uniformed Services University of the Health Sciences, Department of Defense, (February, 2000).

**Research Review Panels (con't)**
### Journal Boards/Review Panels

<table>
<thead>
<tr>
<th>Role</th>
<th>Title</th>
<th>Date &amp; Duration</th>
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<tbody>
<tr>
<td>Member</td>
<td>Tri-Service Nursing Research Program Scientific Review Panel, Uniformed Services University of the Health Sciences, Department of Defense</td>
<td>(February, 2000)</td>
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<tr>
<td>Member</td>
<td>Nursing Study Section for National Institute for Nursing Research, National Institutes of Health</td>
<td>(January, 2001)</td>
</tr>
<tr>
<td>Member</td>
<td>Scientific Merit Review Board for Rehabilitation Research and Development Service, Department of Veterans Affairs</td>
<td>(August, 2005 – present)</td>
</tr>
<tr>
<td>Member</td>
<td>Manuscript Review Panel, <em>Research in Nursing and Health</em></td>
<td>(1989-present)</td>
</tr>
<tr>
<td>Member</td>
<td>Editorial Board, <em>Series on Issues in Gerontological Nursing</em> (SIGN), Elizabeth Swanson, PhD, RN &amp; Toni Tripp-Reimer, PhD, RN, eds., New York: Springer Publishing Company</td>
<td>(1993-present)</td>
</tr>
<tr>
<td>Associate Editor</td>
<td>Long Term Care, <em>Advances in Skin and Wound Care</em>, Susan Doan-Johnson, Editorial Director, Springhouse, PA: Springhouse Corporation</td>
<td>(January, 1998 – August, 2000)</td>
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### Journal Boards/Review Panels

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### Research Grants
Consultant “Measuring TEWL and Skin Surface pH in the Elderly,” Research grant funded by the National Institute of Nursing Research, Courtney H. Lyder, ND, RN, Principal Investigator, (July, 1996-December, 1998)


Consultant “Clinical Practice Improvement Pressure Ulcer Prevention and Treatment,” Research study funded by Ross Products Division, Abbott Laboratories, Columbus, Ohio (September, 1997-August, 1998).


Consultant “Validation of Objective Measures of Pressure Ulcer Risk,” Research grant funded by the National Institute of Nursing Research, Kathleen M. Baldwin, PhD, RN, Principal Investigator, (February, 2000 - February, 2003).

Mentor Wound Healing Mentoring Grant, Research activity supported by the Gerontological Nursing Interventions Research Center, funded by the National Institute of Nursing Research and the Hartford Center for Geriatric Nursing Excellence, funded by The John A Hartford Foundation. Awarded to Deidre Wipke-Tevis, PhD, RN, (March, 2001 - February, 2002).

Consultant “A Nursing Study of Venous Ulcers, Compression & Position,” Research grant funded by the National Institute of Nursing Research, Deidre Wipke-Tevis, PhD, RN, Principal Investigator, (July, 2001 - June, 2005).

Educational Review Panels

Member Educational Materials Appraisal Panel, Association of American Medical Colleges, Division of Educational Resources and Programs, (1977-1982).

INVITED PROFESSIONAL PRESENTATIONS
Local / Regional


"Theories of Aging." Presentation at the Iowa Geriatric Education Fellowship Program, The University of Iowa, Iowa City, Iowa, September 11, 1990

"Preventive Skin Care Treatments." Presentation at the 16th Annual Cancer Nursing Conference, The University of Iowa, Iowa City, Iowa, April 5, 1991.

"Advances in the Technology of Wound Care." Presentation at Wound Care in the 90's, North Iowa Area Community College and St. Joseph Mercy Hospital, Mason City, Iowa, April 26, 1991.

"Theories of Aging." Presentation at the Iowa Geriatric Education Summer Workshop. The University of Iowa, Iowa City, Iowa, May 29, 1991.


"Skin Care and Pressure Sores." Presentation at the 2nd Annual Long Term Care Nursing Conference, The University of Iowa, Iowa City, Iowa, November 22, 1991.

"Treatment of Pressure Ulcers." Presentation at Mercy Hospital, Davenport, Iowa, March 27, 1992.

"Wound Management in the Oncology Patient." Presentation at the 1992 Scofield Advanced Oncology Nursing Conference, The University of Iowa, Iowa City, Iowa, April 7, 1992.

"Theories of Aging." Presentation at the Iowa Geriatric Education Summer Workshop. The University of Iowa, Iowa City, Iowa, May 27, 1992.

"Use of TENS on Pressure Ulcer Healing." Presentation at Oak Forest Hospital, Chicago, Illinois, July 6, 1992.


"Implications of the Clinical Practice Guideline for Standardization of Terminology in Nursing." Presentation at the Sixth Midwest Nursing Diagnosis Conference, Des Moines, Iowa, May 21, 1993.

"Theories of Aging." Presentation at the Iowa Geriatric Education Summer Workshop. The University of Iowa, Iowa City, Iowa, June 7, 1993.


INVITED PROFESSIONAL PRESENTATIONS (Local/Regional Cont'd)


"Theories of Aging." Presentation at the Iowa Geriatric Education Summer Workshop. The University of Iowa, Iowa City, Iowa, June 1, 1994.


"Pressure Ulcers: Prevention, Early Detection and Treatment." Presentation at the South Central Region WOCN Conference, Oklahoma City, Oklahoma, October 20, 1995.

"Alternative Wound Treatment: Electrical Stimulation and Hyperbaric Oxygen." Presentation at the South Central Region WOCN Conference, Oklahoma City, Oklahoma, October 21, 1995.


"Cause and Risk Factors Associated with Dermal Injury and Risk Assessment Tools." Regional Health Education Center, North Iowa Area Community College, Mason City, Iowa, November 29, 1995.


"The Realities of Implementing the AHCPR Pressure Ulcer Guidelines in Long Term Care." Summit Symposium presented by 3M Healthcare, Pittsburgh, Pennsylvania, May 9, 1996.

"The Realities of Implementing the AHCPR Pressure Ulcer Guidelines in Long Term Care." Summit Symposium presented by 3M Healthcare, Baltimore, Maryland, June 11, 1996.

"Risk Assessment and Prevention of Pressure Ulcers." Presented at meeting of Directors of Nursing, Iowa Health Care Association, Iowa City, Iowa, July 16, 1996.

"Avoidable" Pressure Ulcers: Key Elements in Assessment and Prevention." Presentation at the Division of Health Facilities Staff Meeting (State Surveyors of Long Term Care), Des Moines, Iowa, September 10, 1996.

INVITED PROFESSIONAL PRESENTATIONS (Local/Regional Cont'd)
"Pressure Ulcers: Essentials of Assessment and Management in Long Term Care." Presentation at Iowa Health Care Association's 1996 Convention, Des Moines, Iowa, September 11, 1996.

"The Realities of Implementing the AHCPR Pressure Ulcer Guidelines in Long Term Care." Summit Symposium presented by 3M Healthcare, Dallas, Texas, September 19, 1996.

"The Realities of Implementing the AHCPR Pressure Ulcer Guidelines in Long Term Care." Summit Symposium presented by 3M Healthcare, Minneapolis, Minnesota, November 14, 1996.

"Pressure Ulcers: Essentials of Risk Assessment and Prevention in Long Term Care." Presentation at Iowa Foundation for Medical Care, West Des Moines, Iowa, November 21, 1996.

"Skin Integrity Problems Related to Circulatory/Vascular Impairment." Presentation at the Seventh Annual Long Term Care Nursing Conference, The University of Iowa, Iowa City, Iowa, November 22, 1996.


"Treatment of Pressure Ulcers and Stasis Ulcers," Presentation at the Iowa Health Care Association Long Term Care Director of Nursing Symposium, Des Moines, Iowa, May 1, 1997


"Pressure Ulcers in Long Term Care: Prevention is the Key." Presentation at the 1997 Annual Convention and Exposition of the Montana Health Care Association, Billings, Montana, September 10, 1997.


"Avoidable versus Unavoidable Pressure Ulcers: What is the evidence?" Presented at Wound Care - A Dressing Change in a New Environment, sponsored by Beth Abraham Health Services, Bronx, New York, November 6, 1998.


**INVITED PROFESSIONAL PRESENTATIONS** (Local/Regional Cont'd)

“What is the evidence that pressure ulcer prevention is effective?” Presented at Avoidable versus Unavoidable Pressure Ulcers: What is the Evidence? Sponsored by The National Pressure Ulcer Advisory Panel and New York University, Division of Nursing, New York City, New York, October 7, 1999.


“Pressure Ulcer Management: Evidence-based Practice Update.” Presented at Department of Inspection and Appeals Meeting of State Surveyors of Long Term Care, Des Moines, Iowa, June 5, 2000.

“What is the Evidence that Pressure Ulcer Prevention is Effective?” Presented at Avoidable versus Unavoidable Pressure Ulcers: What is the Evidence? Sponsored by The National Pressure Ulcer Advisory Panel and the University of Southern California, Pasadena, California, August 18, 2000.


“Skin and Nutritional Assessment.” Presented at the Veteran’s Administration Medical Center, Iowa City, Iowa, October 10, 2000.


“What is the Evidence that Pressure Ulcer Prevention is Effective?” Presented at Avoidable versus Unavoidable Pressure Ulcers: What is the Evidence? Sponsored by The National Pressure Ulcer Advisory Panel and Mercy Medical Center, West Des Moines, Iowa, October 5, 2001.
“Alterations in Skin Integrity: They’re Not All the Same.” Presented at the Nebraska Health Care Association Mid-Year convention, Kearney, Nebraska, April 17, 2002.


“A Program of Research: Pressure Ulcers and Wound Healing.” Presented at St. Louis University as part of HRSA Division of Nursing grant, “Enhancement of the dual Option PhD Nursing Program,” August 17, 2005.

“Adoption of Best Practices for Pressure Ulcer Prevention: It’s All About People.” Presented at New Jersey Hospital Association Pressure Ulcer Collaborative, North Brunswick, New Jersey, February 9, 2006.

“Not All Open Sores are Pressure Ulcers: How to Differentiate Among Wounds Seen in LTC.” Presented at Nursing Home Quality Initiative Conference Call Program, Iowa Foundation for Medical Care, Des Moines, Iowa, December, 6, 2006.

“Skin Breakdown in ITC: Not All Open Sores are Pressure Ulcers.” Presented at Mennonite College Illinois State University, Normal, Illinois, February 1, 2007.


INVITED PROFESSIONAL PRESENTATIONS (National/International Presentations Cont’d)
"Nursing Practice in the United States." Address presented for The Association of Older Students from the College of Nursing in Viseu, Portugal, October 6, 1987.

"Nursing Practice in the United States." Address presented for The Association of Older Students from the College of Nursing in Coimbra, Portugal, October 7, 1987.


"The Great Debate! It doesn't matter what you cover a wound with...Or does it?" Presentation at The Symposium on Advanced Wound Care, San Diego, California, May 3, 1995.


"Guideline-Based Pressure Sore Care." Presented at the 83rd Annual Clinical Congress of the American College of Surgeons, Chicago, Illinois, October 14, 1997.

