



**UPPER IOWA**  
— UNIVERSITY —

EDUCATION BUILT FOR LIFE

# Department of Nursing Student Handbook 2021-2022

Effective August 27, 2021

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

To view the most current version of these handbooks, the reader is directed to our website: [UIU Student Handbook](#). In the event of discrepancies related to the information contained in the printed copy and electronic versions, the information contained in the printed copy will be superseded by the electronic version of the handbook.

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***Each student is responsible for knowing the current academic regulations, the general and specific requirements and the operational policies contained within the Upper Iowa University Nursing Student Handbook, university catalog and all other official documents or announcements from the University.***

***Additionally, university administrators reserve the right to revise or modify any of the following policies at any time based on the best interest of students, college, or university.***

***Students should always refer to the nursing website <http://www.uiu.edu/nursing> for the most current student handbook and university catalog.***



## **Department of Nursing**

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

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

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

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

Congratulations on your decision to advance your education!

Dr. Stephanie Tippin, DNP, FNP-C, RN  
Assistant Professor of Nursing  
Director and Department Chair

## **OVERVIEW OF THE NURSING PROGRAM**

### **Department of Nursing**

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

### **The Mission of the Department of Nursing**

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

### **The Philosophy of the Department of Nursing**

We believe:

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

### **BSN Program Goals and Outcomes**

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

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

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

5. **Outcome:** Collaborate with members of the health care team to improve care processes leading to enhanced patient outcomes.

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

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

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

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

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

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

## PROGRAM ADMISSION, PROGRESSION, AND GRADUATION

### Admission Process

1. Complete an application form located at [www.uiu.edu/nursing](http://www.uiu.edu/nursing)
2. The Director of Nursing Education will make an admission decision upon submission and completion of the following information:
  - a. Completed clinical compliance profile which includes:
    - i. Evidence of unencumbered Registered Nursing (RN) license in state of attendance, or a compact state, if applicable. For Concurrent Enrollment Program (CEP) students, this requirement must be completed prior to taking practicum courses.
    - ii. Evidence of current CPR certification
      1. Evidence of meeting current health requirements: Validation of satisfactory health status signed by health care provider within one year of admission to Upper Iowa University.
      2. Documentation of immune status to communicable diseases consistent with current national and/or state guidelines for health care workers.
      3. Permission granted to release health information to clinical agencies as needed for participation in practicum experiences, as necessary.
    - iii. Completed and approved background check
      1. Students in CEP programs may share one background check with both schools.
  - b. Official transcript(s) from all colleges attended reflecting a cumulative undergraduate college grade point average (GPA) of at least 2.5.
  - c. Completed application form.

\*Students accepted to a Concurrent Enrollment Program (CEP) must meet the admission and progression requirements of Upper Iowa University and the partnering community college as presented in the official CEP program brochure. For more information on CEP, visit [www.uiu.edu/nursing](http://www.uiu.edu/nursing).
3. Notification of admission decision will be sent in writing to all applicants.
4. Non-nursing elective courses may be started any time once you are admitted to the University.

### Progression

Progression in the nursing program requires the following:

1. To remain in good standing, students in the Department of Nursing MUST monitor course announcements and UIU emails. Failure to respond to an email may result in delay of program for failure to maintain required documentation or timelines.
2. All Department of Nursing students are accountable for reading and adhering to the UIU Student Handbook, Department of Nursing Student Handbook and course syllabi.
3. The Department of Nursing schedules course sections and faculty based on anticipated enrollment. Each state Board of Nursing has the right to regulate education in that state. Therefore, students are accepted into a specific location and

modality and cannot change physical location (state-to-state) or modality (online/hybrid) without prior permission from the Director of Nursing Education. Requests should start with the student's academic advisor, then be submitted in writing to the Director of Nursing Education. Changes are approved based on required state approvals and space available in the requested location.

