Student Handbook
RN-BS Online Track
2013-2014
# Table of Contents

I. **Table of Contents**

II. **Accreditation Statement**

III. **School of Nursing Overview**

   - General Information
   - American Nurses Association Code of Ethics for Nurses
   - Confidentiality Policy
   - Files and Records
   - School of Nursing Vision, Mission, Philosophy and Values

IV. **Online Teaching and Learning Definition for the RN-BS Online/Distance Completion Track**

V. **Undergraduate Catalog**

VI. **Course Descriptions RN-BS Online/Distance Completion Track**

VII. **Student Drug and Alcohol Testing Policy**

VIII. **Student Background Check Policy**

IX. **Student Scholarship Process Policy**

X. **Student Engagement/Representatives on School of Nursing Teams Policy**

XI. **Role of Student Representatives RN-BS Online/Distance Completion Track**

XII. **Jury Duty**

XIII. **Student Nurses’ Association**

XIV. **Sigma Theta Tau International**

XV. **Student Travel Policy RN-BS Online/Distance Completion Track**

XVI. **Boise State University General Academic Policies**

   - Boise State University Undergraduate Student Handbook Reference
   - Student Behaviors and Actions

XVII. **School of Nursing Academic Policies and Procedures**

   - Academic Advising
   - Academic Integrity Policy
   - Senior Level Objectives
   - Problem Solving & Conflict Resolution for the RN/BS Online/Distance Completion Track
THE BACHELOR OF SCIENCE NURSING PROGRAM AT BOISE STATE UNIVERSITY IS ACCREDITED BY THE ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN), (FORMERLY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION) 2010-2018

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia  30326

Phone: 404-975-500
Fax: 404-975-5020

http://www.acenursing.org
II. SCHOOL OF NURSING OVERVIEW

General Information
The School of Nursing Student Handbook is designed as a student resource to retrieve pertinent policies and procedures of the Boise State University School of Nursing. The vast majority of the information is online. Students are responsible to know and adhere to all established policies and procedures. Additional sources of information are the Boise State University website and the School of Nursing website. http://hs.boisestate.edu/nursing/

Students are responsible to know and adhere to all established policies and procedures.

American Nurses Association Code of Ethics for Nurses
The College of Nursing faculty subscribes to the American Nurses’ Association (ANA) Code of Ethics for Nurses as approved by the ANA House of Delegates in June 2001. Students are expected to learn and perform in accordance with this Code.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations or social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
Confidentiality Policy

Purpose
The School of Nursing adheres to the American Nurses Association Code of Ethics for Nurses. Students are required to read and sign a Confidentiality Non Disclosure Statement. The Faculty will utilize the following guidelines in the interpretation of confidentiality to determine safe/ethical nursing practice.

Description
A breach of confidentiality includes the following:
1. Revealing information about a client to another person who is not involved with the direct provision of care to the identified client.
2. Revealing events or partial information about a client or clinical experience to another person (such as a relative or friend) who, by virtue of knowing other information, is then able to identify the client and circumstances being discussed.
3. Revealing information about a client or clinical situation to other persons involved in that client's care in an area where the discussion may be overheard by others (such as other health care workers, visitors or client's family members).
4. Revealing privileged information about an agency's performance, personnel or practices.
5. The use of social networking that breaches any aspect of confidentiality regarding patients or families, agency staff, peers, faculty, etc. Social media use is ubiquitous, and inappropriate posts by nurses or student nurses have resulted in licensure and legal repercussions, or dismissal from the school. Refer to the National Council of State Boards of Nursing website: https://www.ncsbn.org/3493.htm

Situations involving poor judgment about the sharing of information about clients or clinical situations (e.g. persons or agencies) constitute unsafe and/or unethical nursing practice. Such situations will be reviewed by the faculty and may be grounds for dismissal from the nursing program.

Related Forms
Student Non-Disclosure Statement (CHS 311)
Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)
Files and Records

Purpose
To identify the different types of files available in the School of Nursing, how long they are kept by the School and student access to their files.

Descriptions
Student Files
Students who step out of the track for 2 or more semesters or more are considered to be inactive, and their file is placed in with the withdrawn students. Files are destroyed when the last activity in the file is five years old or upon request.

Record Management
Contents of each student file are stored for five years from the date of graduation. After five years, all records are destroyed.

A permanent file for each graduating class is maintained for five years beyond graduation. The file includes a class listing, each student evaluation for graduation and all Career Planning and Placement reference forms.

Access to Student Files

Accommodations will be made to assist students who wish to review their own files. Students can come into the School of Nursing, RN-BS office during regular office hours and review their file in the presence of the Student Enrollment Coordinator (advisor), Student Services Coordinator or Chair (BS-Completion, AGNP, DNP programs). This process can also be adapted by faxing or scanning the documents in question and discussing the files on the phone. Additionally, a CD record of selected documents can be mailed to a student.

Student files include all admission data, communications to and from the student, communications about the student's academic status, anecdotal notes, clinical performance evaluations and health records.

Boise State University faculty and staff with a legitimate educational interest may have direct access to students' records.

Related Policies/Forms
SON S-V-203
School of Nursing Vision, Mission, Philosophy and Values

Vision
To be recognized as a leading center for nursing education in the Northwest.

Mission
Foster intellectual development and excellence in nursing education through teaching, learning, scholarship and service.

Philosophy

The concepts of the nursing paradigm – Person, Health, Nursing, Environment, and professional nursing education – are the guiding concepts for the art and science of nursing and the education of students. The following summaries reflect the beliefs of the School of Nursing about these concepts:

“Person” refers to diverse individuals, families, groups, communities, and/or populations, across the lifespan, that partner in a therapeutic relationship with a nurse.

“Health” refers to the multidimensional dynamic state of well-being of the person. Health encompasses the physiological, psychological, cultural, social and spiritual aspects and perceptions of a person’s quality of life.

“Nursing” is the action, including the process of teaching and learning, by a nurse toward or in partnership with the person. The goal or outcome of the action is health promotion, disease prevention, health maintenance and health restoration. Nursing is a discipline and profession, and thus embodies specialized standards of education and practice.

“Environment” refers to both internal and external factors, stressors and stimuli. Environment has multiple influences including, but not limited to, physical, behavioral, age-related, political, economic, ethical, social, legal, psychological and cultural aspects. These aspects must be considered when health care is delivered to the person. Nursing actions take place in external environments including the home, agency, community, society, or world.

“Professional Nursing Education” refers to the education of nurses from a university-based education via a variety of delivery modes, including distance education, for an increasingly diverse student body. We believe a baccalaureate education is the foundation for entry-level nursing practice (American Association of Colleges of Nursing, 1998; American Organization of Nurse Executives, 2005; National League for Nursing, 2005). A graduate education builds on knowledge and competencies of baccalaureate education, and reflects master’s level preparation for advanced nursing roles and practice (American Association of Colleges of Nursing, 2004).

