

This is the Introduction; General Information; and Curriculum, Policies, and Requirements sections of the 1996-1999 University of Minnesota School of Nursing Bulletin.

## School of Nursing

2	<b>Introduction</b>
4	<b>General Information</b>
12	<b>Curriculum, Policies, and Requirements</b>
23	<b>Course Descriptions</b>
26	<b>Administration and Faculty</b>
29	<b>Campus Map</b>
30	<b>Resource Directory</b>
31	<b>Index</b>

### University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

#### Research and Discovery

Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

#### Teaching and Learning

Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

#### Outreach and Public Service

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities



*The School of Nursing is located in the Health Sciences Unit F complex on the Twin Cities campus.*

in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

### Policies

**Bulletin Use**—The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for the School of Nursing. It covers academic years 1996-97, 1997-98, and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

The information in this bulletin and other University bulletins, publications, or

announcements is subject to change without notice. University offices can provide current information about possible changes.

This publication is available in alternative formats upon request. Please contact the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008; e-mail admissions@tc.umn.edu).

This bulletin also is available in electronic format on Internet and may be accessed via the World Wide Web.

**Equal Opportunity**—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Stephanie Lieberman, Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547).

**Access to Student Educational Records**—In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full

time, part time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information only during their terms of enrollment. To do so, they must notify the records office on their campus.

Students have the right to review their educational records. The regents' policy, including a directory of student records, is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

**Immunization**—Students born after 1956 who take more than one University class are required under Minnesota law to submit an Immunization Record form.

The form, which is sent along with the official University admission letter, must be filled out and returned to Boynton Health Service within 45 days of the first term of enrollment in order for students to continue registering for classes at the University. Complete instructions accompany the form.

**Extracurricular Events**—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

**Smoke-Free Campus Policy**—Smoking is prohibited in all facilities of the University of Minnesota, Twin Cities campus except for designated private residence hall rooms.

## Development of the School

The University of Minnesota School of Nursing is the first nursing school on a university campus in the United States. The school opened in March 1909, offering a three-year program in which four students were enrolled. In 1919, a five-year program leading to a baccalaureate degree in nursing was begun. The shorter nondegree program continued until 1947. In response to the need for more prepared teachers and supervisors, specialized baccalaureate programs for RNs were established in the fields of nursing education (1922) and nursing administration (1955). These specialized programs were phased out in the early 1960s with the establishment of a general nursing program for RNs with many requirements identical to those of the generic baccalaureate program. In 1989, a new baccalaureate curriculum was implemented, with the nursing major concentrated in an upper division two-year program. A new program for RNs who want to continue work on bachelor's and master's degrees was also begun fall 1989.

The first postbaccalaureate programs in nursing were initiated in 1951 and 1952. These programs were phased out between 1965 and 1968 as master's degree programs in nursing were developed and offered through the Graduate School. Graduate programs in nursing have undergone considerable change over the last 20 years, and the curriculum core has evolved to offer a variety of focuses to accommodate the diverse interests of students. The programs are described in the *Graduate School Bulletin*.

The School of Nursing assumes responsibility for improving nursing care through its programs in nursing education, research, and community service. These programs include continuing education programs for a variety of groups within the field of nursing, consultation services for individuals and agencies, and ongoing research in nursing. In 1958, the University of Minnesota School of Nursing Foundation was established. It helps the school carry out its nursing education, research, and community service programs. The baccalaureate and master's programs are accredited by the National League for Nursing.

The School of Nursing is part of the University's Academic Health Center, whose mission is to be a leader in the ethical, innovative, and efficient discovery and dissemination of knowledge to enhance the health and well-being of Minnesota, the nation, and the world.

## Philosophy of Nursing Education

Nursing education at the University of Minnesota is directed toward maturation of the student as a fully sensitive human being with an investigative orientation and toward achievement of competencies as a developing professional.

Nursing education is a process involving a relationship between student and teacher that fosters independence on the part of the learner. This process occurs in a milieu that encourages intellectual curiosity and mutual respect. It involves a progression of contemporary, challenging, and flexible learning experiences that make use of a wide variety of academic, professional, and community resources.

The student is an active participant with teachers, peers, clinicians, and others involved in the learning process. The student establishes a personal identity as a nurse and human being. The student learns to exercise rights and responsibilities through challenging the educational process and to be self-directed by using resources, seeking educational experiences, and developing an ability for self-evaluation. The teacher guides the student throughout this process.

## Governance

The School of Nursing faculty makes decisions about goals and priorities and plans programs to carry out the education, research, and service missions of the school and the University. Faculty committees are concerned with curriculum, admission and progression of students, research, student and faculty awards, faculty development, and long-range planning. The Consultative Committee, elected by the faculty, advises the dean on matters relating to the budget, school activities, and planning.

Students and civil service staff members are represented on committees and consultants are brought in when appropriate. The committees recommend major policies to the General Assembly of the School of Nursing, which acts as the governing body of the school.

### Bachelor of Science in Nursing

The baccalaureate program prepares outstanding graduates who are skilled in delivering nursing care, able to contribute to the evolving science of nursing, and capable of moving into leadership positions where they can positively influence health care for individuals and groups. Graduates of the program are confident of their contributions to the care of clients, identify with nursing as a profession, and are able to articulate the nurse's role to other disciplines in health care and to the public. They are sensitive and caring persons, involved in ethical decisions, accountable for their own behavior, and advocates for clients.

To meet today's urgent national concern for health care costs while significant alterations take place in traditional modes of health care delivery, graduates acquire a strong clinical practice foundation and the capability to cope with as well as institute change. They function effectively in a variety of settings with increasing autonomy. They are aware of political, social, and economic forces that affect systems of health care as well as the health of individuals.

At a time when there is decreasing return for the increasing expenditures of illness care, the program emphasizes skills needed to assist people to maintain and promote health as they grow and develop throughout their lives and as they experience acute or chronic health problems.

The milieu of the School of Nursing contributes uniquely to the mission of the undergraduate program. The school is located in the Academic Health Center, an integral part of a large land-grant research university. It is in a large metropolitan area characterized by innovation in health care. Thus, the undergraduate program provides students

access to rich resources for learning in environments that strengthen the link between liberal arts and professional education, provide cultural diversity in client populations, facilitate interaction with other disciplines and students of other cultures, and enhance skill in accessing the rapidly expanding information base relevant to health.

Because of the environment of the University and the commitment of the school's faculty to knowledge development and research, the program provides an experimental context for curricular research and theory testing at the entry level of nursing practice. Through experiencing an intellectually stimulating learning environment, graduates have a scholarly approach to the acquisition of knowledge that will influence the care of clients. Graduates are lifelong learners, most of whom pursue further study at the master's and doctoral levels.

The program is for high-ability, achievement-oriented students, providing a challenging learning environment with innovative approaches to faculty-student scholarly relationships and learning experiences.

No less than the students they teach, faculty are lifelong learners, continually developing their own knowledge and insights. They are excited about working with high-ability students, sensitive to student responses, and motivated to experiment with innovative approaches. They find satisfaction in sharing their scholarship, skills, philosophy, and values.

The faculty role of transmitting knowledge includes strategies that challenge high-ability students. Faculty value and develop the clinical practice component of the curriculum, and many demonstrate excellence in clinical practice. In addition, all faculty expand the body of nursing knowledge and involve students in this experience. Many faculty are clinical and content experts in the curriculum's focus areas.

The curriculum provides a sound scientific foundation that develops the competence necessary for the autonomous delivery of nursing care in a variety of settings. Although the focus of nursing care is maintaining and

promoting health as well as addressing acute and chronic health problems, additional emphasis is placed on making changes in nursing care regardless of the practice setting. This requires the fostering of independence, innovation, and creativity. Emphasis is placed on critical thinking, problem solving, and excellence in clinical practice as well as development of skills to address professional, moral, and ethical issues. Preparation for leadership in the profession requires that students gain confidence in their role, develop a vision of the discipline of nursing, and obtain leadership development throughout the program.

## Admission Procedures

**Requirements**—The B.S.N. is a 188-credit degree. This credit total is based on 98 credits of required nursing coursework and 90 credits of lower and upper division coursework, including the following prerequisites.