4. Meet the progression requirements stated in the Upper Iowa University Catalog for the current year including, but not limited to, GPA requirements.
5. Meet attendance requirements (see Attendance Policy section below).
6. Must achieve a C- or above in any course required for the nursing major. If a grade less than a C- is received, the course must be repeated and may only be repeated once. If a grade less than a C- is received when repeating the course, the student will not be able to continue in the program. Courses may not be offered every session. Therefore, unsuccessful completion of required courses will alter student progression and path to graduation.
7. Students must take NUR 450 and NUR 455 in succession. If a student fails to successfully complete NUR 455 he/she must repeat the entire course sequence.
8. Maintain current CPR certification with the nursing program through the Clinical Compliance System.
9. Maintain documentation of immune status to communicable diseases consistent with current national and/or state guidelines for health care workers through the Clinical Compliance System.
10. Purchase professional liability insurance through Upper Iowa University when enrolled in a course with practicum experiences. The fee for this insurance will be automatically billed for the applicable courses.
11. RN-BSN students must continue to have a current, unencumbered RN license in the state of attendance or a compact state if applicable. CEP students must remain in good standing with the partner Associate Degree nursing program. The Administrative Rules (Chapter 2) of the Iowa Board of Nursing states that nursing courses with a practicum component may not be taken by a person:
  - a. Who has been denied licensure by the Board.
  - b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
  - c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

### **Attendance Policy**

Students in online courses generate attendance by posting to a discussion board or by submitting an assignment within uIU Learn. For students taking hybrid courses, physical presence at in-class sessions is also used to generate attendance.

Students who do not participate during the first seven days of the session will be withdrawn from the course and an NA (Never Attended) grade will be posted. Students who are absent for 14 days during weeks one through six of an eight-week term will be administratively withdrawn from the course. Students who are absent 11 consecutive days during weeks one through five of a six-week session will be administratively withdrawn from the course.



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

### **Graduation**

Graduation from the nursing program requires the student to meet the graduation criteria stated in the Upper Iowa University Catalog for the applicable year.

### **PROGRAM HEALTH AND WELFARE**

The health requirements are as follows:

1. Students are required to produce documentation for all health requirements to the Clinical Compliance Systems including:
  - a. Validation of satisfactory health status signed by health care provider within one year of application to Upper Iowa University.
  - b. Documentation of immune status to communicable diseases consistent with current national and/or state guidelines for health care workers.
  - c. Permission granted to release health information to clinical agencies as needed for participation in clinical education experiences.
2. Practicum agencies may require a drug-screening test before a student participates in any practicum experience at that agency. The student may be disallowed from participation in a practicum experience on the basis of the drug test. Students are responsible for facilitating the required screening for their respective practicum agency. If appropriate, both 10- and 15-panel drug screens are available for purchase through the Clinical Compliance System h.
3. Injuries sustained while on the Fayette campus or Center location of Upper Iowa University should be handled in the method specified in the Upper Iowa University Student Handbook.
4. Injuries sustained while participating in a clinical education experience should be handled according to the clinical facility protocol. In addition, the student will notify either the Upper Iowa University instructor responsible for the course or the Director of Nursing Education/Department Chair of the injury. Needle sticks and mucous membrane/non-intact skin exposure to body fluids constitute an injury.

### **ACADEMIC CALENDAR**

Academic calendars are available on the UIU website. Schedules for each RN-BSN location are located at [www.uiu.edu/nursing](http://www.uiu.edu/nursing).

### **ACADEMIC ACCOMMODATIONS**

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services (SAS) as early in the session as possible. In order to receive accommodations, students must disclose their disability to the SAS. Please refer to the Accommodation Application Packet. It is the student's responsibility to provide the

instructors with a copy of the *Request for Accommodations Contract*. Additionally, students should work cooperatively with their instructors throughout the session to make sure that appropriate accommodations are being made. You can contact the SAS at (563) 425-5949, [accessibility@uiu.edu](mailto:accessibility@uiu.edu), or stop by the office in the Student Center, Office of Student Development, Room 229.

## **CURRICULUM**

The curriculum is composed of didactic courses and practice-based or practicum courses (Appendix A). Each course is comprised of specific learning outcomes, activities, and evaluation measures. The didactic courses present the nursing knowledge, theoretical concepts, models, and research that inform patient care and evidence-based practice. The practicum courses provide opportunities for students to expand and apply knowledge; practice leadership skills; plan, implement and evaluate interventions or programs; and develop skills needed for nursing leaders today and in the future.

The curriculum is delivered in two modalities - a hybrid of classroom-based and online (web-based) learning or as fully online learning. The hybrid modality is available at select locations. Class size varies depending on the nature of the course, but is typically less than 20 in a section. In these courses, the faculty guide students in the accomplishment of course objectives through group and individual projects, assignments, and experiences. Students, in groups or as individuals, collaborate with faculty and mentors to define learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes.