Hallmarks of a baccalaureate education include, but are not limited to:

- A liberal education, with a focus on professional values, core competencies, core knowledge and role development (American Association of Colleges of Nursing, 1998)
- Positive attitudes towards life-long learning
- Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
• Emphasis on evidence-based practice and research
• An emphasis on teaching/learning in care
• Skills and knowledge to meet the needs of diverse populations
• Faculty roles of advisor, resource person, facilitator, and professional role model
• Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
• An emphasis on the utilization of research
• An understanding of policy, organization and financing of health care
• An exploration of ethical values and beliefs that provide a framework for nursing practice
• The theory and practice of professional role development
• A focus on the critique, evaluation and utilization of appropriate theory to nursing practice
• An awareness of human diversity and social issues
• A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing [AACN], 2004)

Belief Statements
The curriculum is organized to facilitate student learning. The beginning courses provide a foundation for the nursing major. Course content and learning experiences progress from the individual to the family and community, from simple to complex, from faculty-facilitated to student-directed learning, and from theory to application. Teaching and learning are highly interactive and multidimensional processes. Our faculty design and facilitate experiences to guide students to integrate theoretical concepts into practice, foster a spirit of inquiry, and expand critical and reflective thinking in nursing. This design enables students to acquire attitudes, cognition, and the essential skills needed to develop the knowledge and behaviors that comprise the professional nursing role.

Narrative Descriptors and Program Outcomes
Hallmarks of a baccalaureate education include, but are not limited to:
• A liberal education, with a focus on professional values, core competencies, core knowledge and role formation (American Association of Colleges of Nursing, 1998; Benner, Sutphen, Leonard, & Day, 2010)
• Positive attitudes towards life-long learning
• Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
• A foundation for graduate education
• A grounding in professional theory
• Emphasis on evidence-based practice and research
• An emphasis on teaching/learning in care
• Skills and knowledge to meet the needs of diverse populations
• Faculty roles of advisor, resource person, facilitator, and professional role model
• Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
• Emphasis on the utilization of research and evidence-based practice
• Utilization of policy, organization and financing of health care
• Application of ethical values and beliefs that provide a framework for nursing practice
• Theory and practice of professional role formation
• Evaluation and utilization of nursing practice theoretical frameworks
• Analysis of human diversity and social issues
A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing/DNP [AACN], 2006; American Association of Colleges of Nursing/Masters [AACN], 2011)

Clinical Reasoning and Critical Inquiry
Professional nurses are expected to deliver patient-centered, safe, quality care while working as members of collaborative interprofessional teams. In addition, they act as transformative change agents for patients and health care at microsystem and societal levels (AACN, 2008; Institute of Medicine of the National Academies [IOM], 2010, 2011). To do this requires nurses to “integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments” (AACN, 2008, p. 16). “Nurses need multiple ways of thinking, such as clinical reasoning and clinical imagination as well as critical, creative, scientific, and formal critical reasoning” (Benner, Sutphen, Leonard, & Day, 2010, p. 85) in order to fulfill their professional roles and potential. This curriculum incorporates many ways of knowing in student learning experiences but emphasizes clinical reasoning and critical inquiry as cornerstones of evidence-based nursing practice.

Clinical reasoning is “the practitioner’s ability to assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the individual patient’s environment” (Murphy, 2004, p. 227). Inherent in clinical reasoning is practical reasoning, enhancing nurses’ basic analytic processes with evidenced, reflective clinical judgment, which also takes into account the unpredictable, ever-changing nature of patient care situations and contexts (Benner et al., 2010; Sullivan & Rosin, 2008).

Critical inquiry is a process involving examining existing assumptions, knowledge, and questions, gaining (and creating) new information, and acquiring new perspectives. It then requires using critical analysis to reflect, take action, examine responses, and share learning with others (Jennings & Smith, 2002). Critical inquiry skills allow a person to identify a problem, propose solutions, find evidence for and against proposed solutions, and evaluate the solutions based on this evidence (Suthers, 1997). Critical inquiry assists students to examine and challenge the status quo and the power relations that produce inequalities, in ways that can lead to advocacy and community action (Wright, 2004).

Learning to think and act like professional nurses involves using clinical reasoning and critical inquiry with elements of reflective judgment resulting in a reasoned, analytic cyclical process which incorporates scientific evidence, objective thought, contextual elements, values, and ever-changing conditions. Teaching students to reason and “think like a nurse” (Benner et al., 2010, p. 85) involves elements of focused reflection, written and/or verbal articulation of thoughts, assignments that connect new experiences to existing knowledge, critical inquiry, creative thinking, and nursing judgment.

Experiential Learning
Experiential Learning is an educational process of engaging learners through a variety of learning methodologies to increase knowledge, develop skills, and clarify and foster values essential to nursing. Experiential Learning is engagement, the process whereby students and faculty are actively connected and involved in their learning about nursing and their work with people, the interprofessional healthcare team, and the community. This active engagement has intellectual,
social, and emotional components (Kahu, 2011; Schreiner, 2010a,b,c) and requires “meaningful processing, focused attention and active participation” (Schreiner, 2010b, p. 4).

Experiential Learning may include, but is not limited to:
- Student-focused learning using reality-based situations and problems
- Faculty and student interactions to construct meaningful interpretation of events and ideas
- Teaching-learning techniques, such as active learning, cooperative learning, collaborative learning, self-directed and student-focused learning, and clinical simulations
- Authentic field experiences and partnerships (acute, immediate, long-term, public health and community agencies)
- Civic engagement and service-learning experiences
- Advocacy and policy development experiences
- Cultural immersion through global nursing and health experiences
- Mentoring in research, evidence-based practice, and scholarly projects

**Communication**
Communication is the process of exchanging information, ideas, feelings and beliefs with the aim of understanding (Nordby, 2007). Skillful communication occurs when a person clearly, concisely, and accurately conveys messages to another person(s). It involves active listening and careful evaluation including nonverbal, extrasensory, written, spoken and written in technological formats. Nursing communication has a professional, therapeutic, collaborative and client-centered focus. The main intent of communication in a health setting is to influence well-being (Fleischer, Berg, Zimmermann, Wuste, & Behrens (2009).

**Global Worldview**
Global Worldview is the process of integrating an intercultural and international dimension into the teaching, research, and service functions of nursing education. A global outlook is universal in scope, not limited by what is known and familiar. It demonstrates an awareness of the interconnected world community and the importance of social justice. “Worldview” is defined as “the overall perspective from which one sees and interprets the world” (*The American Heritage® Dictionary, 2006*). A global world view is integral to achieving cultural competence in areas such as ability, age, ethnicity, generation, gender, race, religion, sexual orientation, and socioeconomic status.
This approach may include, but is not limited to:
- Diverse communities
- Intercultural issues
- Student and faculty foreign exchange opportunities
- Intercultural and international program development
- Faculty/institutional support services
- Service-learning programs

**Professionalism and Leadership**
Professionalism requires a body of knowledge, on-going generation of knowledge, evidence-based practice, socially sanctioned or mandated service, autonomy, self-governance, code of ethics, and participation in professional societies and organizations (Porter-O’Grady & Malloch, 2012).
Professionalism is exhibited in the behaviors and attitudes of each individual nurse. The integration of core disciplinary values, knowledge, and personal reflection is the foundation of professionalism in nursing. Core disciplinary values include the values of integrity, respect for human dignity, caring, and advocacy. All nurses must have knowledge of legal, ethical, and
practice standards. Personal reflection includes the integration of personal evaluation and self-care practices with lifelong career and personal goals. Nursing professionalism is expressed through leadership skills such as creativity, collaboration, assertiveness, adaptability to change, vision, innovation, life-long commitment to learning; and professional accountability, role behaviors and appearance (Porter-O’Grady & Malloch, 2010; Porter-O’Grady & Malloch, 2012) that influence, motivate, and affect others to contribute to the improvement of client health care and to the success of the organization. Professionalism is the foundation of the nurse’s roles of information resource, clinician, mentor, care coordinator, advocate and change agent. It also underpins the management skills of administration, organization, delegation, supervision, change leadership, and resource management (Huber, 2011). Nursing professionalism is the foundation for the efficient, effective use and stewardship of human, physical, financial, intellectual, and technical resources to meet client needs and support organizational outcomes.
References


Online Teaching and Learning Definition for the RN-BS Online/Distance Completion Track

The School of Nursing follows the University definition of distance education “a formal educational process in which instruction occurs when the student and instructor are not in the same place.” Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, practicum experiences, and audio, video or electronically mediated technologies.