INVITED PROFESSIONAL PRESENTATIONS (National/International Presentations Cont'd)


"Infection Control Issues in Pressure Ulcer Care." Presented at the 1998 Symposium on Advanced Wound Care and Medical Research Forum on Wound Repair, Miami Beach, Florida, April 21, 1998.

"Integrating Best Practices for Pressure Ulcer Prevention into Clinical Settings." Presented at the 13th Annual Clinical Symposium on Wound Care, Atlanta, Georgia, October 10, 1998.

"Are all Pressure Ulcers Avoidable: The Great Debate." Presented at the National Conference of the National Pressure Ulcer Advisory Panel, Columbus, Ohio, November 12, 1998.

"Avoidable versus Unavoidable Pressure Ulcers: Do Experts Agree." Presented at the National Conference of the National Pressure Ulcer Advisory Panel, Columbus, Ohio, November 13, 1998.


"Monitoring Wound Healing." Presented at Conference on Wound Care, Tokyo, Japan, February 9, 1999.

"How Do We Balance Cost and Provide Quality Pressure Ulcer Care in a Changing Regulatory Environment?" Presented at the Sixth National Pressure Ulcer Advisory Panel Consensus Conference, Orlando, Florida, February 27, 1999.

"What Does a Pressure Ulcer Tell You About Quality of Care in Your Institution?" Presented at the 1999 Symposium on Advanced Wound Care and Medical Research Forum on Wound Repair, Anaheim, California, April 25, 1999.

"Wound Care in Japan: An International Wound Care Ambassadorship." Presented at the 1999 Symposium on Advanced Wound Care and Medical Research Forum on Wound Repair, Anaheim, California, April 26, 1999.


"Optimizing the Wound Healing Environment," Presented at the Fourth Annual Consultant Dietitians in Health Care Facilities American Dietetic Association Meeting, Atlanta, Georgia, October 16, 1999.

"Strategies to Insure Quality in Pressure Ulcer Care," Presented at the 52nd Annual Geriatric Society of America Meeting, San Francisco, California, November 22, 1999.

"Achieving Quality Pressure Ulcer Care in the Current Reimbursement Environment." Presented at The Thirteenth Annual Symposium on Advanced Wound Care, Dallas, Texas, April 4, 2000.

INVITED PROFESSIONAL PRESENTATIONS (National/International Presentations Cont'd)
“Developing an Effective Wound Care Program. Is it Achievable?” Presented at the Eleventh Annual Saint Louis University Summer Geriatric Institute, St. Louis, Missouri, June 15, 2000.


“Prevention and Risk: You’ve Done the Risk Assessment…Now What?” Presented at the Seventeenth Annual Clinical Symposium on Advances in Skin and Wound Care, Dallas, Texas, September 23, 2002.

“The Dollars and Sense of Care.” Presented at the Seventeenth Annual Clinical Symposium on Advances in Skin and Wound Care, Dallas, Texas, September 23, 2002.


“Using the PUSH Tool for Wound Assessment.” Presented at the National Nursing Home Improvement Collaborative, Dallas Texas, October 20, 2003.


“Pressure Ulcer Prevalence and Incidence: It’s All About Numbers…Or Is It?” Presented at the 20th Annual Clinical Symposium on Skin and Wound Care, Las Vegas, Nevada, October 25, 2005.

"Nursing Interventions for Patients Experiencing Pain." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, April 12-13, 1974.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, June 3-4, 1974.

"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, January 3-4, 1975.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at Area One Vocational-Technical School, Dubuque, Iowa, May 11-12, 1975.

"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at Area One Vocational-Technical School, Dubuque, Iowa, January 5-6, 1976.

Workshops/Conferences (Local/Regional Cont’d)


"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at Ankeny Community College, Ankeny, Iowa, May 3-4, 1976.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, May 13-14, 1976.


"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at Mental Health Center, Atlantic, Iowa, August 5-6, 1976.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at Iowa Jewish Home, Des Moines, Iowa, Aug. 10-11, 1976.

"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at Iowa Jewish Home, Des Moines, Iowa, Aug. 12-13, 1976.

"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, August 16-17, 1976.

"Instructional Strategies for Nursing Education." Workshop presented at University of Iowa, Iowa City, Iowa, October 6-7, 1976.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, January 4-5, 1977.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, January 6-7, 1977.

Workshops/Conferences (Local/Regional Cont’d)
"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, March 21-22, 1977.

"Physical Assessment and Health Screening of Adults - Part II." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, March 23-24, 1977.

"Realistic Programming for Patient Education." Workshop presented at Veteran's Administration Hospital, Iowa City, Iowa, September 28, 1977.

"Advanced Health Screening of Adults." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, November 7, 1978.

"Physical Assessment and Health Screening for Adults - Part I." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, January 23-24, 1978.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, February 6, 1978.

"Physical Assessment and Health Screening for Adults - Part II." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, February 20-21, 1978.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, February 27, 1978.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, November 5, 1978.

"Physical Assessment and Health Screening of Adults - Part I." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, January 29-30, 1979.

Physical Assessment and Health Screening of Adults - Part II." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, February 19-20, 1979.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, October 8, 1979.


"Physical Assessment of the Heart and Lung - Part II." Workshop presented at Lucas County Health Center, Chariton, Iowa, February 8-9, 1980.

"Advanced Health Screening of Adults." Workshop presented in Adel, Iowa, March 24, 1980


"Holistic Health Care: Nursing Enters the Eighties." Workshop on Nursing Diagnosis: Planning and Intervention; St. Ambrose College, Davenport, Iowa, September 27, 1980.


"Developing Valid and Reliable Classroom Tests." Workshop presented at the University of Northern Colorado, Greeley, Colorado, February 27, 1981.

Workshops/Conferences (Local/Regional Cont'd)


"Advanced Health Screening of Adults." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, June 11, 1981.

"Physical Assessment of the Heart and Lung - Part II." Workshop presented at Indian Hills Community College, Ottumwa, Iowa, June 18, 1981.


"Realistic Programming for Patient Education." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, September 28, 1981.


"Physical Assessment of the Heart and Lung--Part II." Workshop presented at Burlington Medical Center, Burlington, Iowa, March 6, 1982.

"Physical Assessment of the Heart and Lung--Part II." Workshop presented at Keokuk Area Hospital, Keokuk, Iowa, March 8, 1982.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, April 5, 1982.

"Physical Assessment of the Heart and Lung--Part I." Workshop presented at Fort Madison Community Hospital, Fort Madison, Iowa, October 4, 1982.

"Physical Assessment of the Heart and Lung--Part II." Workshop presented at Fort Madison Community Hospital, Fort Madison, Iowa, October 18, 1982.

"Patient Education: The Plan and the Process." Workshop presented at Davis County Hospital, Bloomfield, Iowa, March 28, 1983.

"Advanced Health Screening of Adults." Workshop presented at University of Iowa, College of Nursing, Iowa City, Iowa, May 2, 1983.

"Physical Assessment of the Heart and Lung - Part II." Workshop presented at Burlington Medical Center, Burlington, Iowa, June 2, 1983.


"Physical Assessment of the Heart and Lung - Part II." Workshop presented at Henry County Health Center, Mt. Pleasant, Iowa, September 13, 1983.

"Physical Assessment of the Adult - Part I." Workshop presented at Burlington Medical Center, Burlington, Iowa, November 7-8, 1983.

"Patient Education: The Plan and the Process." Workshop presented at Ottumwa Community Hospital, Ottumwa, Iowa, November 14, 1983.

"Physical Assessment of the Adult - Part II." Workshop presented at Burlington Medical Center, Burlington, Iowa, December 5-6, 1983.

"Physical Assessment of the Adult - Part I." Workshop presented at Fort Madison Community Hospital, Fort Madison, Iowa, January 16-17, 1984.

"Physical Assessment of the Adult - Part II." Workshop presented at Fort Madison Community Hospital, Fort Madison, Iowa, February 6-9, 1984.


"Pulmonary Assessment." Conference presented at The University of Iowa Hospitals and Clinics, Iowa City, Iowa, November 5, 1981.


"Physical Assessment of the Adult - Part II." Workshop presented at Indian Hills Community College, Ottumwa, Iowa, April 30-May 1, 1984.


"Physical Assessment of the Adult - Part II." Workshop presented at Indian Hills Community College, Ottumwa, Iowa, October 5-6, 1984.


"Physical Assessment of the Adult - Part II." Workshop presented at Burlington Medical Center, Burlington, Iowa, March 5-6, 1985.
Lung Assessment and the Congestive Heart Failure Patient." Workshop presented at Mahaska County Hospital, Oskaloosa, Iowa, May 21, 1985.


"Lung Assessment and the Congestive Heart Failure Patient." Workshop presented at Bloomfield Hospital, Bloomfield, Iowa, October 3, 1985.


"Lung Assessment and the Congestive Heart Failure Patient." Workshop presented at Bloomfield Hospital, Bloomfield, Iowa, October 3, 1985.

"Lung Assessment and the Congestive Heart Failure Patient." Workshop presented at Bloomfield Hospital, Bloomfield, Iowa, January 8, 1986.

"Advanced Health Screening of Adults." Workshop presented at The University of Iowa, College of Nursing, Iowa City, Iowa, November 4, 1987.


"Health Screening of Adults - Part I." Workshop presented at The University of Iowa, Iowa City, Iowa, March 30-31, 1989.

"Health Screening of Adults - Part II." Workshop presented at The University of Iowa, Iowa City, Iowa, May 2-3, 1989.

"Health Screening of Adults - Part I." Workshop presented at The University of Iowa, Iowa City, Iowa, October 11-12, 1989.

"Health Screening of Adults - Part II." Workshop presented at The University of Iowa, Iowa City, Iowa, November 8-9, 1989.

"Perspectives on Wound Care in the 90"s." Workshop presented at Memorial Medical Center, Springfield, Illinois, May 9-10, 1991.

"Assessment and Early Treatment of Pressure Ulcers." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, September 25, 1991.


"Cardiovascular Assessment in Critical Care." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, October 21, 1991.

"Pulmonary Assessment in Critical Care." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, October 31, 1991.

"Cardiovascular Anatomy, Physiology and Assessment." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, February 24, 1992.

**Workshops/Conferences (Local/Regional Cont'd)**

"Pulmonary Anatomy, Physiology and Assessment." Workshop presented at the Veteran's Administration
Medical Center, Iowa City, Iowa, February 27, 1992.

"Cardiovascular Anatomy, Physiology and Assessment." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, September 14, 1992.

"Pulmonary Anatomy, Physiology and Assessment." Workshop presented at the Veteran's Administration Medical Center, Iowa City, Iowa, September 17, 1992.


"Factors Influencing Wound Healing and Wound Management Approaches." Workshop presentation for Bryan Memorial Hospital, Lincoln, Nebraska, October 21, 1993.

"Skin and Wound Care - Assessment and Management." Workshop presented for Nebraska Health Care Association, Kearney, Nebraska, June 13, 1994.


"Pressure Ulcer, Venous Stasis Ulcer or What?" Presented for Nebraska Health Care Association, North Platte, Nebraska, December 12, 1995.

"Pressure Ulcer, Venous Stasis Ulcer or What?" Presented for Nebraska Health Care Association, Lincoln, Nebraska, December 13, 1995.

"Wound Care: Innovations to Promote Healing." Presented at the Licensed Practical Nurse Association of Nebraska Annual Convention, Grand Island, Nebraska, October 11, 1997.