The UIU RN-BSN Program maintains affiliations with a wide variety of healthcare agencies. The sites for practicum vary according to the course requirements, and may include hospitals, medical centers, home health agencies, public health departments, primary care clinics, specialty clinics or facilities, long term care facilities, schools, workplace wellness centers, health maintenance organizations, homeless shelters, and other community-based programs. Students take an active part in choosing a site for practicum work that is located within their community or convenient for travel from work or home. The program faculty and staff take responsibility for the necessary approvals of mentors and sites.

Students are encouraged to improve their learning experience by using the following strategies:

- Develop supportive relationships (personal, professional and academic)
- Find others with different learning styles to form a study group
- Improve the fit between individual learning style and lifestyle or situation
- Become a more adaptable and flexible learner
- Strengthen areas of weakness
- Develop a long-term plan and set short term goals
- Reward themselves each step along the way
- Keep their eye on the prize—graduation!

## **STUDENT ADVISING**

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

## **CONFIDENTIALITY, ETHICS, AND PROFESSIONAL BEHAVIOR**

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

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

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

Standards of academic integrity must be followed at all times and are detailed in the University Catalog and RN-BSN Student Handbook. Disciplinary actions will be taken against students who do not abide by these standards.

## **STUDENT RESPONSIBILITIES**

Nursing program students are adult learners who lead very full lives. They are seeking educational opportunities to meet their own goals and build on their previous personal and professional experience.

Students who are adult learners need to be self-directed and internally motivated. We recognize that as learners, nursing students represent increasing diversity and a wide variety in learning styles, motivation, prior experience and patterns of participation in educational programs. Therefore, our program uses learning strategies that meet the adult learner's need to participate in defining needs, goals, activities, and outcome evaluation.

Faculty and mentors work to respond to and build upon the assumptions that the adult learner has accumulated experiences that serve as a resource for learning and has a need to relate learning to real-life situations. Adult learners want to apply newly acquired knowledge and skills immediately. The incorporation of these assumptions into the

educational experience facilitates and enhances learning and satisfaction. At the most basic level, students are expected to be prepared to participate in their assigned modality with textbook(s) in hand on the first day of class.

## **PRACTICUM COURSE PREPARATION**

Advance planning is necessary to ensure a smooth entry into a practicum course. Prior to taking the course, the student must satisfy all prerequisites, assure that all requirements in the Clinical Compliance System are current, and complete advance planning documents as required. The prerequisites for each course are listed in the University Catalog and in the course syllabi.

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

## **REQUIRED DOCUMENTS**

All nursing students must produce evidence of these important documents for each practicum course. Documentation is submitted and verified through the Clinical Compliance System

- Current and unencumbered active RN license
- Current CPR certification
- Immunity status (including annual influenza vaccine) (If a Hepatitis B declination form was signed during your initial submission, you are required to disclose this information to the practicum site and satisfy any institutional requirements)
- HIPAA & OSHA (Blood Borne Pathogens) training acknowledgment
- Any additional documents and/or tests required by the practicum agency where a student is completing their practicum experience

No student will be allowed to participate in a practicum course without current document requirements met and maintained through entire practicum courses.

## **PRACTICUM LEARNING EXPERIENCES and MENTORS**

Each practicum course has specific objectives and learning activities. Nursing program faculty have developed practicum activities that are appropriate to each of the distinct practicum courses in the curriculum. Mentor relationships are developed for NUR 450 and NUR 455 with student-selected practicum partners to guide students in quality improvement practicum projects.

### **Practicum Site Affiliation Contracts**

Practicum sites require either an educational contract or a memorandum of understanding (MOU) between the University and the agency. The UIU administrative team, nursing faculty, and student work with the partner agency to obtain the signed agreements. Students may not begin the practicum experience until the official start of class.

A current list of practicum agencies is located at [uiu.edu/nursing](http://uiu.edu/nursing). Students are required to check with the practicum site for additional requirements if the agency is not listed.