<i>Courses</i>	<i>Quarter Credit</i>
English composition	4
General chemistry I	4
General chemistry II	4
General biology	4
Cultural diversity/pluralism*	3
Introductory sociology	3
General psychology	3
Biochemistry or organic chemistry	4
Abnormal psychology	4
Family theory	3
Small group dynamics	3
Human growth and development	4
Human anatomy	4
Human physiology	4
Microbiology	3
Basic/general nutrition	3
Statistics	3
Upper division writing	4

\* *Cultural anthropology fulfills this requirement.*

Applicants for the early admission deadline of January 15 must have completed 54 quarter credits of undergraduate coursework and 12 of the prerequisite courses listed above.

Applicants for the final admission deadline of April 1 must have completed 68 quarter credits of undergraduate coursework and 12 of the prerequisite courses listed above.

To enroll in the B.S.N. program, students must satisfactorily complete all prerequisite courses and at least 90 credits of undergraduate coursework from accredited institutions of higher education (including community and junior colleges). Many students who attend the University of Minnesota as freshmen and sophomores enroll in the College of Liberal Arts as prenursing majors.

Academic and career counseling is provided for prenursing students in the College of Liberal Arts (CLA) Pre-Health Sciences Advising Center (612/624-9006) in 30 Johnston Hall.

The following admission policies are adapted from the *Undergraduate Admission and Progression Policies and Procedures of the University of Minnesota School of Nursing*, adopted by the General Assembly in June 1995.

All University high school preparation requirements must be completed before entering the nursing program, except for applicants who have degrees, or who have graduated from high school or earned a GED before 1987.

All prerequisite coursework must be completed and documentation of passing submitted by August 31 of the year admitted to the School of Nursing.

It is recommended that remaining credits fulfill the University's liberal education requirements (see page 14). Completion of the humanities and arts courses in the Diversified Core and Designated Themes is not a prerequisite for entering the nursing program. These courses may be taken at the 1xxx level.

The School of Nursing's upper division writing requirement will be waived if the applicant has an undergraduate or higher degree before seeking admission to the baccalaureate program in nursing.

Students who have completed a baccalaureate degree are exempt from all liberal education requirements and need only fulfill the requirements of the professional program or major.

For the B.S.N. program, a 2.80 admission grade point average (GPA) is preferred. The admission GPA is calculated on all grades received in prerequisite courses at the time of

## GENERAL INFORMATION

application and credits from the most recent coursework taken to equal 60 quarter credits. If the number of credits taken in prerequisite courses equals more than 60 credits, all those credits will be used in the admission GPA.

Admission is granted pending satisfactory completion of all prerequisites with a preferred admission GPA of 2.80. All prerequisite coursework must be completed with grades of A, B, C, or S or P. Two-thirds of admission credits must be on a letter-grade basis and one-third may be taken on a satisfactory-no credit basis. If a prerequisite course is repeated, the highest grade received is used in calculating the admission GPA.

A written profile statement is required that provides information about academic achievement, work, cultural diversity, and other experiences; concept of nursing; and anticipated career path in the discipline. The profile statement form is available from the School of Nursing. Work or volunteer experience is not required of applicants; however, either or both improves the applicant's competitiveness.

Selection is competitive because enrollment is limited to 98 students.

**Application Procedures**—Applications are available in the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008). School of Nursing admission packets may be picked up in the Admissions Office, School of Nursing, University of Minnesota, 5-160 Health Sciences Unit F, 308 Harvard Street S.E., Minneapolis, MN 55455 (612/624-4454).

Applicants enrolled in other educational institutions must complete an Application for Admission and return it to the Office of Admissions in 240 Williamson Hall with the required application fee and an official transcript from each college previously attended.

Students currently enrolled in another unit of the University of Minnesota must complete a Request for Change of College or Status, available in 150 Williamson Hall. The form should indicate a transfer to the School of Nursing for fall quarter of the year of application.

After the initial processing of applications, applicants receive memoranda acknowledging receipt of their applications by the School of Nursing, explaining admission criteria and selection procedures, and soliciting information on their progress in completing courses required for admission. Applicants who have any deficiencies in preadmission requirements will receive notification from the School of Nursing. Documentation indicating completion of all prerequisite courses must be submitted to the School of Nursing Admissions Office by August 31.

Each applicant is responsible for ensuring that all materials required for application are received by the School of Nursing.

**Rolling Admission**—B.S.N. program applications are processed on a rolling admission basis. Application deadlines for early and final admission are January 15 and April 1. Applications that are reviewed in January and not accepted will be automatically forwarded to the final review period in April.

### Important Deadlines

**January 15**—Early application deadline for admission to the B.S.N. program.

**April 1**—Final application deadline for admission to the B.S.N. program and the RN/B.S.N./M.S. program.

**August 31**—receipt of evidence to the School of Nursing Admissions Office that all prerequisite courses requirements have been met.

**Acceptance**—The School of Nursing will notify applicants of the admission decision as soon as all records are processed. Acceptance is provisional pending satisfactory completion of all entrance requirements and maintenance of a satisfactory admission GPA of 2.80.

Registration materials for fall quarter will be sent to newly admitted nursing students during the summer by the Office of Admissions.

**Admission Deposit Fee**—Applicants admitted to the School of Nursing must pay a nonrefundable deposit fee to hold their admission place. This fee will be applied against the student's first quarter tuition and fees. If an applicant wishes to declare a

financial hardship regarding the deposit fee, the hardship statement may be submitted with the deposit form.

**Orientation**—All students enrolled in the School of Nursing for the first quarter must attend the school’s orientation-registration program.

**CPR and First Aid**—Students who have been admitted to the School of Nursing are required to have current certification in cardiopulmonary resuscitation, both infant and adult, and standard first aid.

**Health**—Students who have been admitted to the School of Nursing are required to provide evidence that they have completed a physical assessment examination, a Mantoux test (if the test is positive, a documented treatment plan must be submitted), evidence of rubella and rubeola immunity, Hepatitis B vaccination, and an infectious disease history. To provide a basic health assessment, examinations may be performed by the Boynton Health Service at the student’s expense or by the student’s private physician. Recommended immunizations include a diphtheria-tetanus booster every 10 years and oral poliomyelitis (basic series if not taken previously).

During the course of enrollment, students should assume responsibility for their own health surveillance. A Mantoux test is required every six months at the student’s expense. Additional documentation of health status is required when a clinical agency requires it or when a problem arises. Although not required, a physical examination before graduation is highly recommended.

**Adult Special Status**—Selected individuals may be admitted to the School of Nursing as adult special students, a category reserved for those who have particular professional needs that cannot be met through one of the regular program offerings. Generally, adult special students are not permitted to complete major course sequences.

**International Students**—Applicants who are neither U.S. citizens nor permanent resident aliens should obtain an application from the Office of Admissions (see Application Procedures).

Nonnative English-speaking applicants must submit the following written and spoken English language test results by the application deadline: Test of Spoken English (TSE) score of 50 (or 230 if taken before 1995) and Test of English as a Foreign Language (TOEFL) score of at least 580. A Michigan English Language Assessment Battery (MELAB) score of at least 82 may be substituted for the TOEFL. Any academic advising services for English proficiency are the financial obligation of the prospective/enrolled student.

Selection of international students is based on evidence of superior previous academic achievement; demonstrated ability to read, write, speak, and understand English; and possession of a student or other appropriate visa.

International students must complete the same prerequisite courses and credits as other students.

**Disability Accommodation**—See Performance Requirements and Disability Accommodations.

## Residency and Reciprocity

**Residence**—Because the University is a state institution, Minnesota residents pay lower tuition than nonresidents and, in many programs, receive priority consideration for admission. To qualify for resident status, students must reside in Minnesota for at least one calendar year before the first day of class attendance. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

**Reciprocity**—The University has reciprocity agreements with North Dakota, South Dakota, Wisconsin, and Manitoba. The University also participates in a reciprocity program with Kansas, Michigan, Missouri, and Nebraska, for students in the following undergraduate colleges: Agricultural, Food, and Environmental Sciences; Architecture and Landscape Architecture; Biological Sciences; Education and Human Development; Human Ecology; Natural Resources; Carlson School of Management; Pharmacy; Dental Hygiene; School of Nursing; and Institute of Technology.



If you are a resident of any of these states or this province, you may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

### Expenses

For tuition and fees, consult the quarterly *Class Schedule*.

With an ever-increasing number of clinical assignments at off-campus locations, students should include transportation costs in their educational planning.