"Pressure Ulcers in Long Term Care: "Avoidable" or "Unavoidable," Presented for Eastern Iowa Community College, Davenport, Iowa, March 2, 2000.


Workshops/Conferences (Local/Regional Cont'd)

“Pressure Ulcers: Prevention, Early Detection and Treatment.” Presented at Nursing Home Partnership for Best Practices Improvement. Sponsored by the Hartford Center for Geriatric Excellence, The University of Iowa, College of Nursing and held in Fairfield, Iowa, September 23, 2004.

“Pressure Ulcers: Prevention, Early Detection and Treatment.” Presented at Nursing Home Partnership for Best Practices Improvement. Sponsored by the Hartford Center for Geriatric Excellence, The University of Iowa, College of Nursing and held in Red Oak, Iowa, November 5, 2004.

“Pressure Ulcers: Prevention, Early Detection and Treatment.” Presented at Nursing Home Partnership for Best Practices Improvement. Sponsored by the Hartford Center for Geriatric Excellence, The University of Iowa, College of Nursing and held in Mt. Vernon, Iowa, April 20, 2005.

“Pressure Ulcers: Prevention, Early Detection and Treatment.” Presented at Nursing Home Partnership for Best Practices Improvement. Sponsored by the Hartford Center for Geriatric Excellence, The University of Iowa, College of Nursing and held in Cherokee, Iowa, August 3, 2005.

“Pressure Ulcers: Prevention, Early Detection and Treatment.” Presented at Nursing Home Partnership for Best Practices Improvement. Sponsored by the Hartford Center for Geriatric Excellence, The University of Iowa, College of Nursing and held in LeMars, Iowa, August 4, 2005.

**National/International Workshops**


"Pressure Ulcer Workshop." Workshop co-presented with Sharon Baranoski, MSN, RN, CETN at the 13th Annual Clinical Symposium on Wound Care, Atlanta, Georgia, October 10, 1998.

**PREDOTCTORAL FELLOWSHIP SUPERVISION**

<table>
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<tr>
<th>Date</th>
<th>Fellow</th>
<th>Funding Source</th>
<th>Research Program</th>
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<tr>
<td>9/89-5/92</td>
<td>Marita Titler</td>
<td>National Center for Nursing Research, National Institutes of Health</td>
<td>Functional Health Status of Patients with Interstitial Lung Disease</td>
</tr>
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<td>10/97-9/99</td>
<td>Sue Gardner</td>
<td>VA Predoctoral Nurse Fellowship Program, Office of Academic Affiliations, Department of Veterans Affairs</td>
<td>Clinical Indicators of Wound Infection</td>
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**POST DOCTORAL FELLOWSHIP SUPERVISION**
Frantz Vitae

<table>
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<tr>
<th>Date</th>
<th>Fellow</th>
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<th>Research Program</th>
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<tr>
<td>7/1/00 – 6/30/02</td>
<td>Sue Gardner</td>
<td>VA Post Doctoral Nurse Fellowship Program, Office of Academic Affiliations, Department of Veterans Affairs</td>
<td>Validation of Three Techniques for Diagnosis of Chronic Wound Infection</td>
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<tr>
<td>10/02- 06/05</td>
<td>Barbara Rakel</td>
<td>NIH Institutional Post Doctoral Fellowship, &quot;Training in Nursing Effectiveness Research&quot; (T32 NR07957-01), The University of Iowa</td>
<td>Hyperalgesia in Elderly Patients Undergoing Knee Replacement</td>
</tr>
<tr>
<td>01/03-12/04</td>
<td>Janet Cuddigan</td>
<td>VA Post Doctoral Nurse Fellowship Program, Office of Academic Affiliations, Department of Veterans Affairs</td>
<td>Microcirculatory Determinants of Pressure Ulcers in Critically III Patients</td>
</tr>
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**DOCTORAL DISSERTATION ADVISEMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Role</th>
<th>Doctoral Candidate</th>
<th>Dissertation Title</th>
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<tr>
<td>09/77-07/79</td>
<td>Committee member</td>
<td>Sandra K. Oliver</td>
<td>Evaluation of the Effects of Continuing Education Short Term Workshops on the Clinical Behavior of Community Health Nurses</td>
</tr>
<tr>
<td>07/78-07/79</td>
<td>Committee member</td>
<td>Carol Mason Watson</td>
<td>The Development and Validation of an Instrument for Use in Patient Evaluation of Nursing Students’ Clinical Performance</td>
</tr>
<tr>
<td>09/89-05/92</td>
<td>Chair</td>
<td>Marita Titler</td>
<td>Functional Health Status of People with Interstitial Lung Disease</td>
</tr>
<tr>
<td>09/89-07/94</td>
<td>Chair</td>
<td>Marlene Schmid</td>
<td>A Cost-Effective Analysis Study Among Peripheral Catheters, Peripherally Inserted Central Catheters and Centrally Inserted (Tunneled) Catheters</td>
</tr>
<tr>
<td>01/93-12/97</td>
<td>Chair</td>
<td>Victoria Steelman</td>
<td>Latex Allergies in Health Care Workers</td>
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**DOCTORAL DISSERTATION ADVISEMENT** (con’t)
<table>
<thead>
<tr>
<th>Date</th>
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<th>Name</th>
<th>Title</th>
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<tr>
<td>01/93-05/98</td>
<td>Chair</td>
<td>Sandra Bergquist</td>
<td>Pressure Ulcer Risk Factors in Community-Based Older Adults</td>
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<tr>
<td>03/93-12/98</td>
<td>Chair</td>
<td>Judith Payne</td>
<td>The Trajectory of Fatigue in Patients with Breast or Ovarian Cancer Receiving Chemotherapy</td>
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<tr>
<td>06/93-04/97</td>
<td>Committee member</td>
<td>Victoria Kraus</td>
<td>Evaluation of a Nurse Managed Protocol for Diabetic Foot Care</td>
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<tr>
<td>06/94-11/99</td>
<td>Chair</td>
<td>Sue Gardner</td>
<td>Validation of Clinical Indicators of Wound Infection</td>
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<tr>
<td>09/98-05/00</td>
<td>Committee member</td>
<td>Linda Garand</td>
<td>Immune and Mood Outcomes of a Community-based Intervention for Dementia Caregivers: The PLST Intervention</td>
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<tr>
<td>09/98-03/02</td>
<td>Chair</td>
<td>Barbara Rakel</td>
<td>The Effect of TENS on Hyperalgesia at Incision Sites in Post-operative Patients</td>
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<tr>
<td>09/99-07/01</td>
<td>Committee member</td>
<td>Myonghwa Park</td>
<td>Korean and United States Family and Staff Caregivers' Perceptions of Care in Dementia Care Units: A Cross-Cultural Triangulation Approach</td>
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<tr>
<td>07/01-12/02</td>
<td>Committee member</td>
<td>Mary Lynn Priven</td>
<td>Staff Nurses Assessment of Depression in Elderly Patients Admitted to General Medical Units</td>
</tr>
<tr>
<td>04/04-06/05</td>
<td>Committee member</td>
<td>Ibtihal Khalaf Almakhzoomy</td>
<td>Cultural Experiences in Managing Diabetes of Women from an Arab Immigrant Community in Iowa: A Focused Ethnographic Study</td>
</tr>
<tr>
<td>05/04</td>
<td>Committee member</td>
<td>Karen Bjoro</td>
<td>Pain Assessment in Postoperative Knee Replacement Patients Across a System of Care in Norway</td>
</tr>
<tr>
<td>05/06</td>
<td>Committee member</td>
<td>Kaye Reeder</td>
<td>Factors Influencing Treatment Seeking Decision Making in Women Experiencing Signs and Symptoms of Myocardial Infarction</td>
</tr>
</tbody>
</table>


Proposed Reduction in the Size of the BSN Program at The University of Iowa

Action Requested: Consider approval of the request by The University of Iowa that the College of Nursing be allowed to reduce the size of its Bachelor of Science in Nursing (BSN) program effective in 2008-2009.

Executive Summary: The College of Nursing proposes to reconfigure its teaching resources in order to more effectively address the root causes of the nursing shortage in Iowa and the rest of the country. The nursing shortage exists and is growing worse because too few nurses with advanced training are available to teach nursing students and, most critically, to supervise clinical placements (practica). At present, the College of Nursing expends a large share of its resources teaching BSN students directly. By reducing the BSN annual admission from 150 students, admitted in fall and spring cohorts of 75 students each, to a fall-only admission of 80 students, faculty resources can be redeployed to teaching the masters and doctoral students who will move out to colleges and clinical settings, thus eliminating the bottlenecks that underlie the nursing shortage.

Background and Rationale: Nursing education faces significant challenges in meeting the demand for nurses prepared at graduate levels to assume leadership roles in clinical practice and to fill vacancies in nursing academe. For example, in fall 2005, Iowa nursing education programs reported 106 faculty vacancies. The University of Iowa College of Nursing is strategically positioned to prepare nurses at these higher practice levels. While many other programs in Iowa prepare nurses for practice, our College is the only program that graduates students in a broad range of clinical practice specialties. Our program is also the only program preparing graduates at the doctoral level for roles as faculty members, executives, and researchers. Although we recognize that being the only publicly supported Iowa nursing program confers a responsibility to prepare nurses for practice, it is equally important that we address the need for nurses having the advanced training required for teaching, supervision of practica, and management.

After two years of planning, the College of Nursing believes that it can rise to our leadership role in nursing education by reconfiguring our current programs in a manner that is consistent with our mission, strategic plan, and the needs of our profession and the state of Iowa. The core of this plan is to maintain the current total number of graduates as it is, but to increase the proportion of graduates prepared to fill positions as faculty, executives, researchers, and advanced practice nurses by:

- decreasing the number of beginning baccalaureate (BSN) students admitted, but increasing by one-third the number of registered nurse students admitted for a baccalaureate degree (RN-BSN) who study from their local communities across the state,
- transitioning the Masters in Nursing and Healthcare Practice Program, piloted since 2003, to an MSN sub track (Entry into Practice MSN: Clinical Nurse Leader) and expanding enrollment by 1/3 to 80 students per year,
- expanding our existing programs for advanced practice nurses, such as Pediatric and Geriatric nurse practitioners, to a new program (Doctorate in Nursing Practice, DNP) intended to produce future nursing faculty, executives, and primary health care providers. Our accrediting body requires this program by 2015.

To accomplish this, the Board of Regents has already approved the addition of the Doctor of Nursing Practice degree (June 2007) and the suspension of the Professional Masters in Nursing and Healthcare Practice (June 2007). The requested reduction in BSN admissions is the final piece of the reconfiguration since it is needed to free up the faculty who will teach in the new MSN and DNP programs.

The table below gives a snapshot of collegiate enrollments before and after the proposed reconfiguration. The number of BSN students would drop by 36% (566 to 360), but master’s students would increase by

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81% (199 to 360) and the number of doctoral students would increase by 98% (52 to 102). The impact on tuition would be positive with lost tuition from BSN students being compensated by tuition from the additional master’s and doctoral students.

