**Instructions for this document**:

* Update the Course Title (Heading 1 style) and Term (Heading 2 style)
* Apply a Heading 3 style to additional headings
* Set text to Calibri 12, black, non-italics, non-bold
* Read red text for details and instructions
* Use Bold for emphasis; do not underline or color font
* Do not change or remove components outside the red text.
* Adjust optional or variable sections as needed
* Use Layout : Breaks : Page to jump to new page
* Avoid multiple spaces or tabs to control spacing
* Delete this paragraph so that the IUSON logo is the first thing on the page.

****

# Course # Title (Heading 1)

## Term YYYY (Heading 2)

### Course Information (Heading 3)

* Credit hours: list course credit hours & type, e.g., 3 cr hours (didactic)
* Placement in curriculum: e.g., core, elective, semester in program
* Prerequisites: list course numbers
* Corequisites: list course numbers; if none, include:None

### Faculty Contact Information (Heading 3)

Faculty preferred name & credentials (in this sequence: terminal degree, license, certification)

Faculty title, Faculty department

Campus address: NU xxx

Phone: xxx-xxx-xxxx (cell or other as preferred by faculty)

E-mail: IU email

Office hours: identify

Preferred contact: e.g., how does faculty prefer students to contact them, the response time students can expect, and any specific instructions such as how to “flag” subject lines for attention

List multiple faculty by duplicating the section above; do not use tabs, tables or columns to format horizontally.

### Description (Heading 3)

Use the exact course description found at <http://bulletin.iupui.edu/>

### Course Concepts

List concepts covered in this course, comma separated

### Classroom Conduct

* Civility in the classroom optimizes the learning opportunities and positive experiences for both students and faculty. Students in this course should be respectful and professional in their behavior. This includes turning cell phones to silent mode, not sleeping in class, and holding no side conversations. It is our intention to ensure the classroom is a safe place for everyone to voice their opinion, learn and grow professionally.
* Students should request permission of the instructor conducting the class before tape-recording the class.
* Students must check course announcements and email prior to each class.

Program Learning Outcomes

**At the conclusion of this program, the student will be:** Leave all 9 outcomes in the syllabus; use 11 pt font

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
6. An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

**Course Competencies**

**At the conclusion of the course, the student will be able to:** Use 11 pt font

1. Course competency (include number of program learning outcome with which course competency aligns; do not add extra space to attempt to align outcomes with competencies).
2. Course competency (Learning Outcome 2)  
   Course competency (Learning Outcome 2)
3. Course competency (Learning Outcome 4)

### Required Textbooks (Heading 3)

Use correct APA ver. 6.0 format; if no required texts, include: None required

### Optional Textbooks (Heading 3)

Use correct APA ver. 6.0 format; if no optional texts, remove this section

### Required Software (Heading 3)

Required software that must be purchased, installed, or used; if none, remove this section

### Required Readings (Heading 3)

List articles in correct APA ver. 6 format or refer to Canvas if list is lengthy; if no required readings, include:None required

### Supplemental Readings (Heading 3)

List articles in correct APA ver. 6 format or refer to Canvas if list is lengthy; if no supplemental readings, remove this section

### Teaching and Learning Strategies (Heading 3)

* List strategies used in this course, e.g., Lecture, Discussion, Papers, Group Projects. Include one per bullet point.

### Evaluation (Heading 3)

The student's performance in the course will be measured as follows:

Be specific for your course; ensure that this section matches your assignments and gradebook in Canvas. Use bullet points without tabs or extra spaces. For example,

* Quizzes (10 @ 20 points each for a maximum of 200 points)
* Online/inclass/Testing Center midterm examination (maximum of 50 points)
* Online/inclass/Testing Center final examination (maximum of 100 points)

#### IUSON BSN Grading Scale (Heading 4)

Include the following scale in BSN **didactic** courses. If course uses points, adjust as needed; delete column if course only grades on percentage. If this is a **recitation/clinical section**, delete this section and include the \*\*\*SPECIAL SECTION\*\*\* below.