Uniforms, laboratory coat, name pins, a watch with a second hand, and a stethoscope are essential items and must be considered in educational costs. Purchase of additional equipment may be recommended as clinical experiences and placements warrant.

### Housing

Most Twin Cities campus students rent apartments off campus or live with parents, families, or relatives. Other students—some 4,500—live in residence halls, taking advantage of living and learning on campus. For more information on housing both on and off campus, contact Housing Services, Comstock Hall East, 210 Delaware Street S.E., Minneapolis, MN 55455 (612/624-2994).

### Financial Aid

**Federal Loan and Scholarship Program**—Current information about loans and scholarships available for nursing students is available in the Office of Scholarships and Financial Aid, University of Minnesota, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/624-1665).

**School of Nursing Foundation**—Managed by a board of trustees comprised of 30 leaders from the profession, business, industry, education, and government, the foundation promotes greater private support for the school. Gifts from alumni, friends, corporations, and

foundations help finance scholarships and programs. Thanks to the efforts of the foundation and the generosity of our donors, many endowed and named scholarships are available to assist nursing students at the undergraduate and graduate levels.

**Other Sources of Financial Aid**—In many communities, some financial aid is available through churches, clubs, medical and medical auxiliary groups, the American Legion, and service groups such as the Rotary, Kiwanis, and Zonta. Registered nurses enrolled in a B.S. or M.S. program and members of ANA may contact either Nurses' Education Funds, Inc., 2420 Pershing Road, Kansas City, MO 64106 or Minnesota Nurses' Association, 1295 Bandana Boulevard N., Suite 140, St. Paul, MN 55108 for aid opportunities.

As additional sources of financial aid become available, information will be published in the School of Nursing's newsletter.

### Organizations

**Nursing College Board**—The Nursing College Board (NCB) is the official student organization within the School of Nursing. Board representatives are elected by the student body. The board promotes unity among nursing students and provides them an official mode of communication with faculty, administration, and other members of the University community. Board activities include representing students on school committees and planning school events. The NCB is part of the Twin Cities Student Association and has representation in the Minnesota Student Association, Nursing Alumni Society, and Council for Health Interdisciplinary Participation (CHIP).

**Council for Health Interdisciplinary Participation (C.H.I.P.)**—This organization is dedicated to enhancing the educational experience of University health sciences students. The goal is to encourage the exchange of ideas and open the lines of communication among students in the Academic Health Center.

The C.H.I.P. Student Center is in 1-425 Malcolm Moos Health Sciences Tower (612/6250-7100).

**Alpha Tau Delta**—This professional nursing fraternity was founded in 1921 on the campus of the University of California at Berkeley. The Beta Chapter at the University of Minnesota was chartered in 1927. Alpha Tau Delta is dedicated to developing leadership, maintaining high professional educational standards, providing service to the community, and encouraging mutual helpfulness and understanding among students in the profession. Membership is open to all School of Nursing students.

**Sigma Theta Tau International**—The international honor society of nursing, Sigma Theta Tau, has a chapter at the University of Minnesota. Installed in 1934, Zeta Chapter is one of the oldest chapters in the country. The honor society recognizes superior achievement and leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. Zeta Chapter sponsors an annual research day, provides grants for research, presents annual awards for nursing excellence and leadership, and organizes programs of interest to its members. The membership selects new members from undergraduate and graduate students nominated by the faculty and from professional nurses in the community nominated by members or faculty.

**School of Nursing Alumni Association**—All School of Nursing graduates are encouraged to become members of the Alumni Association of the School of Nursing. It

- stimulates the continued interest of graduates and other nurses in the school;
- assists fund-raising efforts for the school;
- promotes the continued emphasis on high standards in the school's education, research, and service functions;
- promotes the professional interests of nurses through newsletters and educational and social functions; and
- provides an opportunity for communication among the school's alumni, faculty, and students about educational trends and developments in nursing.

## Campus Resources

The University provides a number of support services for students, including Boynton Health Service, Disability services, International Study and Travel Center, Minnesota Women's Center, Recreational Sports, Program Against Sexual Violence, Student Diversity Institute, Student Judicial Affairs, Student Unions, University Community Building Project, University Counseling and Consulting Services, and University Student Legal Services.

**University Counseling and Consulting Services**—University Counseling and Consulting Services (UCCS) offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Resource Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team building, conflict mediation, training, and workshops. UCCS's Measurement Services office administers tests; scores exams, surveys, and research instruments for University faculty; and operates the Minnesota Statewide Testing Program for Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests.

## Baccalaureate Program

The baccalaureate program is organized into two levels of study, offering increasing complexity and responsibility. Level I focuses on disruptions in health seen in the acute care setting with a variety of client populations. Skills in health assessment and interpersonal communication and knowledge about pathophysiology, pharmacology, growth and development, and public health are integrated with nursing knowledge and skill in providing care to clients with increasingly difficult clinical problems. The curriculum requires full-time attendance during summer sessions between Levels I and II.

Level II focuses on health enhancement, the community, and clients with chronic health problems. Content includes research, leadership, management, and professional issues. Practice experiences occur primarily in the community and long-term care facilities. Client populations include families with children, childbearing families, elders, and clients with mental and other chronic health problems.

Nursing courses include lectures, seminars, skill development, laboratories, and clinical practice. Students learn client care in hospitals, clinics, homes, long-term care facilities, and other health care settings. Students provide care to clients with diverse health care problems in real life situations and can realize the impact of their care.

## Learning and Clinical Resources

To provide opportunities for all students to acquire essential skills, the School of Nursing contracts with a variety of acute and community-based agencies, including the University of Minnesota Hospital and Clinic, for use of their facilities for planned clinical experiences. The school's faculty plans and supervises these experiences. Types of other facilities used include acute care hospitals, public health agencies, community agencies, residence facilities, long-term care homes, clinics, child care centers, and schools. While most of the agencies are located in areas serviced by the metropolitan transit system,

students should be prepared to arrange transportation if assigned to a more distant site. By the completion of the nursing program, students will have experienced about 800 clinical hours. Clinical hours include day and evening hours.

## The Honors Program

The Honors Program provides academic opportunities that challenge students to perform at their highest level of excellence while becoming increasingly independent learners. It prepares outstanding graduates skilled in delivering nursing care, able to contribute to the evolving science of nursing, and capable of dynamic leadership.

Honors students experience the excitement of discovery and the rigor of problem solving in an intellectually stimulating environment. In honors seminars, they discuss issues and questions important to health care and to the essential role nursing performs. Through honors courses and self-directed clinical and field experiences, students gain depth and breadth in the discipline and practice of nursing. Students also have the opportunity for individualized interaction with University faculty and their associates. Graduates have developed a scholarly approach to acquiring knowledge that influences the care of clients and the future direction of the health care system. Thus, the Honors Program is excellent preparation for subsequent graduate or professional study in nursing.

Students admitted to the School of Nursing with a strong academic record will be invited to apply to the Honors Program. Further criteria for admission include leadership potential, critical thinking skills, well developed communication abilities, creativity, perseverance, and self direction. When the curricular and Honors Program requirements are completed, the student graduates with Latin honors (*summa cum laude*: GPA of 3.75 and honors thesis; *magna cum laude*: GPA of 3.66 and honor thesis or project; *cum laude*: GPA of 3.50 and honors thesis or project).

## Liberal Education Requirements

*Effective for all freshmen with fewer than 39 credits enrolling from fall 1994 to summer session II 1996. Beginning fall 1996, the liberal education requirements apply to all students entering a baccalaureate degree program, regardless of prior credits.*

A liberal education introduces you to the modes of inquiry and subject matter of the major branches of knowledge, including the factual information and theoretical or artistic constructs that form their foundations; the “ways of knowing”—the kinds of questions asked and how insight, knowledge, and data are acquired and used; the changes over time of their central ideas or expressive forms; and the interrelationships among them and with human society in general. To these ends, study by all undergraduate students on the Twin Cities campus is guided by a common framework.

### The Diversified Core Curriculum

**Physical and Biological Sciences.** Comprehension of physical and biological principles; understanding of and ability to use the methods of scientific inquiry—the ways in which scientists investigate physical and biological phenomena; and appreciation of the importance of science and the value of a scientific perspective.