<table>
<thead>
<tr>
<th>Program</th>
<th>Current</th>
<th>Proposed</th>
<th>Tuition Impact</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN</td>
<td>466</td>
<td>240</td>
<td>$(1,800,000)</td>
<td>3-year completion</td>
</tr>
<tr>
<td>RN-BSN</td>
<td>100</td>
<td>120</td>
<td>$175,000</td>
<td>3-semester completion</td>
</tr>
<tr>
<td>Entry into Practice MSN</td>
<td>48 (MNHP)</td>
<td>160</td>
<td>$4,800,000</td>
<td>Proposed 80/80 cohort</td>
</tr>
<tr>
<td>MSN</td>
<td>151</td>
<td>200</td>
<td>$570,000</td>
<td>2-year completion</td>
</tr>
<tr>
<td>DNP</td>
<td>0</td>
<td>50</td>
<td>$1,100,000</td>
<td>1-year completion</td>
</tr>
<tr>
<td>PhD</td>
<td>52</td>
<td>52</td>
<td>--</td>
<td>4-year completion</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>817</strong></td>
<td><strong>822</strong></td>
<td><strong>$4,845,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Impact on Students:** When an academic program is eliminated or decreased, we need to ensure the well-being of current students. Students currently enrolled in the BSN program are not affected by the proposal at all. Pre-nursing students who were admitted to The University of Iowa in Fall 2007 are affected in that they will not be able to apply (or reapply) in Spring 2009 if they are not admitted in Fall 2008. However, these students and their parents were extensively advised by our Academic Advising Center about the proposed changes and were provided with thorough information about alternative paths to a nursing degree. Students who are not admitted on their first application will be encouraged to continue their studies at Iowa in a discipline of their choice and to apply for the Entry into Practice MSN upon graduation. Other students may prefer to work at raising their grades and reapply or to transfer to a two-year program and return to UI via the College’s RN-BSN degree completion program.

Admission to the College of Nursing is already highly competitive. Although the proposed reduction would further limit the number of students who can earn their degree in our traditional BSN program, we believe that it is testimony to the good advising that was provided that parents made only five telephone calls to the College of Nursing, and none to the President’s or Provost’s offices, complaining about this change. Moreover, there has been uniform positive response and support of the proposal by external state stakeholders in nursing education.

**Program Availability within the State:** In 2006, Iowa had 86 nursing education programs (baccalaureate and associate degree programs) with 1,795 students graduating from pre-licensure RN programs (Iowa Department of Public Health, March, 2006). The BSN degree is widely available in private liberal arts colleges throughout the state. The following colleges offer the BSN degree:

<table>
<thead>
<tr>
<th>College</th>
<th>City</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen College</td>
<td>Waterloo</td>
<td>355</td>
</tr>
<tr>
<td>Briar Cliff College</td>
<td>Sioux City</td>
<td>unavailable</td>
</tr>
<tr>
<td>Clark College</td>
<td>Dubuque</td>
<td>98</td>
</tr>
<tr>
<td>Coe College</td>
<td>Cedar Rapids</td>
<td>47</td>
</tr>
<tr>
<td>Graceland College</td>
<td>Lamoni</td>
<td>unavailable</td>
</tr>
<tr>
<td>Grand View College</td>
<td>Des Moines</td>
<td>272</td>
</tr>
<tr>
<td>Iowa Wesleyan University</td>
<td>Mount Pleasant</td>
<td>77</td>
</tr>
<tr>
<td>Luther College</td>
<td>Decorah</td>
<td>94</td>
</tr>
<tr>
<td>Mercy College (Program recently approved)</td>
<td>Des Moines</td>
<td>0</td>
</tr>
<tr>
<td>Morningside College</td>
<td>Sioux City</td>
<td>89</td>
</tr>
<tr>
<td>Mount Mercy College</td>
<td>Cedar Rapids</td>
<td>300</td>
</tr>
<tr>
<td>Northwestern College</td>
<td>Orange City</td>
<td>8</td>
</tr>
<tr>
<td>Saint Ambrose University</td>
<td>Davenport</td>
<td>234</td>
</tr>
<tr>
<td>The University of Dubuque</td>
<td>Dubuque</td>
<td>Unavailable</td>
</tr>
</tbody>
</table>
Five-Year Application/Enrollment Trend: The figure below summarizes applications and admissions for the UI BSN and the Master in Nursing and Healthcare Practice (the precursor to the Entry into Practice MSN) from 2003-2005.

As is evident, the trend toward the MSN and away from the BSN has already begun. We believe that with active marketing and advising the trend will continue to grow, especially as we are able to deploy teaching resources toward increased enrollment in the master’s program. Nursing, as a profession, continues a slow but steady progression towards master’s level preparation for practice at the generalist professional level and doctoral preparation at the advanced specialized level.

It is difficult to project whether the reconfiguration is a permanent change beyond the next 10 years. The best data available indicates the nursing shortage, in general, and the faculty shortage, in particular, will be a factor for the next ten years as the current labor force continues to age and move to retirement.

Effect on Nursing Needs in the State: The shortage of nursing faculty in the nation and the state is an even more significant challenge than the nationwide shortage of nurses as faculty shortages directly impact the ability of the educational institutions at all levels to produce the next generation of practicing nurses. All colleges of nursing in Iowa are affected by a shortage of nurses prepared at the master’s and doctoral levels. This shortage is projected only to grow as nursing academe ages (current average age 54). The ability of the Iowa Community Colleges and Iowa’s liberal arts colleges to continue to educate nurses at the beginning practice level is threatened by their ability to secure adequate nurse faculty. At present, the American Association of Colleges of Nursing is actively considering a position paper regarding standards of preparation for teaching in baccalaureate and graduate nursing programs that calls for nursing courses to be taught by faculty with graduate level specialty educational preparation and for doctorally prepared faculty to assume overall responsibility for nursing courses. Clinical practicum faculty will be expected to hold, at a minimum, a master’s degree in nursing. Demand for graduate prepared nurses to teach in all

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baccalaureate programs throughout the state will increase dramatically. Those schools that are unable to meet these standards will face increased risk of losing their accreditation. The health of Iowa’s nursing workforce is dependent on the viability of both its public and private nursing programs.

The University of Iowa, College of Nursing has historically been the producer of nurses prepared at these higher levels for the state. This fall the College has admitted its largest number of students into the various master’s sub-tracks (80 versus the usual 40 students), 67 into the new Entry into Practice MSN sub-track, and 22 into the Doctor of Nursing Practice program. The ability of the College to continue to address the increased demand for graduate education is dependent on its ability to reduce the more resource intensive Bachelor of Science program.

**Impact on Minorities and Women**: The reconfiguration provides greater opportunity for women and minorities to enter the nursing profession with higher qualifications. The reconfiguration proposal includes an increase in enrollment in the Entry into Practice MSN sub track of the MSN. Based on the demographics of students in the pilot MNHP program, there has been a higher percentage of underrepresented minorities and men in this student body than has been in the traditional BSN program.

<table>
<thead>
<tr>
<th></th>
<th>AY2007-08</th>
<th>AY2006-07</th>
<th>AY2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN: Male</td>
<td>9.2%</td>
<td>7.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>BSN: Underrepresented Minorities</td>
<td>9.2%</td>
<td>7.52%</td>
<td>6.44%</td>
</tr>
<tr>
<td>MNHP: Males</td>
<td>15%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>MNHP: Underrepresented Minorities</td>
<td>10%</td>
<td>9.43%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

The College has every reason to believe that the Entry into Practice MSN sub track, with an increased target enrollment of 80 will continue to attract a more diverse student body. The emphasis on preparation at the master’s level also affords the more predominant white female student body an opportunity to enter the profession more highly qualified and with the potential for a career trajectory with better pay and more opportunity to move into leadership positions in clinical practice.

**Reduction in Faculty and Staff**: The reconfiguration of the College of Nursing enrollment to place more emphasis on graduate education does not call for a reduction in either faculty or staff. Faculty will be shifted to graduate course assignments to address increased enrollment in graduate courses. Staff, such as student service personnel, will also shift to provide support services for the larger number of students seeking graduate degrees.

**Effects on Space**: The reconfiguration proposal is projected to be neutral in impact on space devoted to the teaching mission of the College.
Baccalaureate Program Goals/Outcomes

In professional nursing practice, the graduate of the baccalaureate program will demonstrate:

1. Use of nursing process and knowledge of human responses to illness, perceptions of health and health problems.

2. Use of nursing skills to promote the health of individuals, families, groups, and communities.

3. Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.

4. Caring attributes in nurse-client and colleague relationships.

5. Consideration of sociocultural and environmental factors affecting an individual's health.

6. Legal, ethical, and professional accountability to recipients of health care, one’s self and one’s colleagues.

7. Collaboration with others in the delivery of health care.

8. Use of research findings as a basis for decision making in clinical practice.

9. Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.

10. Leadership behaviors essential to function as a member of professional nursing groups.
## Essential content for the BSN and RN-BSN Programs

<table>
<thead>
<tr>
<th>Core Content AACN Essentials</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruism, autonomy, human</td>
<td>096:051</td>
<td>Art and Science of Nursing</td>
</tr>
<tr>
<td>dignity, integrity, social</td>
<td>096:159</td>
<td>Contemporary Nursing Practice Issues</td>
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<tr>
<td>justice</td>
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<td></td>
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<td><strong>Core competencies</strong></td>
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<tr>
<td>Critical thinking</td>
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<tr>
<td>Assessment</td>
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<td>Health Assessment Across the Life Span</td>
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<tr>
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<td>096:136</td>
<td>Core Clinical Practicum</td>
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<tr>
<td>Communication</td>
<td>096:126</td>
<td>Communication for Health Professionals</td>
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<tr>
<td></td>
<td>096:127</td>
<td>Health Assessment Across the Life Span</td>
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<tr>
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<td>096:136</td>
<td>Core Clinical Practicum</td>
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<tr>
<td>Technical Skills</td>
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<td>Basic Concepts of Nursing Care</td>
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<tr>
<td></td>
<td>096:135</td>
<td>Complex Concepts of Nursing Care</td>
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<td></td>
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<td><strong>Core Knowledge</strong></td>
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<tr>
<td>Health Promotion, risk</td>
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<tr>
<td>reduction, disease prevention</td>
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<td>Illness and disease</td>
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<td>Human Pathophysiology: Organ Systems</td>
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<td>management</td>
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<td>096:124</td>
<td>Cellular/Neurology/Immunology</td>
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<td></td>
<td>096:135</td>
<td>Basic Concepts of Nursing Care</td>
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<tr>
<td>Information and health care</td>
<td>096:050</td>
<td>Perspectives on Health Care Systems</td>
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<td>technologies</td>
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<tr>
<td>Ethics</td>
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<tr>
<td>Human Diversity, global</td>
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<td>All courses in the curriculum</td>
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<td>Health care systems and policy</td>
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<td>Perspectives on Health Care Systems</td>
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<td>096:157</td>
<td>Nursing Leadership and Care Management</td>
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<td>Clinical Nursing Internship</td>
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<tr>
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<td>Contemporary Nursing Practice Issues</td>
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<tr>
<td><strong>Role Development</strong></td>
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<td>Provider of care</td>
<td>096:050</td>
<td>Perspectives on Health Care Systems</td>
</tr>
<tr>
<td></td>
<td>096:051</td>
<td>Art and Science of Nursing</td>
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<tr>
<td></td>
<td>096:134</td>
<td>Basic Concepts of Nursing Care</td>
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<td></td>
<td>096:135</td>
<td>Complex Concepts of Nursing Care</td>
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<td>Core Clinical Practicum</td>
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<tr>
<td></td>
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<td>Parent-Child Nursing</td>
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<td>Parent-Child Nursing Practicum</td>
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<td></td>
<td>096:141</td>
<td>Gerontological Nursing</td>
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<td>096:142</td>
<td>Gerontological Nursing Practicum</td>
</tr>
<tr>
<td></td>
<td>096:153</td>
<td>Public Health Nursing</td>
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<td></td>
<td>096:154</td>
<td>Public Health Nursing Practicum</td>
</tr>
<tr>
<td></td>
<td>096:155</td>
<td>Psychiatric/Mental Health Nursing</td>
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<td></td>
<td>096:156</td>
<td>Psychiatric/Mental Health Nursing Practicum</td>
</tr>
<tr>
<td></td>
<td>096:157</td>
<td>Nursing Leadership and Care Management</td>
</tr>
<tr>
<td></td>
<td>096:158</td>
<td>Clinical Nursing Internship</td>
</tr>
</tbody>
</table>
| Designer/manager/coordinator of care | 096:051 Art and Science of Nursing  
|                                      | 096:143 Research for Nursing Practice  
|                                      | 096:157 Nursing Leadership and Care Management  
|                                      | 096:158 Clinical Nursing Internship  
|                                      | 096:159 Contemporary Nursing Practice Issues  
| Member of a profession               | 096:051 Art and Science of Nursing  
|                                      | 096:159 Contemporary Nursing Practice Issues  
|                                      | 096:157 Nursing Leadership and Care management  |
Masters of Science in Nursing Program Goals