### **General Information for the Student**

1. Mentors cannot be a personal friend or relative of the student.
2. Students who fail to complete and maintain the prescribed capstone or practicum documentation requirements will not be allowed to complete the respective course, which may result in failure of the course.
3. Students who fail to successfully complete NUR 455, must repeat the entire capstone course sequence.
4. A grade of **I** is given only under extreme circumstances and is determined by the faculty member involved. After the grade of **I** is given, the work must be completed by the end of the following academic session.
5. The number of hours you spend each week meeting practicum expectations and hours is flexible. However, you must complete the minimum number of hours for each practicum course, as specified in the syllabus. Practicum hours are calculated based on the number of credits allocated to the practicum portion of the course. **The time you spend meeting course requirements cannot be paid time as an employee.**
6. Students will remain accountable for their actions and behavior. Students are expected to conduct themselves in a professional manner at all times. Student attire must be in accordance with practicum agency policies. Students completing practicum activities outside of institutional settings must wear professional attire. Upper Iowa University identification cards are available from the Office of Student Development and must be worn whenever in practicum settings.

**NUR 340 COMMUNITY HEALTH NURSING**  
**Faculty Guided Practicum Experience Activities**

**Course Description**

This course focuses on care of the community as client. Emphasis is placed on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the socio-cultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a practicum project to meet the needs of an identified population.

**Course Outcomes**

1. Define the role of the nurse in various community settings.
2. Discuss the use of key health planning concepts in community health practice.
3. Apply the nursing process to the community.
4. Examine the impact of culture, socioeconomic status, lifestyle, environment and violence on the health of the community.
5. Analyze the health of the community based on data from a community assessment.
6. Identify appropriate primary, secondary and tertiary prevention strategies in working with populations at risk and other groups within the community.
7. Apply basic epidemiological concepts to community health practice nursing.
8. Summarize health, welfare and environmental policy and legislation in the United States.
9. Utilize research findings in the discussion of community health nursing

**1) Community Assessment (24 hours)**

Communities develop health patterns. In some practice settings the community is the primary client. In other cases, an individual client or a family may have, or be predisposed to, certain problems that require an assessment of certain community patterns. Each student will complete a community assessment using a windshield survey as one method of data collection. The assignment is completed in four parts.

- A) Community Assessment (Part 1)-Windshield Survey
- B) Community Assessment (Part 2)-Community Health Needs and Health Improvement plan
- C) Community Assessment (Part 3)-Teaching Plan (completed in 2 parts)
- D) Community Assessment (Part 4) Community Assessment Paper and Presentation

**2) The Role of the Nurse in the Community Discussion (6 hours)**

**3) Disaster Simulation (4 hours)**

#### **4) Family Assessment Case Study (6 hours)**

### **NUR 450 AND NUR 455 NURSING CONCEPTS CAPSTONE, PARTS I & II Faculty Guided Practicum Experience Activities and**

#### **Course Descriptions:**

In this course, students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.

#### **NUR 450: Nursing Concepts Capstone I**

##### **Course Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Integrate theoretical knowledge and evidence-based practice in a collaborative healthcare delivery environment.
2. Demonstrate leadership and teamwork to improve outcomes in a selected health care setting.
3. Manage technology and resources to communicate, support and provide quality care within the health care continuum.
4. Develop practices of life-long learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.

#### **NUR 455: Nursing Concepts Capstone II**

##### **Course Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Integrate theoretical knowledge and evidence-based practice in a collaborative healthcare delivery environment.
2. Demonstrate leadership and teamwork to improve outcomes in a selected health care setting.
3. Manage technology and resources to communicate, support and provide quality care within the health care continuum.
4. Develop practices of life-long learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.
5. Demonstrate personal accomplishment of the RN-BSN program goals and outcomes in a portfolio presentation.

#### **Background**

The Upper Iowa University RN-BSN program aims to develop students' foundational skills in Quality Improvement (QI) and Patient Safety (PS) through education and practical experience.

QI projects provide students with opportunities to improve patient care across various healthcare settings, under the collaborative guidance of University faculty and agency mentors. The aim is to foster students' interests and strengthen skills in quality improvement and patient safety, motivating them to take initiative in recognizing, supporting and participating in QI in their future careers.

### **Project-Based Learning**

Through project-based learning (PBL), students will apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.

Project-based learning is a model that organizes learning around complex tasks, based on challenging questions or problems, that involves students in design, problem-solving, decision making, or investigative activities that culminate in realistic products or conclusions. To guide each student project, the nursing process will serve as the conceptual framework.

Prior to starting the capstone courses (NUR 450 and NUR 455), students will be required to meet specific criteria in order to complete the practicum. These requirements include:

- Meeting stated deadlines
- Turning in the completed mentor form and mentor resume` or curriculum vitae.
- Having all information in the Clinical Compliance System up to date and remain current throughout the practicum experience.
- Completing all paperwork and other requirements of the healthcare organization

Failure to complete *any* of these requirements will result in the student being unable to take the capstone courses and delay their progression to graduation.