*Requirement:* A minimum of three courses totaling at least 12 credits, including one course with a laboratory or field experience in the physical sciences and one course with a laboratory or field experience in the biological sciences.

**History and Social Sciences.** Knowledge of how historians and social scientists describe and analyze human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; understanding of the roles individuals play in their historical, cultural, social, economic, and political worlds.

*Requirement:* A minimum of three courses totaling at least 12 credits, including one course with historical perspective.

**Arts and Humanities.** Understanding of approaches to the human condition through works of art, literature, and philosophy; knowledge of how artists create and humanistic scholars think; ability to make aesthetic judgments.

*Requirement:* A minimum of three courses totaling at least 12 credits including courses in two of the following: literature, philosophical perspective, and visual or performing arts.

**Mathematical Thinking.** Acquisition of mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; appreciation of the breadth of applications of mathematics and its foundations.

*Requirement:* A minimum of one course totaling at least four credits.

### The Designated Themes of Liberal Education

The designated themes of liberal education offer a dimension to liberal learning that complements the diversified core curriculum. Each of the themes focuses on an issue of compelling importance to the nation and the world, the understanding of which is informed by many disciplines and interdisciplinary fields of knowledge.

*Requirement:* A minimum of six courses (or five courses if one includes an approved practicum), including one course in each of the following:

**Cultural Diversity.** Understanding of the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

**International Perspectives.** Comprehension of the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

**Environment.** Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

**Citizenship and Public Ethics.** Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

### Writing Skills

The ability to communicate effectively is a hallmark of a liberally educated individual and a key to a successful and satisfying life. To encourage refining of writing skills, the liberal education curriculum includes both writing courses and writing across the curriculum.

*Requirement:* Writing skills requirements are being revised. Until the new requirements are in effect, all students will complete the writing requirement specified by the college awarding their baccalaureate degree.

You may satisfy the liberal education requirements with a number of courses and credits different from those of other students because some courses serve multiple goals in the curriculum; e.g., some courses will satisfy a diversified core requirement and a designated theme requirement, and other courses will satisfy the requirements for each of two themes. Thus, you may satisfy the designated theme requirements with a smaller number of courses than is stated in the requirement. Each quarter, the *Class Schedule* will publish the requirements and list all courses that satisfy them. In addition, the *Class Schedule* will list which of these courses are offered that quarter and which are tentatively scheduled for the subsequent quarters during the academic year.

### Minnesota Transfer Curriculum

If you complete the Minnesota Transfer Curriculum at any participating Minnesota college or university, you fulfill the University’s Twin Cities campus liberal education requirements. However, you will still need to complete a portion of the writing skills requirements. Contact your college advising office concerning these requirements. For more information on using transfer credits for the liberal education requirements, contact the Office of Admissions (612/625-2008).

## Curriculum Requirements

**Freshman and Sophomore Years**—Qualified students are admitted to the baccalaureate program after completing the two-year prenursing requirements. The minimum quarter-credit requirement for the freshman and sophomore years is 90. For information about admission requirements and a list of the courses required, see the Admission Procedures section.

**Levels I and II**—Required courses for Levels I and II, with the minimum credits in parentheses, are as follows:

- Phcl 5100—Pharmacology (4)
- LaMP 5172—Pathophysiology (4)
- Nurs 5000—Core Concepts in Nursing (4)
- Nurs 5021—Practicum: Ill Adults (3)
- Nurs 5040—Restoration and Enhancement of Health in the Acutely Ill Adult (4)
- Nurs 5041—Practicum: Acutely Ill Adults (7)
- Nurs 5042—Interpersonal Communication (2)
- Nurs 5140—Restoration and Enhancement of Health in the Acutely Ill Across the Life Span (4)
- Nurs 5141—Practicum: Ill Children/Aged (8)
- Nurs 5142—Advanced Interpersonal Communication (2)
- Nurs 5240—Core Concepts in Critical Care (6)
- Nurs 5241—Practicum: Critically Ill Infants, Children, or Adults (7)
- Nurs 5420—Applied Clinical Research (3)
- Nurs 5440—Core Concepts in Community Health and Long-Term Care (4)
- Nurs 5445—Health Assessment (3)
- Nurs 5446—Practicum: Healthy and High-Risk Childbearing Families (5)
- Nurs 5447—Practicum: Families with Children (3)
- Nurs 5448—Practicum: Individuals/Groups/Populations in Community (6)
- Nurs 5449—Practicum: Individuals/Groups/Populations with Mental Health Problems (4)
- Nurs 5450—Public Health (3)
- Nurs 5460—Leadership/Followership/Management (4)
- Nurs 5462—Professional Issues (2)
- Nurs 5480—Special Topics (2)

## Liberal Education Requirements

See previous page for liberal education requirements. Effective fall 1996, twelve upper division (3xxx or 5xxx) liberal arts credits are no longer required in addition to prerequisites and courses required for the major.

## Degree Requirements

Degrees from the University of Minnesota are granted by the Board of Regents on recommendation of the faculty. The bachelor of science in nursing is recommended for students who have satisfactorily completed all required courses, fulfilled the liberal education requirements, maintained a minimum GPA of 2.00, and completed a minimum of 188 credits.

Undergraduates must present 45 credits awarded by the University of Minnesota. Of the last 45 credits earned before graduation, 30 must be awarded by this University. All acceptable credits awarded by this University, including those earned through University College/Continuing Education and Extension and special examination, count toward the total credit requirement for the degree.

**Credits for Equivalent Courses/Petitions**—Credits for courses in excess of the 90-credit minimum required for admission may be applied toward fulfillment of requirements for the baccalaureate degree. When such credits have been taken elsewhere, the Office of Admissions determines their transferability after applicants have been accepted for admission by the School of Nursing. In general, credits for liberal arts courses taken at other accredited schools are accepted for transfer, but credits for nursing courses generally are not accepted for transfer and must be evaluated individually for suitability to this program.

Any courses accepted by CLA to satisfy liberal education requirements are accepted by the School of Nursing for credit toward the baccalaureate degree in nursing. General College courses will be accepted only if taken before enrollment in the School of Nursing. Credits earned through extension classes (evening school), independent study

(correspondence), special department examinations, or challenge examinations will also be considered for acceptance.

To request approval to use courses not listed in the *College of Liberal Arts Bulletin* to satisfy liberal education or upper division requirements, a student must petition the Admission and Progression Committee.

If the student has completed the liberal education requirements, supportive and nursing coursework, and has not earned 188 credits, the remaining credits may be completed by taking any courses carrying degree credit.

**Credit by Examination**—Students can earn credit by examination for many of the prerequisite courses and several elective courses through examinations offered by the appropriate departments. These examinations may make it possible for students to gain college credit for past noncollegiate study or experiences. Examinations for the following basic science courses are usually offered during the summer (credits in parentheses): CBN 3001—Elementary Anatomy (4) FScN 3602—Nutrition in

Professional Health Care (4)

LaMP 5170-5171—

Pathophysiology: Disease I-II (6)

Phsl 3051—Human Physiology (5)

**CLEP Examinations**—The College Level Examination Program (CLEP), sponsored by the College Entrance Examination Board, is a national program that offers the opportunity to obtain recognition for college level achievement no matter when, where, or how material was learned. CLEP offers general examinations in five liberal arts areas and subject examinations in chemistry, biology, psychology, sociology, and human growth and development. Credits earned through the general examinations may be used to meet liberal education requirements. Credits earned through the subject examinations may be used to gain exemption from taking specified required courses. One need not be a student at the University to take these examinations. For more information, contact University Counseling and Consulting Services, 109 Eddy Hall, 192 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/624-3323).

## Registration

Each quarter students are queued for registration electronically, with the schedule of registration dates published in the quarterly *Class Schedule* and the Official Daily Bulletin of *The Minnesota Daily*. Room locations and changes in nursing courses are posted on the registration bulletin board in the school's Office of Student Services lobby. Schedule information on nursing courses with clinical and laboratory sections is sent out quarterly to enrolled nursing students. Students must register for nursing courses and sections assigned to them.

School of Nursing students are expected to use the Student Access System to complete quarterly registration. Computer facilities and staff support for self registration are available in the Office of Student Services. Students enrolled in the school are responsible for completing registration during the scheduled registration period.