Table 1 IUSON BSN Grading Scale

| **Grade** | **Percentage** | **Points** |
| --- | --- | --- |
| A+ | 96.5% to 100% | 388 to 400 points |
| A | 92.5% to 96.49% | 372 to 387.99 points |
| A minus | 89.5% to 92.49% | 360 to 371.99 points |
| B+ | 86.5% to 89.49% | 348 to 59.99 points |
| B | 82.5% to 86.49% | 332 to 347.99 points |
| B minus | 79.5% to 82.49% | 320 to331.99 points |
| C+ | 76.5% to 79.49% | 308 to 319.99 points |
| C | 72.5% to 76.94% | 292 to 307.99 points |
| C minus | 69.5% to 72.49% | 280 to 291.99 points |
| D+ | 66.5% to 69.49% | 268 to 279.99 points |
| D | 62.5% to 66.49% | 252 to 267.99 points |
| D minus | 59.5% to 62.49% | 240 to 251.99 points |
| F | 0 to 59.49% | 0 to 239.99 points |

A grade of “C” is the cut-off for a passing grade in this didactic course.

BSN *final grades (not assignments)* will be rounded to the closest whole number using the 0.5 rule. For example, a score 485.49 rounds to 485. A score of 485.844 rounds to 486.

\*\*\*\*KAPLAN. Remove this section if Kaplan is not a component of this course\*\*\*

#### Kaplan Testing (Heading 4)

Kaplan is an integrated testing program that is incorporated into the BSN curriculum. Participation in this program is a required expectation in this course. Students pay a registration fee each semester for Kaplan, which includes a text.

All students must take the proctored, focused review test (list tests here) in the IUPUI Testing Center. **Failure to take the Kaplan exams will result in failure of this course.** Students will receive points for taking the Kaplan Exam based on the Percentile Rank (see below). The points from the Kaplan testing will be factored into your final course grade. If you do not meet the benchmark percentile of 82, you should remediate all questions that you answered incorrectly. There are no points awarded for remediating; that is your responsibility. The purpose of the Kaplan testing is to help you to be successful in taking the NCLEX exam.

Students must use the URL provided by the instructor to reserve a testing slot, Students must take your IU JagTag/Crimson Card for admittance to testing area.

Table 2 Kaplan Percentile Rank, Remediation Requirement, and Points Earned

| **Percentile Rank** | **Remediation** | **Total Points Earned** |
| --- | --- | --- |
| 83 percentile or greater | Recommended | 10 points earned |
| 73 to 82 percentile | Required | 8 points earned |
| 63 to 72 percentile | Required | 6 points earned |
| 51 to 62 percentile | Required | 4 points earned |
| Less than or equal to 50 percentile | Required | 0 points earned |
| 100% on practice exam | Required if less than 100% | 2 points earned |

\*\*\*\*END KAPLAN SECTION. Remove this section if Kaplan is not a component of this course\*\*\*

\*\*\*START SPECIAL SECTION. Include section only in BSN recitation/clinical sections. If used, delete the IUSON Grading Scale section above.\*\*\*

IMPORTANT NOTE

* The *combined* performance of **skills check-offs**, **lab,** **and** **clinical requirements** will be graded **satisfactory/unsatisfactory.**
* Unsatisfactory performance in the lab or clinical portion of this course will result in a failing grade (C minus or lower) for the course and necessitate retaking the course before progressing to the next semester nursing courses.
* If didactic score is lower than a C minus, you will receive the didactic grade as a final grade for this course

#### Lab/Clinical Activities

Adjust the following examples to match the activities of your clinical/lab course. Include one activity per bullet point.

* Practice and check-off on fundamental nursing skills
* Simulation/scenarios – put new skills in context; include fundamentals and assessment taught previously
* Learn normal routine of an acute care nursing unit
* Practice communication (patient, reporting, and electronic health record)
* Navigate healthcare facility resources to find policies and procedures and retrieve data
* Perform with direct supervision fundamental nursing skills in the care of patients
* Client Information Data (CID) paperwork consisting of the following: Client history and physical assessment, concept map, care plan (nursing diagnosis with supporting subjective and objective data, intervention with rationale, measurable patient outcome and evaluation), and med grid
* Student goal setting and evaluation