A distance education delivery format is consistent with the mission of the university, as represented in the Division of Extended Studies mission statement, to “connect the resources of Boise State University with individuals, organizations, and communities to maximize educational opportunity and accommodates a wide range of learners and their circumstances by developing programs that feature alternative formats and locations.”
(http://www.boisestate.edu/extendedstudies/)

The School of Nursing seeks ways to serve Registered Nurses more effectively by providing alternative delivery teaching methods such as the online completion track. This, in congruence with the mission and philosophy of Boise State University, provides the mechanism for students to obtain the education they need to achieve their goals, while continuing with demanding personal and employment schedules. The RN-BS online/distance education track is congruent with the School of Nursing philosophy which supports “university-based education via a variety of delivery modes” and replicates the quality educational outcomes present in the traditional on campus program environment.
Undergraduate Catalog
Course Descriptions RN-BS Online/Distance Completion Track

HLTHST 280: Statistics (formerly NURS 397)
Application and use of statistical principles and methods in health sciences. General computer skills required to use SPSS: Area III Math Core

UF 300: Transitional Foundations
This course is required by the university for transfer students who have AS degrees and are core certified. Engages the student in discussion of ethics, diversity, and internalization. The course has an experiential learning component and enhances student’s written and oral communication skills.

NURS 392: Nursing Research and Evidence Based Practice
Introduction to the research process. Emphasis on defining researchable problems, analyzing steps in the research process, and utilizing research in the practice setting.

NURS 306: Preparing the RN for the Online Environment
This course is only for RNs with AAS degrees who are not core certified. Designed to meet the learning needs of Registered Nurses who want to continue their professional education and receive a baccalaureate degree in nursing. Focused on concepts of community nursing, advanced concepts or role transition and change theory.

HLTHST 400: Interprofessional Capstone
Capstone of disciplinary knowledge, communication and skills in an interprofessional group environment with application to real-world issues.

NURS 496: Nursing Independent Study
Synthesis of nursing concepts into developed projects within various health care venues.

NURS 416: Community and Public Health Nursing
Public health principles and concepts applied in populations and communities.

NURS 417: Community and Public Health Nursing Lab
Application of community and public health nursing concepts and principles in professional practice.

NURS 420: Policy, Power and Voice
Use of personal power to plan career goals. Exploration of nurses’ personal and collective power and voice to participate as leaders and advocates in health policy process.

NURS 422: Care Coordination and Resource Management
This course focuses on health care coordination and resource management, using the principles of collaborative interprofessional health information management to deliver safe and appropriate patient care.

NURS 424: Nursing Leadership and Management
Theory and concepts of issues in nursing management: Utilization of theory surrounding conflict resolution, negotiation budgeting, scheduling, ethics, human resources and policy development.
**NURS 425: Nursing Leadership and Management Lab**
Clinical application of leadership and management concepts tailored to student expertise and professional goals.

**NURS 430: Current Trends in Nursing Planning for a Financially Savvy Career and Retirement**
This course will acquaint the student with concepts of financial management and retirement planning. Skills will be derived to complete and understand budgets and future planning.

**NURS 430: Current Trends in Nursing Preparing for Graduate Education and Advanced Practice**
This course explores graduate education opportunities and provides students with the knowledge, skills and abilities needed for success in graduate programs in nursing.

**NURS 438: Nursing Roles in Healthy Aging**
Focuses on the role of the nurse from a holistic perspective in promoting healthy aging and healthy adaptation to disease processes and issues common to the older adult.
Student Drug and Alcohol Testing Policy

Purpose:
To establish policy and procedure for the requirement of student drug and alcohol testing, and to inform students of drug and alcohol testing required for admission into and progression through programs that include the direct delivery of patient care services.

Scope:
In order to comply with health care industry partners’ and/or clinical agencies’ requirements, the College of Health Sciences requires that drug and alcohol testing will be conducted in accordance with Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines and as defined below for all students enrolled or participating in clinical courses, experiences or internships involving the direct delivery of patient care services. Safety in the delivery of care to patient/client populations is the basis for drug and alcohol testing required by industry partners and/or clinical agencies.

Responsible Party:
The department/school chair, or designee of each program, offering clinical experiences or internships that involve the direct delivery of patient care services.

Definitions:
To ensure accuracy and fairness, all collection and required testing will be conducted in accordance with the Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines by a qualified agency designated by the College.

Negative test result: Test result contains no evidence of drugs or alcohol, or the concentration of drugs and/or alcohol is no greater than the cut off concentration identified by the Medical Review Officer (MRO) in accordance with the Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines.

Positive test result: Test result contains evidence of drugs equal to or greater than the cut off concentration(s) identified in accordance with the Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines. A positive test result for alcohol results from a blood test or other scientifically acceptable testing procedure which shows a breath, saliva, urine or blood alcohol concentration of .04% or more.

I. Policy Statement:
A. All students in the College of Health Sciences who will be enrolled in or participate in courses, experiences or internships that involve the direct delivery of patient care services are covered under this policy.

B. Prior to admission into a program or course involving the delivery of direct patient care all students will sign a Consent to Drug and Alcohol Testing form, submit to and return a negative drug and alcohol test. The drug and alcohol tests must be completed prior to admission and then annually thereafter for clinical experiences or internships involving the direct delivery of patient care services. A student will be suspended from all clinical activities until the negative test results are received by the College. Any suspension may jeopardize programmatic progression. Negative test results will allow the student to participate in clinical activities.
C. Conduct sufficient to provide grounds for dismissal from courses, experiences, or internships and/or the program include:

- Failure to report for a test in a timely manner; or
- Refusal to take a test; or
- Tampering with a test specimen; or
- Receiving a positive test result; or
- Failing to provide an adequate specimen volume without a verified medical explanation

D. Clinical facilities may require additional drug or alcohol testing without prior notification based on facility policies. These tests may be more or less stringent than this policy, and may include testing for additional substances. If a student is accepted into a program based on the required drug or alcohol test by the College with negative results, but is denied clinical agency entrance or is later removed from the experience based on the outcome of an agency drug or alcohol test, the student may be dismissed from the program as clinical access is required for programmatic progression, and no alternative clinical assignment will be offered.

II. Testing Process:
The initial and annual drug and alcohol tests will be conducted by a qualified agency chosen by the College. To ensure accuracy and fairness, all collection and testing required by the College will be conducted in accordance with SAMHSA guidelines.

Substances to be tested for include, as a minimum: alcohol, amphetamines, barbiturates, benzodiazepines, opiates, marijuana, codeine, and cocaine. The College shall have the authority to change the panel of testing without notice to include other substances as suggested by local and/or national reports or circumstances.