**Change of Registration**—School of Nursing students are expected to use the Student Access System to add or drop courses and to change course grade base options. Courses may be added through the first week of a quarter. Grade base changes may be completed through the end of the second week of the quarter. To drop a nonnursing course after the second week, the instructor's permission is required before the adviser's approval. Magic numbers, or electronic course overrides, for Nurs-designated courses are available from the faculty and instructors teaching the course.

Tuition refunds for canceled courses are made according to all-University regulations. These are published in the quarterly *Class Schedule*.

**Summer Session**—Many courses required by the school that are offered by other departments within the University and courses that meet liberal arts elective requirements are offered during the summer. Because summer offerings change yearly, the appropriate departments should be consulted regarding the availability of particular courses.

The curriculum requires full-time attendance during summer sessions between Levels I and II.

## Advising

Academic advising is carried out by faculty advisers assigned at the time of admission. Advisers help students with academic concerns as well as with decisions concerning nursing careers and graduate study. They also assist students with orientation and in determining how to apply their credits to meet graduation requirements.

Educational, psychological, and career counseling by trained specialists is available through campus and community resources. Students who have problems in these areas may be referred to specific resources.

## Academic Regulations and Requirements

The following regulations and requirements are adapted from the Undergraduate Admission and Progression Policies and Procedures of the University of Minnesota School of Nursing, adopted by the General Assembly in June 1995.

### **Statement of Student Responsibility—**

Students are responsible for keeping track of their academic standing and consulting their course instructor and adviser immediately if concerns arise.

**Attendance—**School of Nursing instructors determine and inform students of their own policies and procedures regarding absence from class, laboratory, and examinations. They also determine whether or not a student may make up work missed because of absence. Instructors are required to provide make-up opportunities only in cases in which absence is due to the following circumstances: participation in a formally approved and scheduled University activity; performance of military or civil duty (such as jury duty) that cannot be deferred; or illness or family emergency for which acceptable evidence is available. In general, attendance at first class and clinical sessions is required. Instructors are not required to permit make-up of laboratory experiences or examinations to suit students' personal convenience.

**Credit Load—**The amount of work expected for a course is expressed in credits. Each credit demands an average of three hours per week of a student's time, (e.g., one class hour with two hours of preparation or three hours of laboratory work).

The recommended number of credits taken per quarter is 16. If students wish to register for more than 19 credits, they must consult with an adviser and file a petition with the Admission and Progression Committee in sufficient time to be acted upon before registration that quarter.

**Grading—**The official University *Class Schedule*, published quarterly, contains detailed information on University grading policies and practices. Specific School of Nursing policies and variations follow.

Nursing students enrolled in coursework to meet general or liberal education requirements (nursing courses) may elect to take these on any grade basis offered by the University. At the current time, University students may elect to take coursework on an A-B-C-D-F (A-F) or satisfactory-no credit (S-N) basis.

All nursing courses are offered on both the A-F and S-N grading systems. Courses taken through the School of Nursing, whether required or elective, adhere to the following standards: C is the lowest acceptable grade in nursing courses, designated by Nurs in this bulletin and class schedules; S in a Nurs-designated course indicates a grade of C or above; no D grade is given in professional nursing courses. Any student who does not achieve a grade of C or better, whether registered as A-F or S-N, will receive an F or N for the course. Grading for courses offered by other University departments and required by the nursing major are governed by the policies of that department.

Nursing students may elect to take up to 20 credits of required Nurs-designated courses S-N. However, students wishing to be considered for "graduation with distinction" must limit their S-N grade base registrations to no more than 14 credits of Nurs-designated courses.

A student who receives an incomplete (I) grade arranges with the faculty teaching the course to complete the remaining course

requirements and file an Incomplete Contract with the Office of Student Services director. An incomplete in a prerequisite course must be completed by the end of the third week of the quarter of registration in the course for which it is a prerequisite. If the coursework is not finished per University policy or contract terms, the grade converts to an F or N, and the Admission and Progression Committee reviews the student's progression according to established school policy.

A student who receives an F or N in a nonnursing course may proceed in nursing, but the course for which the F or N was received must be satisfactorily completed before courses for which it is a prerequisite may be taken. A student who receives an F or N in a nursing course may retake the course only once. A student who receives two unsatisfactory grades (F or N) in nursing courses, either in two different courses or twice in the same course, will be withdrawn from the School of Nursing. Students who receive F or N grades for nursing or nonnursing courses are not eligible for "graduation with distinction."

**Auditing a Nurs-designated Course—**Students wishing to audit a Nurs-designated course must have instructor approval. If a course is audited, it may not later be taken for credit.

**Satisfactory Progress—**University high school preparation requirements and prerequisite coursework for nursing courses must be successfully completed before the student can begin the nursing program. Admitted nursing students must maintain a 2.80 grade point average (GPA) in prerequisite coursework.

Students enrolled in the School of Nursing must maintain a minimum GPA of 2.00. When an undergraduate's GPA falls below 2.00 or when a student receives an F or N in a required course, the student's case is referred to the Admission and Progression Committee for appropriate action.

**Unsatisfactory Progress—**Students who fail to complete the required percentages of courses or whose grades fall below the acceptable level are subject to probation—an

indication that academic progress is not satisfactory. Students on probation who do not improve their academic record in the following quarter may be required to adjust their program plans, withdraw from the school, or take other appropriate action.

Students are taken off academic probation by the Admission and Progression Committee when they meet specified conditions. *Students may be required to withdraw from the School of Nursing in one of the following circumstances.*

**Academic—**Students who receive two unsatisfactory grades (F or N) in nursing courses, either in two different courses or twice in the same course, may not continue in the program.

**Nonacademic—**The nature of a nurse's responsibilities to patients and others requires certain professional behaviors. Students must adhere to the code of professional conduct and the Standards of Student Conduct of the University of Minnesota, which are enforceable by University agencies and/or the School of Nursing.

**Voluntary Withdrawal or Leave of Absence—**To withdraw from a course satisfying general or liberal arts requirements, a student follows the change of registration procedure described above.

Students requesting withdrawal from one or more required nursing courses must complete a course request form and have their adviser sign it, and contact the Office of Student Services director regarding withdrawal from the nursing program.

Students who want to petition the Admission and Progression Committee for a leave of absence from the nursing program should contact the Office of Student Services director. A written statement of the reasons for the leave and a timetable for continuing in the program are forwarded to the committee for approval.

Students who officially cancel after the second week of a quarter receive withdrawal (W) grades for all courses identified on the Course Request form.

Due to course sequencing, students who are registered in the School of Nursing and do not register for a subsequent quarter must petition to reenter coursework, or will be considered to have withdrawn from the School of Nursing.



Students in good standing, who voluntarily withdraw may later apply for reentry to the School of Nursing (see below).

**Reentry**—A letter requesting permission to reenter the nursing program must be submitted to the Office of Student Services director at least three months before the quarter for which registration is desired. In addition, the school may request documentation regarding the rationale supporting the student's request for reentry.

The Admission and Progression Committee acts on all reentry petitions, regardless of the reason for the withdrawal. The committee's decision takes into account current availability of needed learning opportunities and the school's resources for serving additional students. Placement upon reentry is determined by the Office of Student Services director.

*Students with leaves exceeding two years must reapply for admission to the School of Nursing.*

*Students seeking reentry may be asked to update their knowledge in some areas and meet new curriculum requirements that may result in additional coursework.*

**Petitions**—The faculty has established certain regulations to assist students in acquiring a sound professional education in nursing and to facilitate the school's operations. These rules are believed to be in the best interests of the majority of students but occasionally may not suit the educational needs of a particular individual. In this event, students may ask for exemption from a regulation through petition to the Admission and Progression Committee.

Petitions related to nursing credits, total credit requirements, courses to meet liberal education requirements, and course exemptions must be submitted in the quarter preceding the quarter for which the action is needed, unless this requirement is waived by the Admission and Progression Committee chair. Leave of absence and reentry petitions are acted on by the Admission and Progression Committee and coordinated by the Office of Student Services director. The committee considers only the specific request stated in the student's petition. Petitions from Level II students regarding a graduation requirement must be submitted at least one quarter before graduation.

Petition forms are available in the School of Nursing Office of Student Services lobby. A complete petition includes all necessary documents and should be approved and signed by an adviser before being submitted to the Admission and Progression Committee. The student may discuss the request with a committee representative. When the committee has taken action, the student and adviser are informed of the decision.