Students will be required to identify a mentor to work with to complete a quality improvement (QI) project within a healthcare organization. The project work will take place over two successive sessions in the NUR 450: Nursing Concepts Capstone I (38 hours) and NUR 455: Nursing Concepts Capstone II (38 hours) courses, respectively. The overall goal is for students to understand the quality improvement process and how this process is applied to a project.

### **Project Structure and Hours**

Quality improvement projects will be selected by students and mentors involved in different health care settings such as hospitals, long-term care facilities and community health. QI teams will

- Consist of nursing students enrolled in the final, capstone course sequence at Upper Iowa University
- Have a designated faculty leader, who will act as the supervising and education representative; and



- Be facilitated by the mentor and faculty by presenting project parameters, receiving work and progress reports, providing feedback to the student and accepting the final project on behalf of the agency.

Students are responsible for logging a total of 76 project hours (38 hours in NUR 450: Nursing Concepts Capstone I and 38 hours in NUR 455: Nursing Concepts Capstone II). This time is spent in individual tasks and completing work related to the project. Questions regarding credit for activities not listed should be directed to your instructor.

- Individual research for project advancement
- Assignments completed for progression of the Project collaboration and designated meetings with agency mentor

### **Defined Roles and Responsibilities**

As a representative of Upper Iowa University (UIU), it is essential that each faculty member and student function in a capacity congruent with the mission and goals of UIU and the RN-BSN Program. To guide this process the following roles have been defined, and are applied to both NUR 450 and NUR 455, or the duration of the project.

#### *The Course Coordinator will do the following.*

- Send the student an email containing information, approximately 14-16 weeks ahead of time, on finding a mentor. The student will fill out a Practicum Mentor Information Form with information about the mentor, the mentor's email and phone number, the mentor's department, agency information, and information about the student.
- Confirm with the mentor's agency that the mentor has agreed to working with the student (as appropriate or per agency request).
- Complete other requirements per agency request.

#### *The student will do the following.*

- Find a mentor to work with on a quality improvement (QI) project. Read and comply with any agency orientation or requirements to be completed prior to the start of NUR 450 and remain in compliance throughout NUR 450 and NUR 455.
- Comply with providing any updated information to the Upper Iowa University RN-BSN Program prior to the start of NUR 450 and in accordance with department deadlines.
- Maintain a professional relationship with the agency mentor and other agency personnel, ~~including wearing their UIU name badge when in the agency or community.~~
- Maintain a professional appearance when representing Upper Iowa University within the community.
- Take ownership, initiative, and be a team player.
- Commit on average 3-4 hours per week to the project, over the two-session (14-16 week) timeframe. Time in facility will vary based on the project, with research and writing typically occurring off site.
- Complete project tasks within the agreed timelines and within defined quality parameters (scope, implemented PDSA, evidence based support, QI product).
- Maintain regular updates with mentor and course faculty to address these three key questions.

- What have you done since the last update? ○ What are you planning to do next?
- Are you experiencing any issues/difficulties?
- Read and comply with all pertinent Upper Iowa University RN-BSN Student Handbook and agency policies.
- Be responsible for meeting course and assignment objectives that pertain to the learning experience.
- Maintain open lines of communication with the course instructor and agency mentor.

*The faculty instructor will do the following.*

- Prepares student selected practicum mentors for the practicum partnerships through advance communication and planning
- Facilitate solution of any problems which may arise at the clinical agency.
- Follow up with the agency mentor regarding student performance.
- Provide a copy of the healthcare agency evaluation to the student.
- Monitor progress via weekly documentation and monitoring, conducting student meetings as necessary.
- Proactively address any agency, mentor or student concerns.
- Provide continual support and guidance to the student in definition and completion of project deliverables, especially: scope, goals and measurement of change.
- Coach the students in QI concepts.
- Help students obtain resources and support the learning process.