The Graduate of the Masters Program will demonstrate:

1. A commitment to knowledge based practice and continuing scholarship


3. Use of appropriate leadership knowledge and skills when practicing in teaching, management, and advanced clinical practices roles.

4. Competency in applying specialized knowledge and skills when practicing in teaching, management and advanced clinical practice roles.

5. Beginning competence in research methods and research utilization for the solution of nursing problems.

6. Collaboration with others in the health care system to plan, analyze, and formulate health policy.

7. The use of legal and ethical principles and critical analysis to respond to events that influence nursing practice, professional status and health care delivery.

8. Analysis and use of technological innovations which support delivery of care and clinical decision making in advanced nursing roles.
### Essential content for the MSN Program

<table>
<thead>
<tr>
<th>Core Content AACN Essentials</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Core</strong></td>
<td></td>
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</tr>
<tr>
<td>Research</td>
<td>096:206</td>
<td>Nursing Science and Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice and management courses critique and apply research</td>
</tr>
<tr>
<td>Policy organization financing of health care</td>
<td>096:209</td>
<td>Health Systems/Economics/Policy</td>
</tr>
<tr>
<td></td>
<td>096:232</td>
<td>Professional Aspects of Clinical Nursing Practice</td>
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<tr>
<td></td>
<td>096:278</td>
<td>Professional Aspects of Anesthesia Nursing Practice</td>
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<td>096:260</td>
<td>Nursing Systems Administration I</td>
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<td>Ethics</td>
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<td>Nursing Science and Inquiry</td>
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<td>Health Systems/Economics/Policy</td>
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<td>096:232</td>
<td>Professional Aspects of Clinical Nursing Practice</td>
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<td></td>
<td>096:261</td>
<td>Nursing Systems Administration II</td>
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<td>096:278</td>
<td>Professional Aspects of Anesthesia Nursing Practice</td>
</tr>
<tr>
<td>Professional Role Development</td>
<td>096:208</td>
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<td></td>
<td>096:232</td>
<td>Professional Aspects of Clinical Nursing Practice</td>
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<td>096:278</td>
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</tr>
<tr>
<td>Theoretical foundations of practice</td>
<td>096:206</td>
<td>Nursing Science and Inquiry</td>
</tr>
<tr>
<td>Diversity and social issues</td>
<td>096:209</td>
<td>Health Systems/Economics/Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice courses, management and education courses</td>
</tr>
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<td><strong>Advanced Practice Core</strong></td>
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<td>Health/physical assessment</td>
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<tr>
<td></td>
<td>096:223</td>
<td>Clinical Applications for NPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NP practice courses</td>
</tr>
<tr>
<td>Physiology and pathophysiology</td>
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<td>Physiology for Advanced Clinical Practice</td>
</tr>
<tr>
<td></td>
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<td>NP practice courses</td>
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<td>Pharmacology</td>
<td>096:224</td>
<td>Pharmacotherapeutics for Adv Clinical Practice</td>
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<td>096:272</td>
<td>Pharmacology of Anesthesia Practice I</td>
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<td><strong>Nursing Administration Role</strong></td>
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<td>Leadership</td>
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<td>Leadership for Advanced Nursing Practice</td>
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<td>096:260</td>
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<td>Nursing Systems Administration II</td>
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<td>Policy Development</td>
<td>096:209</td>
<td>Health Systems/Economics/Policy</td>
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<td>Nursing Systems Administration I</td>
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<tr>
<td></td>
<td>096:261</td>
<td>Nursing Systems Administration II</td>
</tr>
<tr>
<td>Financial management/cost analysis</td>
<td>096:209</td>
<td>Health Systems/Economics/Policy</td>
</tr>
<tr>
<td></td>
<td>096:261</td>
<td>Nursing Systems Administration II</td>
</tr>
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<td>Information systems</td>
<td>096:263</td>
<td>Informatics in Nursing and Health Care</td>
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<tr>
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<td>096:310</td>
<td>Advanced Nursing Informatics</td>
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<tr>
<td>Managed care</td>
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<td>Introduction to Case Management</td>
</tr>
<tr>
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<td>096:209</td>
<td>Health Systems/Economics/Policy</td>
</tr>
<tr>
<td></td>
<td>096:266</td>
<td>Advanced Case Management: Interdisciplinary Approach</td>
</tr>
<tr>
<td>Topic</td>
<td>Course Numbers</td>
<td>Courses</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Strategic management, organizational development</td>
<td>096:260, 096:261</td>
<td>Nursing Systems Administration I, Nursing Systems Administration II</td>
</tr>
<tr>
<td>Continuous quality improvement, human resources/outcomes management</td>
<td>096:260, 096:261</td>
<td>Nursing Systems Administration I, Nursing Systems Administration II</td>
</tr>
<tr>
<td>Systems analysis, environmental issues, marketing/sales and</td>
<td>096:209, 096:260, 096:261</td>
<td>Health Systems/Economics/Policy, Nursing Systems Administration I, Nursing Systems Administration II</td>
</tr>
<tr>
<td>negotiation strategies</td>
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</tbody>
</table>
Doctor of Philosophy Program Goals

The Graduate of the Doctoral Program will demonstrate:

1. A commitment of continuing scholarship, the process of inquiry, and knowledge development.
2. Capability to conceptualize about the discipline of nursing.
3. Competence to conduct research in nursing and contribute to the body of scientific knowledge in the discipline of nursing.
4. Use appropriate research-based knowledge to influence nursing education and nursing practice.
5. Interdisciplinary interaction with other investigators in research teams.
6. Preparation for multiple career roles.
7. Knowledge of theory, practice, and research in a specialized area of nursing.
DNP Program Objectives

The Doctor of Nursing Practice program will prepare:

1. nurse clinicians at the highest level of practice
2. nurse clinicians to utilize research and employ evidence-based practice in the development and implementation of:
   - Patient care standards and protocols
   - Teaching methods
   - Executive management strategies
3. nurse clinicians to develop, implement, and to evaluate interventions to improve health status/access patterns and/or address gaps in care of individuals, aggregates, or populations

Doctor of Nursing Practice Essentials related to the DNP curriculum

<table>
<thead>
<tr>
<th>AACN Essentials</th>
<th>College of Nursing DNP curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific Underpinnings for Practice</td>
<td>• MSN core courses</td>
</tr>
<tr>
<td></td>
<td>○ 96:208 Ldrshp for Adv Nrsg Prac</td>
</tr>
<tr>
<td></td>
<td>○ 96:209 Hlth Sys/Econ/Policy</td>
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<tr>
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<td>○ 96:211 Res for Evid Base Prac I</td>
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<td></td>
<td>○ 96:263 Inf in Nrsg &amp; Hlth Care</td>
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<td></td>
<td>• Advanced Practice Core courses</td>
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<td>○ 96:213 Physiol for Adv Clin Prac</td>
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<td>○ 96:214 Adv Hlth Assess for Clin Prac</td>
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<tr>
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<td>○ 96:222 Hlth Promo &amp; Interven Prim Care</td>
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<td>○ 96:223 Clin Apps for Hlth Assess &amp; Promo</td>
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<tr>
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<td>○ 96:232 Prof Aspects of Clin Nrsg</td>
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<td></td>
<td>• DNP: Advanced Role Development I</td>
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<tr>
<td></td>
<td>• Advanced Role Development Practicum I</td>
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<td></td>
<td>• Essentials of Advanced Practice: Emerging Science†</td>
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<tr>
<td>2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
<td>• MSN core courses</td>
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<td>○ 96:208 Ldrshp for Adv Nrsg Prac</td>
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<td>○ 96:209 Hlth Sys/Econ/Policy</td>
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<td>○ 96:211 Res for Evid Base Prac I</td>
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<td>○ 96:263 Inf in Nrsg &amp; Hlth Care</td>
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<td></td>
<td>• Policy elective</td>
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<tr>
<td></td>
<td>• 96: 212 Research for Evidence-based Practice II</td>
</tr>
<tr>
<td></td>
<td>• Essentials of Advanced Practice: Emerging Science</td>
</tr>
<tr>
<td>3. Clinical Scholarship and analytical</td>
<td>• 96:211 Research for Evidence-based Practice I</td>
</tr>
<tr>
<td></td>
<td>• 96:212 Research for Evidence-based Practice</td>
</tr>
<tr>
<td>Methods for Evidence-based Practice II</td>
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<tr>
<td>4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
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<tr>
<td>- 96:263 Inf in Nrsng &amp; Hlth Care</td>
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<tr>
<td>- 96:211 Research for Evidence-based Practice I</td>
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<tr>
<td>- 96:212 Research for Evidence-based Practice II</td>
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<tr>
<td>- Essentials of Advanced Practice: Emerging Science</td>
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<tr>
<td>5. Health Care Policy for Advocacy in Health Care</td>
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<td>- Policy Elective</td>
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<td>6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
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<tr>
<td>- DNP: Advanced Role Development I</td>
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<tr>
<td>- DNP: Advanced Role Development II</td>
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<tr>
<td>- Research for Evidence-based Practice II</td>
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<tr>
<td>- Advanced Role Development Practicum I</td>
<td></td>
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<tr>
<td>- Advanced Role Development Practicum II</td>
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<td>7. Clinical Prevention and Population Health for Improving the Nation’s Health</td>
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<tr>
<td>- Advanced MSN core</td>
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<tr>
<td>- 96:214 Adv Hlth Assess for Clin Prac</td>
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<td>- 96:222 Hlth Promo &amp; Interven Prim Care</td>
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<td>- 96:223 Clin Apps for Hlth Assess &amp; Promo</td>
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<td>- 96:232 Prof Aspects of Clin Nrsng</td>
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<tr>
<td>- MSN core</td>
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<td>- 96:208 Ldrshp for Adv Nrsng Prac</td>
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<td>- 96:209 Hlth Sys/Econ/Policy</td>
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<td>- 96:211Res for Evid Base Prac I</td>
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<tr>
<td>- 96:263 Inf in Nrsng &amp; Hlth Care</td>
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<td>- Essentials of Advanced Practice: Emerging Science</td>
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<tr>
<td>8. Advanced Nursing Practice</td>
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<tr>
<td>- Advanced Clinical Specialization&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td>- DNP: Advanced Role Development I</td>
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<td>- DNP: Advanced Role Development II</td>
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<td>- Research for Evidence-based Practice I</td>
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<td>- Research for Evidence-based Practice II</td>
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<tr>
<td>- Advanced Role Development Practicum I</td>
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<tr>
<td>- Advanced Role Development Practicum II</td>
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<tr>
<td>- Clinical/Leadership Project</td>
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</tbody>
</table>

<sup>1</sup>The Advanced Clinical Specialization courses include the didactic and practicum courses for each specialty (e.g. Family Nurse Practitioner).