**Grievances**—The school's policies and procedures conform to those adopted by the University Senate.

## Academic Honors, Graduation and Professional Licensure

**School of Nursing Quarterly Dean's List**—The School of Nursing recognizes students in the baccalaureate program who are registered for 12 or more letter grade credits and maintain a unit GPA (calculated on all coursework completed after admission to the School of Nursing) of 3.75 or above. The following credit exceptions are recognized during Level II: fall quarter—9 letter grade credits, winter quarter—11 letter grade credits, and spring quarter—10 letter grade credits at or above a 3.75 unit GPA.

**Graduation with Distinction**—The designation "graduation with distinction" is awarded to graduates whose scholastic records demonstrate a School of Nursing GPA of 3.75 or above, no more than 14 credits of Nurs-designated coursework taken S-N, and no F or N grades in any courses taken after admission to the school.

The School of Nursing GPA is calculated on all coursework taken after enrollment in the school (the unit GPA) plus any required coursework taken before. A final determination of the School of Nursing GPA is made after completion of all degree requirements for the B.S.N. degree.

Students graduating with distinction are notified by the School of Nursing Student Services Office and the University's Office of the Registrar and receive an honors medallion.

**Graduation**—Students may complete degree requirements in any term of the academic year or summer session. Prospective graduates must submit an Application for Degree to the Office of the Registrar, 150 Williamson Hall, by the deadline specified by that office for application.

To participate in the spring baccalaureate graduation ceremony, students must have completed all Nurs-designated courses. In addition, no more than 12 nonnursing credits may be outstanding at the time of the ceremony. For those participating with nonnursing credits outstanding, all degree requirements must be completed by the end of the second summer session immediately following the graduation ceremony.

Students who have been approved to participate in the graduation ceremonies are not automatically guaranteed degree clearance.

**Professional Licensure**—Examinations for state licensure may be taken after all program requirements have been completed and the degree awarded, or during the last quarter of enrollment if all nursing courses have been completed before the last quarter. Applications for examination are available from the Minnesota Board of Nursing (2700 University Avenue W., #108, St. Paul, MN 55114, 612/642-0567) or the state in which the examination will be taken. Policies and procedures relating to licensure are formulated by boards of nursing; related questions should be directed to the appropriate board. Deadlines established for applications are strictly observed.

## Performance Requirements and Disability Accommodations

The following is adapted from the *University of Minnesota School of Nursing Undergraduate Student Performance Requirements, B.S.N. Program* and provides applicants to and students in the program with information about physical, mental and behavioral performance requirements for successful progression in and completion of the undergraduate nursing major. *Individual review and self-assessment is encouraged; the Office of Student Services director is available*

*to discuss possible accommodations for anticipated student limitations or disabilities.*

All undergraduates admitted to the upper division major in nursing must be eligible at the completion of the B.S.N. program to obtain RN licensure in Minnesota. Because limited RN licensure status is not currently an option for new applicants, there is no educational track in the B.S.N. program that allows for partial performance of clinical activities or partial demonstration of nursing abilities. Thus, all performance requirements apply to every enrolled student. The following minimum student performance standards apply to laboratory, didactic, and clinical coursework in the B.S.N. program.

Students must attend 30+ hours of class per week, including lectures, laboratories, and clinical experiences at various sites/locations, and be able to move between various locations for classes.

Students are expected to use sound judgment and safety precautions; use critical thinking including intellectual-conceptual, integrative, and quantitative abilities for problem-solving, and diagnosis and evaluation of client situations and own performance; communicate effectively with others using verbal, written, electronic, visual, and tactile communication; and function effectively within rapidly changing and highly stressful environments in the various classroom and clinical settings.

Students must be able to meet physical activity and performance demands requisite to nursing care activities, including lifting up to 50 pounds while sitting or standing in one place, carrying up to 25 pounds while walking up to 50 feet, exerting up to 50 pounds of force to push/pull objects up to 50 feet, exerting up to 100 pounds push/pull stationary force.

In an average academic, *non-clinical* day, a student must be able to sit for two to six hours, stand for one to two hours, and walk/travel for two hours.

In an average *clinical* day, a student must be able to sit for one to two hours, stand for six to eight hours, and walk/travel for two hours.

The following are required body movements performed during nursing courses.

**Continuously (67-100 percent)**

- uses hand repetitively
- uses simple grasp

**Frequently (34-66 percent)**

- lifts less than 10 pounds
- lifts 10-50 pounds
- twists
- bends/stoops
- squats
- reaches, bending at waist
- reaches above shoulder level
- uses body weight as counterbalance
- uses push/pull movements
- climbs stairs
- uses firm grasp
- uses manual dexterity
- uses finger dexterity (manipulation of objects smaller than 1 inch)
- coordinates verbal/manual instruction
- uses auditory/tactile/visual senses to assess and evaluate physical physiological signs in the process of intervention

**Occasionally (11-33 percent)**

- lifts more than 50 pounds
- sits in a position with legs straight
- sits with legs crossed
- climbs stools
- kneels or half kneels

**Rarely (1-10 percent)**

- crawls
- walks on uneven ground

In addition, nursing students are placed in a wide variety of clinical settings during the B.S.N. program. As a contractor with these hospital and community-based programs, the School of Nursing follows federal, state, and local licensing guidelines regarding infectious disease control, criminal background investigation, and other patient safety precautions.

A complete copy of the *Undergraduate Student Performance Requirements, B.S.N. Program*, including the *Minnesota State Board Clinical Activities Requirements and Nursing Abilities*, is available upon request from the school's Office of Student Services. Students may also contact Disability Services, University of Minnesota, 30 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/626-1333 voice or TTY).

## Two Baccalaureate Degrees and Academic Minors

Students may earn the B.S.N. and a bachelor's degree or a minor from another University unit concurrently. To do so, they must meet all requirements for both units, which may involve additional time for study. Students wishing to complete two baccalaureate degrees or a minor should consult with an adviser in the other unit as well as their School of Nursing adviser.

## RN/B.S.N./M.S.

The School of Nursing offers a program for registered nurses who have either a diploma in nursing from an accredited hospital nursing program or an associate degree in nursing from an accredited two-year college. RNs in the program complete a baccalaureate degree and are encouraged to complete a master's degree.

In this program the registered nurse has both an undergraduate and graduate adviser who help design the program to meet individual goals and objectives. The coursework includes required nursing courses, nursing courses of the student's choice, and elective courses (including extension and independent study). Students may apply to the M.S. program as they near completion, 9 credits or less remaining, of the B.S.N. program. Full- or part-time study is available in either degree program.

## Qualifications

- A.D. or diploma nursing education from an accredited program
- current RN license in good standing
- two years of clinical experience as an RN
- evidence of high scholastic achievement (a minimum GPA of 2.80 is preferred)
- acceptable scores on the Graduate Record Examination, General Test
- three letters of reference
- profile statement indicating education and career goals

## The Program

*Nursing Major* (total 90 cr)

Total transferable nursing credits will be determined by the School of Nursing. The

range is generally up to 40 credits for diploma nursing programs and up to 45 credits for associate degree programs. Credits earned at a technical institution usually do not transfer to the University of Minnesota. For more information, call the University's Office of Admissions, (612) 625-2006.

Required nursing credits (27 cr)

Nurs 5214—Expansion of Perspectives in Nursing I (4 cr)

Nurs 5215—Expansion of Perspectives in Nursing II (4 cr)

Nurs 5450—Introduction to Public Health (3 cr)

Nurs 5440—Core Concepts in Community Health and Long-Term Care (4 cr)

Nurs 5460—Leadership/Followership/Management (includes a leadership experience) (4 cr)

Nurs 5462—Professional Issues in Nursing (2 cr)

Nurs 5448—Practicum: Individuals/Groups/Populations in the Community (6 cr)

Nursing electives (18 cr)

*Liberal education* (total 90 cr)

Liberal education requirements for all undergraduates consist of the diversified core curriculum, designated themes of liberal education, and writing skills (see page 14). For students transferring from Minnesota community, completion of the Minnesota Transfer Curriculum fulfills the liberal education requirements except the writing skills requirement.

*Students must complete a total of 180 credits to earn the B.S.N. degree.*

Interested RNs may contact the School of Nursing Recruitment Office for more information on the program and admission requirements (612/624-4454).