*For the duration of the project, the QI project mentor will do the following.*

- Collaborate with UIU nursing faculty to identify mutually acceptable QI projects that support the program learning outcomes and contribute to quality improvement goals of the agency.
- Facilitate timely communication with students and key university personnel throughout the duration of the QI project.
- Provide support and guidance to the student in definition and completion of project deliverables, especially: scope, goals and measurement of change.
- Contribute to student understanding of QI concepts.
- Help students obtain relevant resources (e.g. data, interviews, etc.).
- Engage key nursing and support staff to support the QI project.
- Proactively work with university faculty and nursing program leadership to resolve any project difficulties.
- Serve as a resource person at the healthcare agency for Upper Iowa University faculty and the student.
- Appoint an alternate mentor, if needed.
- Maintain communication with Upper Iowa University regarding student performance.
- Complete an evaluation of student's performance.

## **UIU RN-BSN PROGRAM CONTACT INFORMATION**

Contact information for each location and for full time nursing faculty are located on the Nursing Program website: [www.uiu.edu/nursing](http://www.uiu.edu/nursing).

**APPENDIX A – COURSE DESCRIPTIONS**

**Upper Iowa University  
RN-BSN Program  
Nursing Course Descriptions**

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

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

### Nursing Electives

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

<p><b>NUR 438 Our Image: The Image of Nursing</b></p> <p>Prerequisites: Admission to the University.</p>	<p>2</p>	<p>The image of the nurse in American culture has been varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history.</p>
<p><b>NUR 440 Service Learning</b></p> <p>Prerequisites: Admission to the University.</p>	<p>1-3</p>	<p>The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community.</p>
<p><b>NUR 442 Understanding Healthcare Policy</b></p> <p>Prerequisites: Admission to the University.</p>	<p>2</p>	<p>This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery and healthcare quality. Social, political, economic, historical, legal, ethical and professional influences will be explored.</p>
<p><b>NUR 446 Principles of Fiscal Resource Management</b></p> <p>Prerequisites: Admission to the University.</p>	<p>3</p>	<p>This course will explore basic principles of fiscal resource management within healthcare organizations. Emphasis will be placed on the role of nurse leaders and managers in a variety of settings. Influencing factors such as healthcare reform, quality initiatives and reimbursement policies on patient care delivery and budgetary decisions will be explored. Basic fiscal resource management principles will be applied through interactive case studies.</p>

## APPENDIX B – PROGRESSION SAMPLES

### Upper Iowa University RN-BSN Program Sample FT Curriculum Plan - Session 1, 3 or 5 Start

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

### 35 credits required in major Nursing Electives

- NUR 331 Complementary and Alternative Healthcare (1)
- NUR 352 Exploring Transcultural Nursing (4) Includes travel abroad experience
- NUR 430 History of Nursing (2)
- NUR 432 Honoring Self-Care: Balancing Mind, Body and Spirit (2)
- NUR 434 Introduction to Global Health (2)
- NUR 436 Understanding Nursing Theory (2)
- NUR 438 Our Image: The Image of Nursing (2)
- NUR 440 Service Learning (1-3)
- NUR 442 Understanding Healthcare Policy (2)
- NUR 446 Principles of Fiscal Resource Management (3)

**Upper Iowa University RN-BSN Program Sample PT Curriculum Plan – Session 1,  
3 or 5 Start**

Session	Part-time Option – First Year		Credits
3	NUR 305	Professional Communication for Nurses	3
4	NUR 325	Integrated Concepts of Nursing Care I	4
5	NUR 335	Integrated Concepts of Nursing Care II	4
6	NUR 315	Professional Nursing Practice	3
1	MATH 220	Elementary Statistics	3
2	NUR 400	Evidence-Based Practice in Nursing	3

Session	Part-time Option – Second Year		Credits
3	NUR 340	*Community Health Nursing	4
4	NUR 420	Nursing Leadership and Management	3
5	NUR 450	*Nursing Concepts Capstone I	2
	NUR XXX	Nursing Elective	2
6	NUR 455	*Nursing Concepts Capstone II	2
	NUR XXX	Nursing Elective	2
* Course includes a practicum component			

**35 credits required in major Nursing Electives**

- NUR 331 Complementary and Alternative Healthcare (1)
- NUR 352 Exploring Transcultural Nursing (4) *Includes travel abroad experience*
- NUR 430 History of Nursing (2)
- NUR 432 Honoring Self-Care: Balancing Mind, Body and Spirit (2)
- NUR 434 Introduction to Global Health (2)
- NUR 436 Understanding Nursing Theory (3)
- NUR 438 Our Image: The Image of Nursing (2)
- NUR 440 Service Learning (1-3)
- NUR 442 Understanding Healthcare Policy (2)
- NUR 446 Principles of Fiscal Resource Management (3)