Adjust points in **first column** to accurately reflect points in class

Table 3 Chart Relating Final Course Grade with Clinical Performance Factored to Achieve Overall Course Grade

| **Classroom Points** | **Classroom Percentage** | **Final Course Grade *with* Excellent or Satisfactory Clinical Performance** | **Final Course Grade *with* Unsatisfactory Clinical Performance** |
| --- | --- | --- | --- |
| 242 to 250 points | 96.5% to 100% | A+ | C minus |
| 232 to 241 points | 92.5% to 96.49% | A | C minus |
| 224 to 231 points | 89.5% to 92.49% | A minus | C minus |
| 217 to 223 points | 86.5% to 89.49% | B+ | C minus |
| 207 to 216 points | 82.5% to 86.49% | B | C minus |
| 199 to 206 points | 79.5% to 82.49% | B minus | C minus |
| 191 to 198 points | 76.5% to 79.49% | C+ | C minus |
| 182 to 191 points | 72.5% to 76.49% | C | C minus |
| 174 to 181 points | 69.5% to 72.49% | C minus | C minus |
| 167 to 173 points | 66.5% to 69.49% | D+ | D+ |
| 157 to 166 points | 62.5% to 66.49% | D | D |
| 150 to 156 points | 59.5% to 62.49% | D minus | D minus |
| 149 or fewer points | 59.49% or lower | F | F |

A grade of “C” is the cut-off for a passing grade in this course, provided that lab/clinical performance is satisfactory.

\*\*\*\*END SPECIAL SECTION\*\*\*

### Schedule of Concepts & Exemplars

This is a/an synchronous/asynchronous/hybrid class. Face-to-face sessions will occur where/how as noted in the schedule in the course.

The purpose of the schedule of concepts & exemplars is to provide accreditors and portfolio reviewers as well as students a mapping of the depth of coverage (dates) for each concept and exemplar taught in the course. It does not need, and should not include, all the details of how to complete assignments, which is provided within each assignment’s instructions in the course.

Table 4 Schedule of Concepts & Exemplars

| **Dates** | **Concept** | **Exemplar** |
| --- | --- | --- |
| List week number or specific dates | List concepts covered during this time period | List exemplars to be covered; if necessary, break down into sub-topics |
| Continue mapping |  |  |

### HIPAA Statement

\*\*\* INCLUDE HIPAA SECTION IF APPLICABLE:\*\*\*Patient-related information cannot be removed from the clinical unit. Charts may not be photocopied. Clinical information system printed items cannot be taken from the clinical facility. Any notes and or written assignments must not contain any of the following 18 Data Elements for HIPAA De-identification:

1. Names
2. Geographic subdivisions
3. All elements of dates
4. Telephone #
5. Fax #
6. Electronic mail addresses
7. Social security #
8. Medical record #
9. Health plan beneficiary #
10. Account #
11. Certificate/license #
12. Vehicle identifiers and serial #
13. Device identifiers & serial #
14. Web Universal Resource Locators (URLs)
15. Internet Protocol (IP) address #
16. Biometric identifiers, including finger and voice prints
17. Full face photographic images and comparable images
18. Any other unique identifying number, characteristic code

\*\*\*\*END HIPPA SECTION\*\*\*

### Accommodations for Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.).  You must establish your eligibility for support services through Adaptive Educational Services. Note that services are confidential, may take time to put into place and are not retroactive; it may take three or more weeks to produce captions and alternate media for print materials.  [Please contact your campus office](http://ada.iu.edu/students/IUPUI/index.shtml) as soon as possible if you need accommodations. Students requesting accommodations must provide faculty with appropriate documentation from Adaptive Educational Services.

### Course and Academic Policies

Each Canvas course contains a link to important academic and course policies identified as [Syllabus Supplement](http://go.iu.edu/1sTy). It is each student’s responsibility to be knowledgeable of these policies. In addition, students should [review these IUPUI campus-wide policies regarding courses](http://registrar.iupui.edu/course_policies.html).

Personalize the remainder of this section according to needs of your specific course. The following are examples that may be included.

#### Electronic Proctoring

Portions of this course may be subject to electronic proctoring.  Video cameras may be used to monitor the room during student assessment activities, including but not limited to, exams, tests, and quizzes.  Video recordings may be used to investigate or support disciplinary action. All access to and use of video equipment and recordings will follow applicable IU policies.

#### Sexual Misconduct

What you should know about sexual misconduct:  IU does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence.  If you have experienced sexual misconduct, or know someone who has, the University can help.  It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to the Deputy Title IX Coordinator(s) on campus to ensure that appropriate measures are taken and resources are made available. The University will work with students to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. If you are seeking help and would like to [speak to someone confidentially](http://stopsexualviolence.iu.edu/help/confidential.html), you can make an appointment with a mental health counselor on campus. [Find more information](http://stopsexualviolence.iu.edu/) about sexual violence, including campus and community resources.

**Respect | Responsibility | Trust | Dialogue**