## Graduate Study in Nursing

Graduate study leading to the M.S. and Ph.D. degrees with a major in nursing is available for qualified candidates. The M.S. degree is offered under both Plan A (thesis) and Plan B (nonthesis). See the *Graduate School Bulletin* for a complete description of the programs. Nurses who are doctoral students majoring in

another discipline may choose nursing either as a minor or as a part of a supporting field. For more information contact the Student Recruiter, School of Nursing, University of Minnesota, 5-160 Health Sciences Unit F, 308 Harvard Street S.E., Minneapolis, MN 55455 (612/624-4454).

## Continuing Education

Continuing education programs in nursing foster intellectual curiosity and growth. The school offers a calendar of contemporary, challenging, and flexible learning experiences that use a wide variety of academic, professional, and community resources. The programs help maintain and improve the quality of professional nursing practice statewide and carry out missions of the school and other University health sciences.

School of Nursing continuing education offerings currently include

- Degree credit courses offered through University College/Continuing Education and Extension in evening school, off campus, or through independent study
- Seminars, workshops, and conferences offered through the school's Outreach office, in collaboration with Department of Professional Development and Conference Services that provide education units (CEUs)
- Programs offered in collaboration with other University divisions or departments or with professional organizations, institutions, or groups

Some courses that are prerequisites for admission to School of Nursing programs are often offered by University College/Continuing Education and Extension through evening classes or independent study. Prospective students who plan to take such courses are urged to consult with a prenursing adviser in the College of Liberal Arts or with a graduate adviser in the School of Nursing. See the *University College/Continuing Education and Extension Bulletin* and the *Extension Independent Study Bulletin* for course offerings or contact the School of Nursing's Outreach office (612/626-4330).

## COURSE DESCRIPTIONS

### This is the Course Descriptions section of the 1996-1999 University of Minnesota School of Nursing Bulletin.

The following courses are taught by the School of Nursing faculty or by cooperating faculty from other educational units of the University. Meeting hours, days, and rooms for these courses are listed in the quarterly *Class Schedule* or are announced to students by the School of Nursing Records Office/faculty.

Descriptions of the required courses that are taught by other educational units of the University are found in the bulletins of those units.

#### Course Numbers and Symbols

Courses primarily for freshmen and sophomores are numbered 1000 through 1998; for juniors and seniors, 3000 through 3998; for juniors, seniors, and graduate students, 5000 through 5998. Courses numbered 8000 and above are open only to graduate students. The following symbols are used throughout the descriptions:

¶ ..... Concurrent registration is required (or allowed) in the course listed after this symbol.

# ..... Approval of the instructor is required for registration.

, ..... The comma, used in prerequisite listings, means "and."

A prerequisite course listed by number only (e.g. prereq 5042) is in the same department as the course being described.

*Note:* Course prerequisites do not necessarily apply to RN/B.S.N./M.S. students.

#### Nursing (Nurs) Courses

Nurs 1001. Challenge of Nursing. (2 cr)  
Overview of the profession through discussions, demonstrations, tours, lectures, interactive experiences. A view of contemporary nursing and its historical roots and stages. Career opportunities and challenges.

Nurs 5000. Core Concepts in Nursing. (4 cr; prereq ¶5021)  
Introduction to profession of nursing and concepts of health, person, environment, and nursing as components of the nursing paradigm. Content strands, including adaptation, nursing process, research process, professional development, and ethics.

Nurs 5021. Practicum: III Adults. (3 cr; prereq ¶5000, ¶pathophysiology, ¶pharmacology)  
Development of psychomotor skills to implement selected nursing functions. Synthesis of this content with knowledge from didactic and supportive courses to assess and intervene in simulated situations and with clients in acute care environments.

Nurs 5040. Restoration and Enhancement of Health in the Acutely Ill Adult. (4 cr; prereq 5000, 5021, pathophysiology, pharmacology, ¶5042, 5212)  
Paradigm (concepts of health, person, environment, and nursing) and content strands (adaptation, nursing process, research process, professional development, and ethics). Concepts of stress, crisis, and loss. Adults experiencing a variety of disruptive events.

Nurs 5041. Practicum: Acutely Ill Adults. (7 cr; prereq ¶5040)  
Application of concepts and skills from nursing and supportive courses to the care of adult clients. Practice of additional psychomotor skills in simulated and actual acute care settings.

Nurs 5042. Interpersonal Communications. (2 cr; prereq admission to Nurs or #)  
Continuation of nurse/client relationship introduced in Nursing 5000. Promotion of students' interpersonal competence in therapeutic interaction with clients experiencing stress and loss.

Nurs 5140. Restoration and Enhancement of Health in the Acutely Ill Across the Life Span. (4 cr; prereq 5040, ¶5042)  
Continuation of paradigm and content strands with emphasis on how developmental level and group/family membership affect illness and health in children and aged. Ethical issues regarding vulnerable clients and such multiple roles of the nurse as a member of a profession, a worker in an organized delivery system, and a consumer of research.

Nurs 5141. Practicum: III Children/Aged. (8 cr; prereq ¶5140)  
Application of concepts and skills to the care of acutely ill children, aged, and their family/support groups in simulated and actual acute care settings. Analysis of impact of acute care environment and use of research outcomes, ethical principles, and health teaching in the practice of nursing.

Nurs 5142. Advanced Interpersonal Communications. (2 cr; prereq 5042, admission to Nurs or #)  
Interaction with clients who have difficulty in communicating/relating because of psychological/physical problems and with staff who are members of a health team. Modification of communication strategies because of developmental status.

Nurs 5214. Expansion of Perspectives in Nursing I. (4 cr; prereq RN, admission to Nurs)  
Emphasizes interface between course content, individual experience, and goals for professional practice. Expand and refine definition of nursing and the framework within which to practice.

Nurs 5215. Expansion of Perspectives in Nursing II. (4 cr; prereq RN, admission to Nurs, 5214) Exploration of nursing theories and expansion of selected concepts and perspectives on person, health, and environment.

Nurs 5216. Expansion of the Clinical Role of the RN. (3 cr; prereq RN, 5214, 5215) Clinical course; analyze an experience/phenomenon common to a population of patients, select a nursing conceptual framework, and test nursing interventions. Multiple dimensions of the professional role explored.

Nurs 5240. Core Concepts in Critical Care. (5 wks) (6 cr; prereq 5140, 5141, 5142) Core knowledge underlying nursing of critically ill children or adults, including technological life support. Paradigm and content strands in critical care settings. Holistic approach to clients, families, and management of environment. Refinement of clinical judgment-making skills through client simulations.

Nurs 5241. Practicum: Critically Ill Infants, Children, or Adults. (5 wks) (7 cr; prereq 5240) Experience in caring for critically ill children or adults under supervision of a preceptor. Clinical decision making, ethical aspects of critical care, and impact of critical care environment on clients, families, and staff.

Nurs 5420. Applied Clinical Research. (3 cr; prereq 5440) Experience in the research process through involvement in the design and direction of a limited study that focuses on implications for nursing practice.

Nurs 5440. Core Concepts in Community Health and Long-Term Care. (4 cr; prereq 5450) Continuation of content strands and paradigm with emphasis on concepts of health and chronicity. Health assessment of family and community within the structure of current health care delivery system. Professional role of nurse in community with research- and population-based focus on health enhancement and long-term care.

Nurs 5445. Health Assessment. (3 cr; prereq 5000, 5021, # for RN students) Assessing health status and structuring a holistic database using history taking and physical assessment. Patterns of behavior reflecting health and health disruptions. Applying interview and physical assessment skills using a systematic process.

Nurs 5446. Practicum: Healthy and High-Risk Childbearing Families. (5 cr; prereq 5140, 5142, 5440 or ¶5440, 5450) Exploration of scope of nursing practice with childbearing families in a variety of settings. Focus on family as unit of care with emphasis on health promotion. Synthesis of knowledge related to childbearing process and parental role attainment.

Nurs 5447. Practicum: Families With Children. (3 cr; prereq 5140, 5141, 5142, 5440 or ¶5440, 5445, 5450) Students apply concepts of health in the community by maintaining and promoting healthy activities conducive to the well-being of families. Experience in a variety of community settings.

Nurs 5448. Practicum: Nursing Care of Individuals/Groups/Populations in the Community. (6 cr; prereq 5140, 5141, 5142, 5440 or ¶5445, 5450)

Students form collaborative relationships with clients who are socially marginalized and underserved by the current health care system and analyze accessibility and availability of health services to persons having chronic health conditions.