6/1/07
# THE UNIVERSITY OF IOWA COLLEGE OF NURSING
## MASTER OF SCIENCE IN NURSING

### Adult/Gerontological CNS
#### Sample Full-Time Course Sequence
#### (43 semester hours)

**General Master’s Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>96:211 Evidence Based Practice</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:208 Leadership for Advanced Nursing Practice</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:209 Health System, Econ &amp; Policy</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:263 Informatics in Nursing &amp; Health Care</td>
<td>3 sh</td>
</tr>
</tbody>
</table>

**Credits** 12 sh

**Adult/Gerontological CNS Clinical Nursing Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hrs</th>
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</thead>
<tbody>
<tr>
<td>96:241 Care of the Frail Elderly</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:280 Primary Care/Adult &amp; Older Adult I</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:284 Primary Care/Adult &amp; Older Adult II</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:242 Prim Care: A/GNP Clin Apps I</td>
<td>3sh</td>
</tr>
<tr>
<td>96:243 Primary Care: A/GNP Clin Apps II</td>
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</table>

**500 clinical practicum hours (450 in this section – the rest in 96:223 – see below)** 15sh

**Advanced Practice Clinical Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hrs</th>
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</thead>
<tbody>
<tr>
<td>96:213 Physiology for Advanced Clinical Practice</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:214 Advanced Health Assessment for Clinical Practice</td>
<td>3 sh</td>
</tr>
<tr>
<td>96:224 Pharmacotherapeutics for Advanced Practice</td>
<td>4 sh</td>
</tr>
<tr>
<td>96:223 Clinical Apps for Advanced Health Assessment</td>
<td>3 sh</td>
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<tr>
<td>96:232 Prof Aspects of Adv Clin Practice</td>
<td>3sh</td>
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</table>

**Credits** 16 sh

**Portfolio:**

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<thead>
<tr>
<th>Portfolio or project</th>
<th>Semester Hrs</th>
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</table>

**Important Certification Information:** Through 2005, students whose MSN program has less than 500 clinical hours could make up the difference using work hours (completed after the graduation date) to sit for certification as a “Clinical Specialist in Gerontological Nursing.” Beginning in 2006 all clinical nurse specialist candidates must have graduated from programs that include at least 500 clinical hours. As of 2006, this program does meet this requirement, and includes 500 clinical practicum hours.

5/15/2007
### Sampling of Faculty Participation in Development Activities: 2006

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>CONFERENCE ATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUCKWALTER, KATHLEEN</td>
<td>13th Annual Evidence-Based Practice Conference, UIHC, Iowa City, IA, 4/28/06. The Second Annual Conference of the Rural Health Care Research Center, University of Virginia School of Nursing, Charlottesville, VA, 5/3/06. Dementia Day Camp 2006, State College, PA, 6/30/06. Depression in Nursing Homes, The Faces of Depression: Identification &amp; Treatment Conference, Des Moines University, Des Moines, IA, 7/28/06. The Sixth Meeting of The Iowa Coalition on Mental Health and Aging, Des Moines, IA, 9/28/06. American Psychiatric Nurses Association’s 20th Annual Conference, Long Beach, CA, 10/12/06. The Global Impact on Quality of Lives Conference, Case Western Reserve University, Cleveland, OH, 11/6/06. 59th Annual Scientific Meeting of the Gerontological Society of America, ....Dallas, TX, 11/17/06.</td>
</tr>
<tr>
<td>GARDNER, SUE</td>
<td>30th Annual MNRS Research Conference, Milwaukee, WI., 4/2/06.</td>
</tr>
<tr>
<td>HUBER, DIANE</td>
<td>16th Annual Case Management Society of Amer Conference, Dallas, 6/13/06.</td>
</tr>
<tr>
<td>Name</td>
<td>Events</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SCHOENFELDER, DEBORAH</td>
<td>National Gerontological Nursing Association. 10/7/06.</td>
</tr>
<tr>
<td>TROWBRIDGE, CONNIE</td>
<td>RNAO 5th International Conference Older People Deserve the Best, Toronto, Canada 9/2006</td>
</tr>
</tbody>
</table>
Faculty Workload Guidelines

I. Overview

The goal of this document is to propose guidelines for faculty assignments in order to promote faculty effectiveness in the areas of teaching, research/scholarship/creative work and/or practice/academic outreach and service, and to facilitate appropriate and equitable workload.

Faculty workload reflects the overall mission of the College of Nursing and the College of Nursing contributes fully to the accomplishment of the overall mission and values of the University of Iowa. Faculty members contribute in their own unique and valuable way to the missions of the College and the University, and the proportion of time and effort that faculty devote to each of the missions at any particular time need not be equal and, in most cases, is quite variable and individual.

Faculty workload guidelines provide direction to administration to facilitate faculty in their efforts to meet the faculty member's individual teaching, research, and service responsibilities. Faculty may negotiate for a variety of combinations of activities and administration is encouraged to allow exception to the workload guidelines in order to facilitate new programs or teaching innovations and to respond to individual interests, circumstances and expertise. Faculty can expect sufficient resources to support the overall teaching, research/scholarship/creative work or practice/academic outreach, and service missions of the College.

II. Teaching, Research, Service Roles of full-time Tenured and Tenure-Track Faculty

A. Teaching

Teaching endeavors include the preparation of course syllabi, classroom materials, class lectures and discussion topics, and student assignments such as papers and projects. Faculty also prepare and administer examinations, evaluate student work, train and supervise the work of teaching assistants, continuously read in their field to include up to date material and information in their classes, and meet their students outside of class to advise, help and guide them in their course work. Other important teaching efforts include faculty initiatives to improve instruction through the design and revision of the curriculum, the creation of new courses, the revision of existing courses, and supervision of the creative work and research of students (Post-tenure effort allocation policy, 1997)

The expected teaching load for regular, full-time tenure-track faculty with 100% appointments is the equivalent of 12 credit hours per academic year (6 credit hours per semester). Teaching workload incorporates formal and informal teaching activities. Examples of formal teaching activities are lectures, practicum, laboratory/clinical supervision and seminar discussion groups. Associated teaching activities may include student advising, grading papers, proctoring examinations, or offering sessions for test
workload. Workload assignment for practicum courses is negotiated individually based on time commitment involved. The maximum amount of workload credit allowed for other courses taught in the format of individualized work with students or student groups [e.g., independent study and research advisement] for a given academic year is 3-6 credits (e.g. 20-40% of total workload). Maximum credit is to be given only to those individual who have a substantial amount of such work.

For tenure track faculty in undergraduate clinical courses (40% of total effort), workload is defined as one clinical group all semester with 10-12 clinical contact hours per week or its equivalent and one 3 s.h. didactic course.

For tenure track faculty in graduate clinical courses (40% of total effort), workload is defined as one clinical application course with one section of 12 students maximum and one 3 s.h. didactic course per semester. For those who negotiate a post tenure allocation of effort, workload would be adjusted to be comparable to that of a nontenure track faculty member who is devoting an equivalent amount of effort to teaching.

B. Research/Scholarship/Creative Work or Practice/Academic Outreach

Faculty conduct a wide range of research, scholarship, and creative work to advance the core value of learning, including engaging in hands-on creative work and research, directing and collaborating with graduate students and professional students in joint creative activities and research, directing and supervising undergraduate creative work and research and supporting this scholarly work through efforts to arrange and sustain adequate physical, financial, and institutional (and inter-institutional) support. As with teaching, there are many different types of activities necessary to create and sustain vitality in research, scholarship and creative work by faculty. At the center of this activity, faculty require time and resources to pursue scholarly or creative work in the laboratory, the library, the studio or office, and/or in the field, to supervise and direct the work of their students, to write proposals to obtain support for their projects, to attend professional meetings and to consult with a variety of groups and individuals to enhance their understanding of problems and challenges (Post-tenure effort allocation policy, 1997).

Research/Scholarship/Creative Work

Many different activities create and sustain the vitality in research, scholarship, and creative work by faculty, including developing proposals, conducting research, preparing manuscripts, consulting with groups and individuals, and participating in professional meetings through paper and poster presentations and chairing or moderating sessions.

Full-time, tenured or tenure track faculty are expected to be involved in continuous, productive scholarship as evidenced by publications, grants, etc. Obtaining external funding to at least partially support research activities is expected of tenure-track faculty. To facilitate the fulfillment of the research expectation, time-limited support for up to the equivalent of 20% of total effort may be provided by the College for the following: a) to
enable faculty who are not yet funded to prepare research grant proposals; b) to enable newly appointed faculty with funded research projects to get them established and operational in this new setting; and c) to enable previously funded researchers to disseminate findings of completed research and to develop new or continuation grant proposals.

When external research funding is obtained for salary support, the total amount of time allocated to research activities must be equal to or greater than the time funded by the sponsor and is negotiated between the Area Chair and the faculty member. External salary support of 25% is required to obtain release from 25% of one’s teaching commitment (or one course per academic year), 50% of support would release faculty from 50% of one’s total teaching commitment (or two courses per academic year.)

Full-time tenured faculty who are not engaged in research or in the preparation of research proposals and faculty who present little or no scholarly productivity will have their time/effort distributed to teaching (e.g., 6 courses/academic year), practice, administration or service activities.

### Practice/Academic Outreach

According to the College of Nursing Faculty Practice Plan, faculty practice is defined as the provision of direct patient care services and providing indirect supportive care services such as consultation, education and management assistance. This practice must be carried out while the provider is a member of the College of Nursing Faculty, be reimbursed to the College of Nursing, and be part of the individual faculty member’s assignment.

Some faculty will choose to contribute to the College through clinical practice or through academic outreach activities. The 40% time/effort allocated to research can be devoted to practice or academic outreach as negotiated through the College Faculty Practice Plan.

When external practice compensation is obtained for salary support, the total amount of time allocated to practice activities must be equal to or greater than the time funded by the sponsor and is negotiated between the Area Chair and the faculty member. External salary support of 20% is required to obtain release from 25% of one’s teaching commitment (or one course per academic year), 40% support would release faculty from 50% of one’s total teaching commitment (or two courses per academic year.)