After signing a Consent to Drug and Alcohol Testing form, all students will submit to a drug and alcohol screen at a designated time and place and at the expense of the student. The testing policies and procedures of the testing facility will be followed for split-specimen urine specimens. Collected specimens, either urine, blood, or saliva will be sent to the company or laboratory for testing. The laboratory will test the primary specimen for drugs and alcohol, and if it tests positive based on cut-off levels established by the lab, the lab will perform a confirmation test of the primary specimen. If the confirmation test is positive, the lab will report the positive test result to the MRO describing which drugs or alcohol were detected. The MRO will contact the student who tested positive, and the student may provide an explanation for the positive test result. The MRO may request verification for any prescription medications. The student may elect by verbal or written request to have the remaining portion of his or her split specimen sample tested, at his or her own expense. The student must request this testing from the MRO within 72 hours of being notified of his or her confirmed positive test result, unless the MRO concludes that the student had a legitimate explanation for failing to do so.

If the student declines the opportunity to discuss a positive test result with the MRO or fails to contact the MRO within 72 hours of notification, the MRO may report the drug test as positive to the College. If the MRO is not able to contact the student within ten calendar days of the date on which the MRO
received the confirmed positive test result from the laboratory, the MRO may report the drug or alcohol test as positive to the College.

If a student provides an explanation for a positive drug or alcohol test result, the MRO will determine whether a valid medical explanation exists. If a determination is made by the MRO that there is a legitimate medical explanation in accordance with SAMHSA guidelines, the drug or alcohol test results will be recorded as negative and reported to the College.

If the MRO determines that there is not a legitimate medical explanation in accordance with SAMHSA) guidelines, the drug or alcohol test results will be recorded as positive and reported to the College. By participating in the drug and alcohol screening process, the student is authorizing release of the drug and alcohol test results in accordance with this policy.

**Duty to Report:** if the student is a licensed/registered health professional, the chair/designee of the Department/School will follow licensure and/or State required reporting guidelines.

**III. Student Grievance Process:**

Prior to admission to a program and annually thereafter, students will request and pay for the standard College of Health Sciences drug and alcohol tests through the designated agency. Results of the drug and alcohol test will be released to the Department/School Chair (or designee) of the admitting program and to the student.

The College will maintain and keep secure all drug and alcohol test results. If the tests are negative, the student may be fully admitted to and/or remain in the program.

If a drug or alcohol test is positive, the student will be notified in writing that his/her admission to the program has been withdrawn. If the student wishes to grieve this decision and remain in the program, the student must:

1. Meet with the Department/School Chair (or designee) and present in writing why the drug and/or alcohol test was inaccurate.
2. After the meeting, the Chair (or designee) will write an admission recommendation. The recommendation, information presented by the student, and the drug and/or alcohol test result will be forwarded to the College of Health Sciences Academic Leadership Council (ALC). The ALC will make the final admission decision. The ALC will notify the student of the final decision.
3. This process must be completed within 10 business days of receipt of notification of withdrawn admission.
4. A representative from University Health Services (UHS) or the Office of General Counsel may provide consultation on appeals as a non-voting member.
5. Results of drug and/or alcohol tests will be securely maintained. Departmental/School Records (if printed) will be destroyed 6 months after an applicant is dismissed from a program or when a student graduates.
6. Results of a drug and/or alcohol test performed for hire at a local health care agency may not be used for affiliation with Boise State University.
7. Students who are out of progression or leave the program, regardless of reason, will need to repeat the drug and alcohol tests before being readmitted.
In order to comply with health care industry partners’ and/or clinical agencies’ requirements, the College of Health Sciences requires that drug and alcohol testing will be conducted in accordance with Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines and as outlined in the CHS 314.0 Student Drug and Alcohol Testing Policy for all students enrolled or participating in clinical courses, experiences or internships involving the direct delivery of patient care services. Safety in the delivery of care to patient/client populations is the basis for drug and alcohol testing required by industry partners and/or clinical agencies. In addition to policy CHS 314.0, industry partners/clinical agencies may have further requirements to obtain access to their facilities for experience. Please read the following statements which outline potential additional requirements for clinical experience.

I understand that:

- my eligibility to participate in clinical experiences may require I submit to additional industry partner/clinical affiliate policies and procedures for compliance with drug and alcohol testing.
- I must report any and all changes in physical and medical status due to taking prescription or non prescription medications that may inhibit my ability to participate in clinical experience without risk to patients, staff and/or myself to the program director or designee.
- I may be required to obtain physician clearance to return to clinic after resolution of any physical and/or medical status changes that inhibit my ability to participate in clinical experience without risk to patients, staff and/or myself.
- failure to adhere to the Boise State University College of Health Sciences Student Drug and Alcohol Testing Policy, CHS 314.0, including the immediate report of physical and/or medical status changes which may inhibit my ability to participate in clinic without risk to patients, staff, and/or myself may result in my immediate dismissal from the program in which I am enrolled.
- failure to adhere to any portion of the CHS 314.0 or industry partner/clinical affiliate policies and procedures may also eliminate my eligibility to apply and/or enroll in any other clinically based programs offered by Boise State University.

I have received and read the Boise State University College of Health Sciences Student Drug and Alcohol Testing policy, CHS 314.0. I agree to adhere to all requirements of the policy; as well as, the policies and procedures of industry partners/clinical affiliates.

________________________________________________       __________________________________
Signature:         Date:
Student Background Check Policy

Purpose:
To establish policy and procedure for requirement of student background checks, and to inform students of criminal background checks required for admission into and progression through programs and courses that include the direct delivery of patient care services.

Scope:
The College of Health Science requires a Background Check (BGC) as defined below on all students enrolled in courses involving the direct delivery of patient care services. Background checks are required by the agencies where students participate in clinical experiences. All students in the College of Health Sciences enrolled in courses that involve the direct delivery of patient care services are covered under this policy. Students are expected to maintain a clean background, with no record of conviction of any of the crimes identified in Section III of this policy as they progress through programs and courses that include the direct delivery of patient care services.

Responsible Party:
The Department/School Chair or designee of each program, offering courses that involve the direct delivery of patient care services

Definitions:

Clean Background Check: No convictions, or only minor traffic misdemeanor/infraction charges, and no pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at risk. No conviction for any of the crimes listed in Section III.

Conviction:

- Guilty verdict (regardless of the disposition of the case)
- Withheld judgment
- Plea agreement
- Arrest (pending charges) until the verdict is rendered

Note: Dismissals are not considered a conviction, but may be considered in the assessment of patterns of behavior.

I. Policy Statement

A. All students in the College of Health Sciences who will be enrolled in courses that involve the direct delivery of patient care services are covered under this policy.

B. Prior to admission into a program or course involving the direct delivery of patient care all students will be required to have a recent background check. Recent is defined as no older than
6 months prior to the start of the class/experience. Failure to undergo the background check will result in dismissal from the program or course.

C. Once admitted into a program or while participating in courses which include the direct delivery of patient care:
   1. Students will have a background check conducted approximately every six months
   2. Students are required to immediately report ALL ARRESTS for any misdemeanors or felonies to the appropriate Department/School Chair regardless of type and match to those listed in Section III.
   3. Departments/Schools may check arrest records of students without notification.
   4. Failure to immediately notify the Department/School of an arrest is grounds for dismissal.
   5. Failure to undergo the background check will result in dismissal from the program.

II. Procedure

A. The background check will be obtained from the company agreed upon by the College and will include the following:
   1. Social security number and identity verification
   2. Criminal search (7 years) national and county including maiden and alias names
   3. Violent Sexual Offender and Predator Registry Search
   4. Office of Inspector General (OIG) List of Excluded Individuals/Entities
   5. General Services Administration (GSA) List of Parties Excluded from Federal Programs
   6. US Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)
   7. The vendor must provide an electronic copy of the report directly to the Department/School.