Nurs 5449. Practicum: Individuals/Groups/Populations With Mental Health Problems. (4 cr; prereq 5140, 5141, 5142, 5440 or ¶5445, 5450) Students form collaborative relationships with clients experiencing mental health problems in community and in-patient psychiatric settings and analyze factors that influence availability, accessibility, and quality of mental health services.

Nurs 5450. Public Health. (3 cr; prereq admission to Nurs or #) Introduction to history, philosophy, methods, and issues of public health. Key concepts and tools of epidemiology and relationship of public health to health care systems.

Nurs 5460. Leadership/Followership/Management. (4 cr; prereq 5440) Synthesis of leadership, followership, management theories. Analysis of nursing leadership and innovation in context of nursing history, theories of change, and forces affecting nursing in the health care delivery system. Selected opportunities for application of theory.

Nurs 5462. Professional Issues. (2 cr; prereq 5440) Key issues affecting professional nursing practice, including legal, ethical, political, economic, and legislative factors. Selected opportunities for application of theory.

Nurs 5480. Special Topics. (2 cr; prereq admission to Nurs or #; regis by qtr 7) Focus on selected topical issues in health care.

LaMP 5172. Pathophysiology. (4 cr; prereq regis allied health student, anatomy, physiology, #) Processes of cell/tissue growth, injury and repair, inflammation, infection, immune responses, neoplasia and circulatory disturbances and organ system pathology, in which the patterns of general pathology are correlated with specific diseases in the various organ systems.

Phcl 5100. Pharmacology. (4 cr; prereq admission to Nurs or #) Drug principles and mechanisms of action.

## For Graduate Students

Please refer to the *Graduate School Bulletin* or call the School of Nursing for information (612/624-4454).

**This is the Administration and Faculty, and Resource Directory sections of the 1996-1999 University of Minnesota School of Nursing Bulletin.**

## University Regents

Thomas R. Reagan, Gilbert, Chair  
H. Bryan Neel III, Rochester, Vice Chair  
Wendell R. Anderson, Wayzata  
Julie A. Bleyhl, Madison  
William E. Hogan II, Minnetonka  
Jean B. Keffeler, Minneapolis  
Hyon T. Kim, St. Anthony  
Warren C. Larson, Bagley  
William R. Peterson, Eagan  
Jessica J. Phillips, Morris  
Stanley D. Sahlstrom, St. Cloud  
Patricia B. Spence, Rice

## University Administrators

Nils Hasselmo, President  
JoAnne Jackson, Senior Vice President  
for Finance and Operations  
Ettore F. Infante,  
Senior Vice President for Academic Affairs  
C. Eugene Allen,  
Provost for Professional Studies  
William R. Brody,  
Provost for the Academic Health Center  
W. Phillips Shively,  
Provost for Arts, Sciences, and Engineering  
McKinley Boston, Jr., Vice President  
for Student Development & Athletics  
Mark L. Brenner, Vice President for Research  
and Dean of the Graduate School  
Mark B. Rotenberg, General Counsel

## School of Nursing Administrators

Sandra R. Edwardson, Ph.D., *dean*  
Marilee Miller, Ph.D., *associate dean*  
Judy Beniak, M.P.H., RN,  
*director, student services*  
Paul Sodergren, B.S., *administrative director*  
Sharon Vegoe, B.S., *director, outreach*  
Laurel Mallon, B.S., *development officer*

## Faculty

### School of Nursing

#### *Professor*

Sheila A. Corcoran-Perry, Ph.D.  
Sandra Edwardson, Ph.D., *dean*  
Margaret A. Newman, Ph.D.  
Muriel B. Ryden, Ph.D.\*  
A. Marilyn Sime, Ph.D.,  
*director of graduate studies*  
Mariah Snyder, Ph.D.  
Patricia Tomlinson, Ph.D.

#### *Associate Professor*

Margaret Bull, Ph.D.  
Patricia Crisham, Ph.D.  
Sara DeHart, Ph.D.  
Laura Duckett, Ph.D.\*  
Ellen C. Egan, Ph.D.  
Bernadine Feldman, Ph.D.  
Cynthia Gross, Ph.D.  
LaVohn Josten, Ph.D.  
Barbara Leonard, Ph.D.  
Betty Lia-Hoagberg, Ph.D.  
Ruth Lindquist, Ph.D.  
Marilee Miller, Ph.D., *associate dean*

#### *Assistant Professor*

Mary Ann Anglim, M.Ed.  
Melissa Avery, Ph.D.  
Linda Bearinger, Ph.D.  
Donna Bliss, Ph.D.  
Derryl Block, Ph.D.  
Dorothy M. Fairbanks, M.Ed.  
Helen Hansen, Ph.D.  
Merrie Kaas, D.N.Sc.  
Kathleen Krichbaum, Ph.D.

---

\* *Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education*

Marsha Lewis, Ph.D.  
Linda Lindeke, Ph.D.  
Carol Pederson, Ph.D.  
Janice Post-White, Ph.D.  
Kathleen A. Sodergren, Ph.D.  
Romana Urueta, M.S.  
Mary G. Weisensee, Ph.D.

*Instructor*

Margaret Plumbo, M.S., C.N.M.

*Associate Education Specialist*

Karen Alaniz, Ph.D.  
Bonnie Bata-Jones, M.S., F.N.P.C.  
Karen Brand, M.S.  
Patricia Camillo,  
M.S., Ph.D. (C), G.N.P.C., W.H.N.P.C.  
Jessie Daniels, M.A.  
Martha Kubik, M.S.N., A.N.P.C.  
Cheryl Leuning, Ph.D.  
Christine Poe, M.P.H., P.N.P.C.  
Sharon Ridgeway, M.S.  
Linda Rabinowitz, M.S.  
Elaine Saline, M.P.H.  
Kevin Smith, M.S.N., F.N.P.C.

Emeritus Faculty

*Professor Emeritus*

M. Isabel Harris, Ph.D.  
Floris E. King, Ph.D.

*Associate Professor Emeritus*

Marilyn R. Gustafson, Ph.D.  
Jean Kintgen-Andrews, Ph.D.  
Florence R. Ruhland, M.Ed.  
Eugenia E. Taylor, M.A.

*Assistant Professor Emeritus*

Ruth Weise, M.S.

School of Nursing Address

Admissions Office  
School of Nursing  
University of Minnesota  
5-160 Health Sciences Unit F  
308 Harvard Street S.E.  
Minneapolis, MN 55455

telephone: 612/624-4454  
fax: 612/626-2359  
e-mail: hanso041@maroon.tc.umn.edu  
<http://www.nursing.umn.edu>



## RESOURCE DIRECTORY

The following campus offices may be helpful and should be contacted through the University of Minnesota, Minneapolis, MN 55455.

*(area code 612)*

Office of Admissions  
240 Williamson Hall  
231 Pillsbury Drive S.E.  
625-2008

Office of Scholarships and Financial Aid  
210 Fraser Hall  
106 Pleasant Street S.E.  
624-1665

Residency and Reciprocity  
240 Williamson Hall  
231 Pillsbury Drive S.E.  
625-6330

International Student and Scholar Services  
20 Nicholson Hall  
216 Pillsbury Drive S.E.  
626-7100

Disability Services  
30 Nicholson Hall  
216 Pillsbury Drive S.E.  
626-1333 voice or TTY

Housing Services  
Comstock Hall East  
210 Delaware Street S.E.  
624-2994

Student Employment Center  
120 Fraser Hall  
106 Pleasant Street S.E.  
624-8070

American Indian Learning Resource Center  
125 Fraser Hall  
106 Pleasant Street S.E.  
624-2555

Asian/Pacific American  
Learning Resource Center  
306 Walter Library  
117 Pleasant Street S.E.  
624-2317

African American Learning Resource  
Center  
323 Walter Library  
117 Pleasant Street S.E.  
625-1363

Chicano/Latino Learning Resource Center  
332 Walter Library  
117 Pleasant Street S.E.  
625-6013

Extension Class Information  
101 Wesbrook Hall  
77 Pleasant Street S.E.  
625-3333

University of Minnesota School of Nursing on the World Wide Web: <http://www.nursing.umn.edu>