(See guidelines for Faculty Practice in Faculty Handbook.)

### C. Service

Faculty serve their professional colleagues and organizations, the public, and various off-campus constituencies. They also govern the academic programs and services of the University and assist colleagues and University administrators in a variety of functions and tasks. Regarding professional service, faculty are often asked to hold offices in professional organizations and help to organize professional meetings. They edit books and professional journals and serve as reviewers for such publications. They serve on
federal and regional panels and offer advice to private, corporate, and government funding agencies. With regard to public service, faculty may provide health care, legal service, artistic leadership, and educational expertise. Faculty offer educational outreach programs to the business community, community organizations, and governmental bodies. Faculty expend considerable effort to help administer and govern the University. They chair departments, serve on a wide-range of appointed and elected committees, and recommend the allocation of fiscal and human resources necessary to the educational mission of the institution. (Post-tenure allocation policy, 1997)

All faculty are expected to devote a portion of their time/effort to activities that promote the ongoing development and welfare of the College, the University, the Profession, and the broader community they serve. Continuous service on 1-3 College of Nursing and/or University committees, plus outside professional service activities (e.g., manuscript review/editorial boards, professional organization committees) and local/state service is expected. Activities of this nature that engage faculty outside the University must be in conformity with administrative rules governing outside activities and with University policy pertaining to Conflict of Interest.

The actual amount of service time allocated in a given year may be adjusted to meet the overall needs of the College. It is recommended that time allocated to service activities for probationary faculty be decreased to 10% and that 10% be devoted to research and scholarship activities. Other special circumstances may be negotiated with Deans/Area Chairs.

III. Teaching, Research, and Service Roles of Full-Time Non-tenure Track Faculty

Lecturers: This category includes faculty whose primary contribution to the College is in the area of teaching. Generally full-time faculty in this category distribute their work effort across two areas of responsibility: Teaching and Service.

A. Teaching

Lecturers are primarily responsible for clinical supervision/teaching (80% of total effort). Other teaching activities may include preparation of course syllabi, classroom materials, class lectures and discussion topics and evaluating student assignments and examinations. In courses with multiple sections or teaching activities (lecture, lab, clinical), responsibilities related to the course may include exam writing and review, exam proctoring and meeting attendance. These faculty spend time keeping current in clinical practice knowledge and spend time with students to advise and guide them in their course work.

The expected teaching load for regular full-time Lecturers is the equivalent of 18 credit hours per academic year or 24 hours/week in clinical teaching. Exact assignment or workload (class size, number of credit hours and contact hours) may vary. Other
important teaching efforts to consider include the design and revision of curriculum, creation of course material and revision of existing courses.

Teaching assignments/workloads may be represented in a variety of ways. For the undergraduate curriculum, the maximum recommended overall faculty/student ratio for direct clinical supervision of beginning students is 1:16/semester (e.g., a maximum of two groups of 8 students in a 4 semester hour course or the equivalent of two 12 hour clinicals per week). The maximum recommended faculty/student ratio for experiences where all students have a preceptor is 1:32/semester.

B. Research

Generally, non-tenure track Lecturers are not expected to conduct research or to compete for extramural support. However, should support be awarded, teaching responsibilities will be correspondingly decreased. Time devoted to teaching and/or service commitments may be reallocated for clinical scholarship activities as negotiated with the Area Chair.

C. Service

Non-tenure track Lecturers are expected to devote a portion of their time/effort to activities that promote the ongoing development and welfare of the College, the University, the Profession, and the broader community they serve. Time devoted to service commitment time may be reallocated for teaching activities as negotiated with the Area Chair and/or Associate Dean for Academic Affairs. The actual amount of service time allocated in a given year may be adjusted to meet the overall needs of the College.

IV. Salaried Clinical Track Faculty

This category includes faculty appointed specifically as Clinical Track Faculty with a rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Generally, faculty in this category distribute their work effort across three areas of responsibility: teaching, research, and service.

The distribution of workload may be achieved semester by semester or averaged out over the academic year (two semesters) and summer session, depending on the needs of the College, and to the extent possible, the goals, the commitments and the preferences of the individual faculty member. Contributions to service and scholarship may be negotiated depending on appointment type and the needs of the College and individual.

A. Teaching

The main focus of clinical track faculty in this area of responsibility is clinical teaching. This may include, depending on rank, preparation of course syllabi, classroom materials, class lectures and discussion topics and evaluating student assignments and examinations.
Other responsibilities may include exam writing and review, exam proctoring, development of new courses, and mentoring of junior faculty. Depending on rank, clinical track faculty may also serve on master’s projects/theses committees, and doctoral dissertation committees.

The expected teaching load for Clinical Track Faculty with 100% appointments is 6 courses per academic year or the equivalent of 15 credit hours.

Clinical Track Faculty are expected to participate in funded clinical practice during the academic year. Funded practice at 20-25% of total income releases the faculty member from 1 course per year (workload would then be 4 didactic or 3 clinical groups). Funded practice at 40-50% of total income releases the faculty member from 2 courses per year (workload would then be 3 didactic or 2 clinical groups). Exact assignment or workload class size, number of credit hours and contact hours may vary.

B. Research

Clinical Track Faculty are expected to participate in clinical scholarship. This participation may be wide ranging depending on rank. Clinical scholarship may include collaboration with researchers in clinical problem solving, publishing in institutional and professional newsletters, writing textbook chapters, serving as a member of a research utilization team, or serving as a clinical consultant. Other activities could include implementing new client care programs, publishing in professional journals, and contributing to state and national health initiatives.

When external funding is received for clinical scholarship, the clinical track faculty may negotiate with the Area Chair/Dean for a decrease in percentage of teaching or service responsibilities.

C. Service

Clinical Track Faculty with 100% appointments are expected to devote a portion of their time and effort to activities that promote the ongoing development and welfare of the College, the University, the Profession and the broader community they serve. Time devoted to service commitment time may be reallocated for teaching activities as negotiated with the Area Chair and/or Associate Dean for Academic Affairs. The actual amount of service time associated in a given year may be adjusted to meet the needs of the College.

(See Faculty Handbook, “Salaried Clinical Track Faculty”)

## V. Factors Affecting Assignment

### A. Full-Time Tenured and Tenure Track Faculty

<table>
<thead>
<tr>
<th>Full-time Tenured &amp; Tenure Track Faculty</th>
<th>% of Teaching</th>
<th>% of Research</th>
<th>% of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Usual Workload</td>
<td>40</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

In determining the specific teaching workload, factors such as the following must be given due consideration:

- The nature of the faculty member’s responsibility for the teaching activity, including preparation time
- ICN and WEB-based courses
- The number of students in a course/clinical group
- The level of student
- The intensity of the supervisory experience
- The time required to prepare for a new course
- The presence of a teaching assistant
- Number of credit hours
- Practicum and supervisory expectations of the course, including certification requirements of graduate courses with a practicum
- The remainder of the faculty member’s assignment
- Multidisciplinary courses would be defined in a manner similar to nursing courses.
- New non-tenured, tenure track faculty will have a decreased teaching workload during the first two semesters of their first year on tenure track
- Research faculty are generally not assigned to clinical undergraduate courses
- Overload is defined as workload that exceeds efforts outlined above.
- Special circumstances will be negotiated with Deans/Area Chairs.

| B. Research Faculty (see Faculty Handbook) | 0 | 80 | 20 |
| C. Faculty-Practice appointments          | 80 | 0 examples only | 20 |
|                                           | 40 | 0 examples only | 60 |

See faculty practice plan re: percentage of release time and percentage of salary from practice

| D. Clinical Track Appointments            | 80 | 0 examples only | 20 |
| (See clinical track guidelines in faculty handbook) | 40 | 0 examples only | 60 |
|                                           | 40 | 40 examples only | 20 |

<p>| E. Post Tenure Portfolio                  | 80 | 0 examples | 20 |</p>
<table>
<thead>
<tr>
<th></th>
<th>only</th>
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</thead>
<tbody>
<tr>
<td>F. Special circumstances (See Faculty Handbook)</td>
<td></td>
</tr>
</tbody>
</table>
### B. FULL-TIME NON-TENURE TRACK FACULTY

<table>
<thead>
<tr>
<th>A. Usual Workload:</th>
<th>% of Teaching</th>
<th>% of Research</th>
<th>% of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td></td>
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<tr>
<td>Factors to Consider in Workload assignment:</td>
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</tr>
<tr>
<td>a) level of student-including amount and type of clinical teaching and direct supervision or contact required per student.</td>
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<tr>
<td>b) number of students assigned</td>
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<tr>
<td>c) course preparation and evaluation time typically required.</td>
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<tr>
<td>d) courses development for new or additional teaching assignments or clinical areas assigned</td>
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<tr>
<td>e) additional teaching/collegiate responsibilities assigned</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f) numbers of courses and numbers of students assigned-multiple sections of some courses (requiring communication/collaboration between faculty)</td>
<td></td>
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<tr>
<td>g) type of teaching assignment – i.e., lecture, clinical supervision, preceptor supervision, discussion, Web CT or a combination thereof.</td>
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<td>h) Saturday/Evening or elective course taught.</td>
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<tr>
<td>i) faculty help or assistance assigned – i.e. Teaching assistant, work study student</td>
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<tr>
<td>j) amount and type of orientation, supervision and evaluation of preceptors etc. required</td>
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<tr>
<td>k) number of agencies assigned to</td>
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<td></td>
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<tr>
<td>l) number of credit hours</td>
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</tbody>
</table>

| B. Faculty Practice Appointments: |
| a) Funded faculty practice appointment allows for negotiation of teaching assignment and % of workload designated to it and service activities. |
| 80 | 0 | 20 |

| C. Special Circumstances: |
| a) Laboratory courses in the College of Nursing pertain primarily to beginning students in the undergraduate curriculum. Non-tenure track Lecturers teaching multiple laboratory sections as part of didactic courses requires special circumstances outside of the usual clinical or lecture responsibility. These courses include clinical reasoning activities, written assignments, teaching nursing interventions-specific nursing activities. Testing and supervision of practices may require additional contact outside regularly scheduled classes. |
WORKLOAD GUIDELINES-DEFINITIONS

Categories of faculty

Non-research (lecturers and tenured faculty electing to concentrate on teaching). Expectations teaching (80%) and service (20%).

Clinical Track Faculty (begins fall semester, 1998). Expectations – clinical teaching, clinical practice, clinical scholarship, and service.

Research Faculty (pre-tenure, tenured). Expectations – teaching (40%), research (40%), service (20%).

The distinction between research and non-research tenured faculty will be made on the basis of scholarly productivity (e.g. publications and grants). Criteria under development.
DUAL ADVISING PROGRAM

Purpose: To provide opportunity for students to explore career options and advice regarding academic programs, progress and course selection.