B. Students will be admitted to and retained in the program conditionally, pending the submission of a clean background checks. All conditionally admitted students will be given a copy of the Information Sheet on obtaining a background check. Students will request and pay for the standard College of Health Sciences background checks through the approved company. Results of the checks are released to the Department/School Chair (or designee) of the admitting program and to the student.

C. Each department will access the background checks and secure a copy of each student’s checks. The checks will be reviewed by the Department/School Chair (or designee).

D. If the background check returns with no convictions, or only minor misdemeanor charges, and no pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at risk the student will be fully admitted to and retained in the program/course.
E. If a background check has convictions on the list in Section III, or which demonstrates a pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at risk, the student will be notified in writing that their admission to the program/class has been withdrawn. If the student wishes to grieve this decision and continue the admission process or retain admission to the program, the student must:

1. Meet with the Department/School Chair (or designee) and present in writing why the potential student should not be considered a risk to patients, faculty and/or student safety.
2. This process must be completed within 10 days of receipt of notification of withdrawn admission.
3. After the meeting, the Chair (or designee) will write an admission recommendation. The recommendation, information presented by the student, and the background check or record of arrest will be forwarded to the College of Health Sciences Academic Leadership Council (ALC). The ALC will make the final admission decision. The ALC will notify the student of the final decision.
4. A representative from University Health Services (UHS) will provide consultation on appeals as a non-voting member.

F. Results of background checks will be securely maintained. Departmental/School Records (if printed) will be destroyed 6 months after an applicant is denied admission or when a student graduates.

G. Results of a background check performed for hire at a local health care agency may not be used for affiliation with Boise State University due to variances in quality of the background checks.

H. Students who leave the program, regardless of reason, will need to repeat the background check before being readmitted.

I. Students who have an arrest for any crime listed in this policy while in the program will be removed from clinical. In order to return to clinical, students must follow step E, and abide by the decision of the ALC.

All affiliated agencies have the ability to request copies of any student’s background check when the student is scheduled for clinical participation at that specific agency.

III. Conviction Categories, Crimes and Time Periods

A pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at will result in dismissal from the program or class which has a direct patient care requirement. Felony convictions and/or other plea agreements to felony and/or misdemeanor convictions for any crimes listed in this section will result in notification to the student that their admission to the program/class has been withdrawn. If the student wishes to grieve this decision and continue the admission process or retain admission to the program, the student must follow the process outlined in Section II.E.

A. The time period for the following crimes is not limited:

1. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
2. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time.
3. Homicide committed at any time.

B. The time period for these crimes is the past seven years:
   4. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.
   5. Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
   6. Assault or Battery
   7. Offenses involving substantial misrepresentation of any material fact to the public or an employer including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.
   8. First or second degree arson.
   10. Mayhem, as defined by Section 18-5001, Idaho Code
       reference: http://www.legislature.idaho.gov/idstat/Title18/T18CH50SECT18-5001.htm
   11. Poisoning.
   12. Forgery or fraudulent use of a financial transaction card.
   13. Forgery and counterfeiting.
   15. Grand theft

C. The time frame for these crimes is the past 5 years:
   16. Misdemeanor theft (all categories)
   17. More than one DUI

D. The time frame for these crimes is the past 3 years:
   18. Single DUI

IV. Additional background checks required by affiliated clinical agencies

A. Clinical sites and other agencies may require additional background checks. The criteria used may be more stringent than used by the College of Health Sciences and students may be charged an extra fee for this background check by the agency. This may prohibit some students from being allowed into some sites.

B. If a student is accepted into a program based on the required CHS background checks, but is denied clinical agency entrance based on the outcome of an agency background check, no guarantee can be made as to clinical placement for that semester and this may result in the failure of the student.

C. Students may be required to obtain an additional background check or obtain a copy of the agency background check to continue in the program. Additional information discovered will be considered in determining if the student can continue in their program.
Student Scholarship Process Policy

Purpose
The purpose of the Scholarship Award Process policy is to ensure the allocation of scholarship funds to students is in alignment with the School of Nursing mission and vision.

Description

Philosophy
The scholarship awards process demonstrates responsibility to the:
1. Donors, through careful stewardship of award money. Careful stewardship implies fiscal as well as academic accountability to utilize objective indicators for potential success and financial need of recipients whenever possible.
2. University scholarship awards process, through compliance with university policies regarding scholarship awards.
3. Students enrolled in the School of Nursing, through student participation in policy decisions, communication of the application requirements and application process to all eligible students, and student representation / participation in award decisions.

The priorities of the scholarship awards process:
1. Recognition of students with a high likelihood of academic and professional success as indicated by strong academic records and progression consistent with the program policy for full-time students. Awards values should demonstrate recognition of academic excellence to the extent that funding allows.
2. Assistance to students with demonstrated financial need and strong academic records.
3. Continued funding support for existing and new Honors Scholarship candidates.
4. Equitable distribution of funds by limiting individual awards to a sum equal or less than the greatest endowed scholarship award.
5. Support of as many qualified students as possible through the distribution of School of Nursing University general fund scholarship money to achieve total individual awards not less than $200 annually.
6. Support all educational options, but encourage Baccalaureate Degree completion through scholarship awards in agreement with student program intent and as funding allows.

Process:
The scholarship application and selection process will be conducted by the Scholarship Team comprised of a work group of faculty, staff and students. All team members will acknowledge their responsibility regarding the confidential nature of the academic and financial information considered in the scholarship decision process.

The scholarship application and selection process will occur each spring in conjunction with the University financial aid application process. Spring scholarships are awarded for the following academic year (Fall and Spring semesters). Scholarships are awarded for a single academic year.

Announcement of scholarship application process:
1. In January, the Financial Aid office will notify the School of Nursing regarding timeline and deadlines for scholarships to be awarded for the following academic year.
2. In February, the Scholarship Team will publish an announcement to all eligible students regarding the specific scholarships available, donor criteria, application procedures and deadlines.
3. The financial aid office will affirm the value of each award. IRS regulations stipulate that the tax deductibility of the gift prevents donor involvement in the selection process.
4. In accordance with Boise State University policy, applicants must have a total cumulative grade
point average (GPA) of 3.0 or better and be enrolled in a minimum of 12 credits per semester while receiving scholarship money.

5. The applicant must be enrolled in nursing courses at the time of application (excluding Palmatier Honors Scholarship) and completing courses in accordance with the full-time progression policy specific to their option to receive scholarship money administered by the School of Nursing.

6. To be considered for any “need based” scholarship, the student must have submitted a completed FAFSA in accordance with the Financial Aid office. The “estimated family contribution” data will be compiled by the Financial Aid office and forwarded to the scholarship work group.

Application Submission

1. The application deadline will be clearly published in the announcement of the scholarship process. No late applications will be accepted.

2. Completed applications must include any supporting documents required for specific scholarships. Incomplete application packets will not be considered by the work group. Students will receive a dated “receipt” upon submission of their application packet.

3. The scholarship(s) renewal is not automatic and students must reapply.

Scholarship awards are determined on the following criteria:

1. Submission of application meeting eligibility criteria specified by the university

2. Application criteria as specified by individual scholarship donors

3. Selection of recipients will be made without regard to race, color, gender, religion, or national origin.

4. Disbursement of awards will be credited to the student’s account at the Financial Aid Office.

5. Cumulative university GPA will be used to select scholarships not designated as need-based.

6. Need based awards will be determined using a balance of cumulative GPA and estimated family contribution data

Administrative Process

Scholarship awards will be forwarded to the Administrative Assistant who will oversee the following:

1. Completion of an awards database to be sent to the Financial Aid office. The Financial Aid office will verify the recipients’ eligibility. Financial Aid will notify recipients and require them to indicate acceptance of the award.

2. Notification of students not selected for awards including, when appropriate, the reason for non-selection or in-eligibility.

3. Notification of recipients including the name of the award, the amount and duration of funding, expectations regarding acknowledgment of award and continued eligibility for the award.

4. Coordination of scholarship recipients’ attendance at designated events.

Issues related to continuation of awards:

Scholarship awards are contingent upon the student maintaining the eligibility requirements of the university (credit requirements and cumulative GPA of 3.0); completion of all requirements specified by Financial Aid and good standing within their nursing program in accordance with the School of Nursing progression policy. Students who do not meet progression requirements, withdraw from the nursing program or fail to comply with the eligibility requirements will forfeit their scholarship money.
**Student Engagement/Representatives on School of Nursing Teams Policy**

**Purpose**
The process for enhancing student engagement in the School of Nursing.

**Mission/philosophy**
Student engagement increases connections within academic programs and in the School of Nursing. Involvement allows students to participate in activities related to the educational process and social networks with the intent to increase success and retention rates of students. A culture of collaboration between students, faculty, staff, and community members is essential for the development and maintenance of a health atmosphere and excellent decision making.

**Description of Process**
- At the beginning of each semester, the Chair will contact team chairpersons and collect information about the School teams that need student representatives. Information gathered and included on the Blackboard site will include:
  - The titles of the teams (i.e., Outcomes) and the number of student representatives needed for each.
  - Descriptions of the committees, contact information, dates of meetings and responsibilities of students.
- The names of student volunteers will be given to the Chair who will keep a file for reference and contact information.
- Students will also be informed that each is invited to be an active part of the Student Administration Partnership Team that meets approximately 2 times each semester. The meetings will allow live and distance participation. (Minutes from this meeting will be posted on the School Blackboard site under *Student Resources*).
- Each student volunteer is encouraged to remain on a team for a minimum of 1 year unless otherwise indicated. A student may remain on a team longer if the student is interested and there is a continued need.
  - The student rotating off of a team is asked to mentor a new student volunteer into the team for one semester.

**Faculty Involvement**
In order to enhance student involvement, the School will provide support in the following manner:
- Encourage faculty and advisors to support student representatives.
- Discussions related to student representatives will be provided periodically as needed in School and semester meetings.
- Students can be given incentives for involvement. Examples of incentive awarding the student volunteers independent study credit or credit for service learning for substantive projects or study equivalent to 15 clock hours per credit.
Role of Student Representatives RN-BS Online/Distance Completion Track

Purpose
Describe the participatory role of the School of Nursing student representatives on teams and committees.

Description of Students’ Role:
Students volunteer to serve on a team. Each student representative is responsible to:
• send agenda items to the team/committee leaders as appropriate,
• be an active committee/team member and communicate with the team/committee leader regarding committee/team issues, and

Description of Committee Leader’s Responsibilities:
• The Student Enrollment Coordinator and Student Services Coordinator are responsible for orienting student representatives to the function and processes of the team/committee. Orientation includes:
  o Discussion of committee objectives
  o Agendas and minutes are sent to student representatives.

Related Policies/Forms
Department Bylaws (F-I-200)
Jury Duty

Purpose
Boise State University expects students to participate in responsibilities of citizenship. This policy outlines the school’s process for students called into jury duty.

Process
Students must first contact their instructors, informing them of their jury commitment. Students are responsible for the following:
1. Furnishing instructors with concrete evidence of their jury duty assignments immediately.
2. Furnishing instructors with concrete evidence (date, time, and court) of their service immediately upon serving.
3. Making arrangements to obtain course notes and assignments from other students (this is not the instructor's responsibility).
4. Taking responsibility for all course work or make-up work.

Student Nurses’ Association
Boise State University Student Nurses’ Association (BSUSNA) is one of eight school chapters in the state of Idaho that make up the Idaho Nursing Students Association (INSA). INSA is affiliated with the National Student Nurses Association (NSNA). Membership with the NSNA grants a student membership with INSA and BSUSNA. Participation in these organizations will help prepare students for future involvement in the American Nurses Association (ANA) once students have graduated and become a Registered Nurse.

Sigma Theta Tau International
Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Mu Gamma Chapter of Sigma Theta Tau International was charted at the School of Nursing on April 28, 1990. Membership in Sigma Theta Tau is an honor conferred annually on students in the baccalaureate and graduate programs who have demonstrated outstanding academic and professional achievement.
Student Travel Policy RN-BS Online/Distance Completion Track

Process

1. The Chair (BS-Completion, AGNP, DNP programs) reviews requests for travel funding from faculty, staff and students. Funding allocations are made based on the purpose of the travel and funding availability. Not all travel requests are approved and not all travel is fully funded.

2. Each applicant must complete a “Request for Student Travel Funding” and forward to the sponsoring faculty member. Attach submitted abstract and all relevant documents that describe the event.

3. Requests for funding are due within seven days of submission of the abstract. Students who are submitting an abstract for a conference must begin the process when the abstract is first submitted and then must submit the application to the Chair (BS-Completion, AGNP, DNP programs) within the aforementioned seven day deadline.

4. The Chair (BS-Completion, AGNP, DNP programs) will review the application and subsequently notify the student and sponsoring faculty member of the decision and amount funded if the request was approved. If the request is denied, a rationale of the decision will be provided. Approval is contingent on abstract acceptance.

5. Travel arrangements will be made and managed by the designated staff member in the RN-BS Online/Distance Completion Track. At no time is the student to make his/her own reservations or purchase tickets without pre-approval of the staff member.

6. Once approved, the staff member will initiate contact with the student and determine a meeting date to discuss expenses and determine appropriate conveyance and lodging. It is the responsibility of the staff member to comply with university policy regarding travel and expenses, thus times of departure and lodging arrangements are not at the sole discretion of the traveler. For example, if several individuals are attending the same conference/event, policy requires the individuals to share lodging arrangements.

7. Failure to meet with the staff member in a timely manner may result in the approved travel funding being revoked.

8. Arrangements for the printing of a poster, if applicable, will also be arranged and authorized by the staff member at the same meeting when travel arrangements are discussed. Unauthorized poster printing will not be funded.

9. Upon return, the student is required to disseminate conference in a timely manner and in accordance with the plan outlined in the original application.
III. BOISE STATE UNIVERSITY GENERAL ACADEMIC POLICIES

http://boisestate.edu/registrar/catalogs/online/general-policies.shtml

You should familiarize yourself with this site as it contains Boise State University Academic Policies. A portion of the important policies found on the website are listed below:

- Your Rights and Responsibilities
- Confidentiality and Privacy Statement
- Academic Honesty
- Notice of Non-Discrimination
- Student Records
- Transcript Reports
- Verification of Your Enrollment Status
- Address/Name Changes
- Student Classification
- Right of Appeal

Boise State University Undergraduate Student Handbook Reference


Among the types of policies found here are:

- Academic Resources
- Campus Resources
- Student Resources
- Opportunity for Involvement/Student Life
- Important University Policies and Procedures
- Referral Guide
- Directories
- Campus Map

A. Student Code of Conduct

The Student Code of Conduct exists to assist in providing the best possible learning and living environment for all students. The University upholds the shared values of academic excellence, caring, citizenship, fairness, respect, responsibility and trustworthiness as the foundation for a successful academic environment. As a tool, the Student Code of Conduct will help promote growth and learning as students interact with their environment and accept responsibility for decision-making. The Boise State University student conduct process will help educate students about their responsibilities as members of an academic community and will impose sanctions when student conduct puts the community in jeopardy. Students may get more information about the student code of conduct from the Office of Student Rights and Responsibilities, by calling (208) 426-1527 or visiting:
1. **Academic Honesty**

All students are required to adhere to Boise State University’s Student Code of Conduct on academic dishonesty. Assignments you submit must be your original work and cannot be used in other courses.