Process:

1) Assign undergraduate BSN students and professional Masters in Nursing and Healthcare Program students to faculty who will serve as advisors to students for the purpose of career options and readiness for NCLEX. It is required that students meet with the advisor a minimum of one time per semester.

a) A percentage process is used in allocating students to faculty for advisement. The procedure would be as follows:

1. Area chairs work with the Executive Dean to determine faculty who are eligible to advise BSN and MNHP students.
2. Numbers of faculty advisors are then submitted to the Office of Student Services.
3. The Office of Student Services then submits the number and names of students (based on percentage of pre-determined eligible faculty) to each Area Chair to be assigned to faculty.
4. Area Chairs will then do assignment of students to faculty advisors.
5. Should Area Chairs for some reason or another not be able to accommodate assignment of the students, they will work with other Area Chairs to ensure that each student is assigned a faculty advisor.
6. All faculty/student assignments should then be communicated to the Office of Student Services.
7. The Office of Student Services will work with Area Chairs for continuous changes due to graduations, withdrawals and other situations effecting the assignments.

b) Documentation of meeting can be done in the advisors preferred manner. As a suggestion, all faculty have Microsoft Word on their computers. Each faculty member would create a document that is titled the students name. After meeting with each student, the faculty would open the document and type in notes about the meeting with the student. The faculty member would then send this document as an attachment to the Office of Student Services for placement in the student’s official file. Refer to sample documentations (Attachment B) from a faculty member currently using this process.

We are undoubtedly deep into an electronic age that is decreasing face-to-face communication. Nursing, however, is a “face to face” communication profession. Thus, “face to face” contacts with the faculty member at least one time per semester on an individual or group basis is expected. Refer to Attachment A for possible topic to discuss in the advising meeting.
c) All students see the Faculty Advisor for topics such as:
   - Advise re: the profession of nursing.
   - Career advice:
     - promote awareness of different career opportunities within Nursing.
     - explain the importance of networking and professional affiliations (ANA, INA, UIANS, etc.).
     - describe graduate programs here and elsewhere.
   - Emphasize research opportunities both here and at other schools.
   - Discuss strategies for advancement in nursing.
   - Inform students about graduate education.

2) All basic BSN and MNHP students are assigned to Program Associate in the Office of Student Services for academic progression, planning and issues. It is required that students meet with the Program Associate one time per semester either on an individual or group basis.

   a) Program Associate documents meetings by note recording and/or enclosing material in permanent file.

   b) All students see Program Associate for items such as
      - Overall plans of study
      - Transcript evaluations
      - Academic progress
      - Graduation forms
      - Handbooks
      - Drop/add slips

Evaluation:

1) All student files should contain the documentation of the meeting(s) with the faculty advisor by the end of each semester.
2) All student files should contain documentation of meetings with Program Associate by then end of the semester.
3) Periodic evaluation of student and faculty perceptions and suggestions related to the dual advising process will take place once yearly by a process yet to be determined.
Possible Topics to be Covered Planning Appointments

1. Overview of current coursework. Are there any courses, areas or topics of concern? If so, what makes it difficult for you? Ask as specifically as possible what grades they are currently earning. Do not accept “fine”. Ask “what grade did you earn on your last mid-term”. “What papers have you turned in and what did you earn on them?”

If there are concerns, ask: How much are you studying or how much time do you take to prepare for your classes? How much are you working or doing external activities?

What courses, areas, and topics are you especially enjoying? Are there areas of nursing you think you want to specialize in? Would you like to talk with someone in that area? Are you interested in getting some work experience in that area?

2. Review what was covered in the last appointment. Has anything changed? Review areas of interest or if note are indicated, review how to explore these.

3. Plan for the next semester. Have you reviewed your Degree Evaluation on ISIS? Have you met with the Office of Student Services to develop a plan of study? (If not, please advise to do so.) Do you know what courses you will be taking next semester?

4. Something else to include (if the students aren’t getting it elsewhere) is information about the mix of clinical/classroom time in their next semester, special equipment, or scheduling considerations.

5. Do you have an interest in doing any experiential learning activities? Study Abroad, internships, work experiences, etc.

6. Build in an opportunity for “what questions do you have?” toward the end.

7. If you would like, share with the student that he/she can come to you in times of academic difficulty and count on your expertise in working with the Office of Student Services to devise a plan to work through the difficulty.
SAMPLE ADVISING NOTES:

Nancy Nurse

09/25/59

Nancy came in for her first meeting. Classes are going well and she is very excited to be in the College. She is unsure of what area of nursing that she might be interested in at this point; but knows for sure that it is not Pediatrics and not Psych. She thinks she might have interest in Gerontology. I suggested that she talk with Dr. Mobily after her Basics class to learn more about the opportunities available for geriatric nursing. I shared that we are a Hartford Center for Gerontological research so if this ends up being her interest area, she will undoubtedly have a great experience.

02/14/60

Nancy met with Dr. Mobily and is enthusiastic about learning gerontology. She is extremely busy right now with Complex, Core, Path and Pharm but continues to love it! She asked about summer internship opportunities and I suggested that she go to the Office of Student Services to see what information they might have available. She also wanted to know about Scholarships and I directed her to Student Services for information.
The University of Iowa College of Nursing

B.S.N. GRADUATION PROFILE

Program Completion Date: (Date of Graduation)

Name:

Student ID:

PERFORMANCE RATING (Circle the number indicating level of performance)
1 = Competent – satisfactory performance, meets expectations
2 = Exceptional – exceeds expectations

This graduate demonstrates:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Use of nursing process and knowledge of human response to illness, perceptions of health and health problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Use of nursing skills to promote the health of individuals, families, groups and communities.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Caring attributes in nurse-client and colleague relationships.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Consideration of sociocultural and environmental factors affecting an individual’s health.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Legal, ethical and professional accountability to recipients of health care, one’s self and one’s colleagues.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Collaboration with others in the delivery of health care.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Use of research findings as a basis for decision making in clinical practice.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Leadership behaviors essential to function as a member of professional nursing groups.</td>
</tr>
</tbody>
</table>

Comments:

Faculty Signature    Title    Date

Student Signature    Date

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Guidelines for Use of Preceptors

1. The student and the faculty, together, will contract for a population and setting for the preceptorship experience. A preceptor will be selected, and approved by the faculty, using the following guidelines:
   a. Hold professional rank in the College of Nursing or meet the criteria for an adjunct faculty appointment.
   b. Actively employed in the role selected for study by the student, and/or
   c. Demonstrate expertise in the area of selected study (e.g. teaching or clinical assignment in that area).

2. A written contract will be negotiated for the preceptor experience. It will include the following:
   a. Specific objectives, determined together by the professor and the student, for the preceptorship experience.
   b. A means of achieving the objectives, to be negotiated with the preceptor and agreed upon by all three parties.
   c. Provisions for evaluation of the preceptorship experience with identification of the responsibilities of each party involved.
   d. A plan for ongoing feedback by the student and preceptor (e.g. weekly, bi-weekly, logs, seminars, individual conferences) regarding the preceptorship experience.
THE UNIVERSITY OF IOWA
COLLEGE OF NURSING

Alumni Survey
of Master's Program

The College of Nursing strives for excellence in all of our programs. For us to continue to meet this goal we need your help. An essential part of program evaluation is receiving feedback from our graduates. We urge you to take a few minutes to reflect on how effectively your education prepared you for your career in nursing. Please return your survey within 2 weeks in the enclosed business reply envelope.

A. **THE MASTER'S PROGRAM AND YOU**

1. What was the nursing specialization content area in your master's program?
   - a) Community/Family Health Nursing
   - b) Adult Health Nursing
   - c) Gerontological Nursing
   - d) Child Health Nursing
   - e) Anesthesia Nursing
   - f) Family Health Nursing
   - g) Occupational Health Nursing
   - h) Psychiatric/Mental Health Nursing
   - i) Genetics Nursing
   - j) Nursing Informatics
   - k) Nurse Anesthetist
   - l) None

2. What was the role preparation content in your master's program?
   - a) Advanced Clinical Practice
   - b) Education
   - c) Administration
   - d) Nurse Manager
   - e) MBA/MSN

3. What year did you first enroll in master's study at Iowa? ________

4. In what year did you graduate? ________

5. Did the master's program provide adequate preparation for the position you now hold?
   - a) Yes. Please specify how.
   - b) No. Please specify why not.

6. Did the program provide adequate preparation for career advancement?
   - a) Yes. Please specify.
   - b) No. Please specify.
7. How satisfied are you with your choice of Iowa's master's program?

___a) very well satisfied          ___d) moderately dissatisfied
___b) moderately satisfied        ___e) very dissatisfied
___c) neutral, about half and half

B. YOUR WORK EXPERIENCE

1. What is your current employment status?

___a) full-time employment
___b) part-time employment
___c) full-time student
___d) part-time student
___e) part-time student and part-time employment
___f) unemployed
___g) other (please specify):______________________________

If you are employed please continue. If you are not employed please go directly to part C.

2. What is the primary place of your employment?

___a) Acute Care Hospital
___b) Nursing Home or other Long Term Care Facility
___c) Hospice
___d) Community/Public Health Agency
___e) School of Nursing
___f) Physician's Office
___g) Military Service
___h) Ambulatory Care Setting
___i) Private Practice
___j) Special Type of Setting:_____________________________
___k) Other (please specify):_____________________________

3. What is your present position?

___a) staff nurse
___b) head nurse
___c) supervisor or other comparable position
___d) director of nursing
___e) in-service educator/staff development
___f) faculty, college or school of nursing
___g) clinical specialist. Please specify:___________________
___h) nurse practitioner. Please specify:___________________
___i) academic administrator
___j) other (please specify):_____________________________
4. How long have you held your present position?

____a) less than 1 year
____b) 1-5 years
____c) 6-10 years
____d) Over 10 years

C. PREVIOUS EDUCATION

1. Degree completed

___ a) Baccalaureate in Nursing
___ b) Baccalaureate in field other than nursing

2. Name of School/University

3. Date Degree was completed _____________

D. PROFESSIONAL AND EDUCATIONAL ACTIVITIES

1. Professional membership(s). Please indicate all that apply.

___a) ANA
___b) NLN
___c) Specialty Organization, i.e. AANA. Please specify:____________________________
___d) Other. Please specify:_______________________________________

2. Have you served as a consultant to any organization or agency since graduation?

___a) Yes. Please specify:
___b) No

3. Have you submitted articles, books, or book chapters for publication since graduation?

___a) Yes. Please specify how many ______
___b) No

4. Have you had any articles, books or book chapters published since graduation?

___a) Yes. Please specify how many ______
___b) No

5. To what extent have you participated in nursing research or research utilization activities since graduation?

___a) primary investigator
___b) with others in nursing
___c) with persons in other disciplines
___d) with use of research findings
___e) not at all involved in research or research utilization
6. What is the degree of your involvement?

____ a) Very much involved
____ b) Moderately involved
____ c) Somewhat involved
____ d) Not at all involved

7. If you are currently enrolled in doctoral study or have completed a doctoral program please answer this question.

a. University:_________________________________________________

b. Type of program
   ____1) doctorate in nursing
   ____2) doctorate in field other than nursing ________________

c. Date program began____________________

d. Date degree completed (actual or estimated) _______________

e. Degree obtained or in progress:
   ____1) DNS
   ____2) Ph.D.
   ____3) Ed.D.
   ____4) Other (please specify): _____________________________

E. Please feel free to add comments you wish to make about your preparation, and/or the strengths and weaknesses of your program of study.

Thank you. Please return the survey to The College of Nursing in the business reply envelope provided. Please note that an authorization form for the College of Nursing to contact your employer is also attached.