All work that you submit must show your own ideas and current understanding. Assignments you submit must be original and developed by you. You are welcome to get ideas from other sources; however, you must interpret such ideas significantly and cite your sources. Anything copied from another source must be indicated by appropriate quotation notations.

Please refer to *Student Code of Conduct* Articles 2, 4 and 6 on Academic Dishonesty, Cheating, Classroom Misconduct, and Plagiarism.

2. **Student Code of Conduct Resources**

These are the links to the Student Code of Conduct Articles cited above.

- **Definitions: Academic Dishonesty, Cheating and Plagiarism** (Article 2 – see section 18)
- **Proscribed Conduct: Academic Dishonesty** (Article 4 – see section 1)
- **Procedures for Academic and Classroom Misconduct** (Article 6 – see sections 1 and 2)

**Student Behaviors and Actions**

Boise State University strives to provide a culture of civility where its members feel safe to express themselves free from discrimination, harassment, threats, and intimidation. (See Boise State Student Code of Conduct)

[http://www.boisestate.edu/osrr/scp/student_code.html](http://www.boisestate.edu/osrr/scp/student_code.html)

Student behaviors and/or performance should promote a healthy environment and not present a danger (or reasonable assumption of danger) to a student/person/client/patient or jeopardize the license of a faculty or individual working with the student.

**Description**

The student behaviors included in this policy fall into four main categories including 1) imminent danger to self or others, 2) unsafe practice/unethical behavior, 3) code of conduct violations, and 4) at-risk student behaviors.

**Process for Imminent Danger to Self and/or Others**

If a student on the BSU campus is deemed to pose an imminent danger to self or others (act or direct threat of violence), the person identifying this behavior should notify Campus Police immediately at 426-1453 or call 911 immediately. Examples of imminent danger include but are not limited to, verbal or physical threats to self or others, repeated obscenities, or unreasonable interference with the learning environment.
If this behavior is noted off campus at a healthcare facility, the policy of that institution should be followed.

If danger is suspected but not imminent, a BSU “SOS,” “Support Our Students,” notification to alert others of a potential problem may be made by sending an email to: “sos@boisestate.edu”

Process for Unsafe Practice/Unethical Behavior
At all times, student behavior and/or performance must be safe, ethical, and must not present a danger (or reasonable assumption of danger) to a person/client/patient or jeopardize the license of a faculty or nurse working with the student. Safe practice is judged by standards and codes such as the ANA Standards of Nursing Practice, the Idaho Nurse Practice Act, and ANA Code of ethics. Students are expected to behave responsibly and they do not have the right to engage in behaviors that may harm and endanger other people, including patients/clients.

1. If a student demonstrates unsafe/unethical practice, the faculty member making the assessment will meet/discuss with the student to talk about the situation; generally within 3 working days of the incidence occurrence. Faculty must notify the appropriate Associate Chair of the incident and Program Director. Based on the severity of the incident, the faculty member making the assertion in consultation with the Associate Chair/Chair, and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to 2 days while the incident is investigated.

2. A meeting with the student will be arranged. The faculty member making the assertion may choose to invite the Associate Chair or the Program Director. A representative from the Office of Student Rights & Responsibilities (OSRR) is invited to attend to act as a neutral participant. The student can invite their faculty advisor/mentor and/or another support person to attend the meeting. However, the faculty advisor/mentor and support person may not participate without the approval of the faculty member making the assertion.

3. During the meeting, a discussion will focus on the behavior(s) seen. The student will be provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting will be taken and a copy is distributed to all parties with a copy placed in the student’s file.

4. A recommendation/decision by the faculty (with consultation from academic leadership and OSRR personnel) is made generally within 2 working days of the meeting. The student will be notified of the decision in writing via e-mail and a formal letter will be mailed to the student’s residence.

For unsafe/unethical behavior, decisions/recommendations may include one or more of the following:

- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract with the student.
- Decision to refer the student to OSRR for further assessment
- Recommendation for dismissal of the student from the nursing program. The Nursing School’s dismissal policy will be followed which includes an impartial hearing for the student and faculty member making the behavioral allegation. See School of Nursing policy: Dismissal F-VI-200.

Process for Code of Conduct Violation
Behaviors violating the Student Code of Conduct affect the welfare and safety of students, faculty, and other members of the campus community. Such behaviors include, but are not limited to consumption of alcohol and illegal drugs, behaviors that have the potential of harming to self and others, or behaviors deemed to be disruptive to the campus or off campus facility environment.

1. If a student violates the University Code of Conduct, the faculty member making the assertion arranges a meeting with the student to discuss the situation generally within three working days of the incidence occurrence. The faculty member must notify the appropriate Associate Chair and Program Director of the incident. Based on the severity of the incident, the faculty member making the assertion in consultation with the Associate Chair/Chair and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to two days while the incident is investigated. Removal of the student for longer than two class or clinical periods requires approval of the Dean of the College (See University Policy 2050).

2. The faculty member making the assertion may choose to invite the Program Director or the Associate Chair to a meeting. The student may choose to invite their faculty advisor/mentor and/or another support person to attend the meeting. However, the faculty advisor/mentor and support person may not participate without the approval of the faculty member making the assertion. A representative from the Office of Student Rights & Responsibilities (OSRR) may be invited to attend to act as a neutral participant. A discussion of the behavior occurs among all parties. The student is provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting are taken and a copy is distributed to all parties, and a copy placed in the student file.

3. A recommendation/decision by the faculty member (with consultation from academic leadership and OSRR personnel) is made generally within 2 working days of the meeting. The student is notified of the decision in writing via e-mail and a formal letter mailed to the student's residence.

For a Code of Conduct Violation, Decisions/Recommendations Include:
- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a behavioral contract for the student.
- Decision to file a code of conduct report which may result in the University taking action such as:
  - Recommendation/referral to an outside agency for further assessment (done in consultation with other campus officials). If the faculty member making the assertion believes there are extenuating circumstances surrounding the event, this instructor works with the Office of Student Rights & Responsibilities to determine whether a referral to an outside agency is indicated.
  - Removal of the student from course or the University.

Process for Questionable Student Behavior
At times, a student demonstrates behavior(s) that does not fit clearly under the above categories (unsafe practice and/or code of conduct violations), yet the behaviors suggest that the student may experience academic failure or other negative outcomes. These behaviors include but are not limited to excessive absenteeism or absences without notice, a pattern of tardiness, late assignments with elaborate excuses for not meeting deadlines, deteriorating productivity, pervasive poor concentration, or difficulty making decisions, and forgetfulness. If faculty members observe these types of behaviors in students, they need to be addressed.
1. If a student demonstrates such behaviors, the faculty member will contact Program Director, the appropriate Associate Chair, and if indicated the Office of Student Rights and Responsibilities for consultation. If appropriate, an “SOS,” “Support Our Students,” notification may be completed at this time by emailing “sos@boisestate.edu.”

2. The faculty member having a concern for the student will hold a meeting with the student as described above to discuss the situation generally within three working days of the occurrence of the concern. A recommendation/decision by the faculty member (with consultation from academic leadership and OSRR personnel) will be made generally within two working days of the meeting. The student will be notified of the decision in writing via e-mail and a formal letter is mailed to the student’s residence.

For at-risk student behavior, Decisions/Recommendations May Include:
- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract for the student.
- Referral to the Office of Student Rights and Responsibilities for follow-up and further evaluation.

Note: If the student is a nurse apprentice and is dismissed from the program, the State Board of Nursing will be notified of the dismissal. If the student is a licensed nurse and drugs or alcohol is involved in the incident, the State Board of Nursing will be notified by the appropriate Associate Chair.
IV. SCHOOL OF NURSING ACADEMIC POLICIES AND PROCEDURES

Academic Advising

Purpose
The School of Nursing at Boise State University believes that academic advising is a vital student centered and learner driven part of the educational process. Through intention and design, advising facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development towards academic success and lifelong learning (NACADA, 2004).

Advising Mission Statement
Advising is an intentional and collaborative process in which advisors use their knowledge of the university and School of Nursing to enhance students’ educational and career opportunities for professional development throughout their educational experience. Academic advising exists to:

• ensure students are aware of required classes for graduation and educational interests through support advising and to
• support career development and progression in the program.

Advisor Responsibilities in the Advising Process
Each student in the RN-BS Online/Distance Completion Track at Boise State University will be assigned to the program’s Student Enrollment Coordinator (advisor) or Student Services Coordinator.

Advisors help students with course selection and ensure students have completed forms and documentation of required courses for graduation.

Student Responsibilities in the Advising Process
The Academic Advising Report (AAR) is an official record of the student’s progression toward a degree. The AAR is accessible in Bronco Web. Students are responsible for ensuring their major is listed correctly and for monitoring the accuracy and completion of their AAR.

The AAR should be reviewed with the Student Enrollment Coordinator or Student Services Coordinator during each advising appointment and questions regarding course work and academic adjustments initiated though the School of Nursing should be discussed. Questions regarding all other entries should be directed to the Registrar’s office thought the link available on the AAR.

Students are responsible for updating their student files with any changes to their address, email address, and or phone number by notifying the School of Nursing in writing and Bronco Web University records. Visit the Bronco Web link at http://broncoweb.boisestate.edu/.

Students’ Rights in Advising Process
Each student has the right to:

• Access an advisor who is knowledgeable about the advising process and program requirements.
• Academic advising that supports program goals and the student’s personal educational goals.
Access and review student file with assistance of the Student Enrollment Coordinator (advisor), Student Services Coordinator, or the Chair (BS-Completion, AGNP, DNP programs).

**Contact Information**
Telephone or personal appointments are available. Please ask for Maura Rasmussen Student Enrollment Coordinator (208) 426-1768, or Lindsey Wallgren, Student Services Coordinator (208) 426-1714

**Academic Integrity Policy**

**Purpose**

Integrity and ethical behavior are expected of every student in all academic work.

All students are required to adhere to Boise State University’s Student Code of Conduct on Academic Honesty. Assignments you submit must be your original work and cannot be used in other courses. Falsification of academic records will result in dismissal from the program.

Please refer to *Student Code of Conduct* Articles 2, 4 and 6 on Academic Dishonesty, Cheating, Classroom Misconduct, and Plagiarism:

**Definitions:** Academic Dishonesty, Cheating and Plagiarism (Article 2 – see section 18)

**Proscribed Conduct:** Academic Dishonesty (Article 4 – see section 1)

**Procedures for Academic and Classroom Misconduct** (Article 6 – see sections 1 and 2)

Students must be present at scheduled testing times. Exceptional circumstances must be discussed with the course coordinator/faculty prior to the scheduled testing date.

Student seating during tests may be assigned so as to minimize opportunities for dishonesty/cheating. When tests begin, all communication among students will stop. Students will monitor their own behavior so as not to arouse any suspicion on the part of the faculty or test monitor.

http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf
# BOISE STATE UNIVERSITY
## SCHOOL OF NURSING
### RN-BS ONLINE/DISTANCE COMPLETION TRACK

## SENIOR LEVEL OBJECTIVES

<table>
<thead>
<tr>
<th>Level Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Reasoning and Critical Inquiry:</strong> At the end of the Senior level, the graduate will:</td>
</tr>
<tr>
<td>Synthesize theoretical and evidence-based knowledge from the sciences, humanities and nursing when planning and providing care in collaboration with individuals, families, groups and communities.</td>
</tr>
<tr>
<td>Apply critical inquiry and clinical reasoning, as a generalist, when providing care to diverse individuals, families, groups and communities across the lifespan in a variety of community-based and institutional settings.</td>
</tr>
<tr>
<td>Synthesize thoughtful, focused reflection and reasoned judgment in the delivery and evaluation of nursing care.</td>
</tr>
<tr>
<td><strong>Communication:</strong> At the end of the Senior level, the graduate will:</td>
</tr>
<tr>
<td>Evaluate and revise effective and respectful communication strategies (written, verbal, electronic, and other appropriate technologies).</td>
</tr>
<tr>
<td>Evaluate the effectiveness of client-centered communication skills with groups and organizations while maintaining appropriate confidentiality of information.</td>
</tr>
<tr>
<td>Use information systems effectively to manage and evaluate care for diverse clients, families and groups and communities.</td>
</tr>
<tr>
<td><strong>Experiential Learning:</strong> At the end of the Senior level, the graduate will:</td>
</tr>
<tr>
<td>Analyze the roles nursing plays in the larger social community.</td>
</tr>
<tr>
<td>Participate actively in effective relationships with diverse clients, inter-professional teams, community agencies and other stakeholders.</td>
</tr>
<tr>
<td>Serve as a health educator for the purpose of developing attitudes, knowledge, skills and behaviors to promote, protect, and restore health and assist the client in making informed health care choices.</td>
</tr>
<tr>
<td>Institute activities to prepare for licensure and professional nursing practice.</td>
</tr>
<tr>
<td><strong>Global World View:</strong> At the end of the Senior level, the graduate will:</td>
</tr>
<tr>
<td>Analyze the role of nursing in global health and the effects of global health issues on nursing practice.</td>
</tr>
<tr>
<td>Demonstrate cultural competence when providing care for diverse individuals, families, groups and communities.</td>
</tr>
<tr>
<td>Advocate for social justice including commitment to the health of vulnerable populations and the elimination of health disparities.</td>
</tr>
<tr>
<td>Professionalism and Leadership: At the end of the Senior level, the graduate will:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Manage nursing care in collaboration with clients and an inter-professional team through coordination, delegation, consultation and referral.</td>
</tr>
<tr>
<td>Model the professional nursing role based on acceptable standards of practice including accountability for one’s personal and professional behaviors and development.</td>
</tr>
<tr>
<td>Analyze the financial, legal and ethical implications of professional decisions involving individuals, groups, communities and organizations.</td>
</tr>
<tr>
<td>Express informed positions on professional issues and trends, opportunities for advocacy and strategies for social and political action for health and well being.</td>
</tr>
<tr>
<td>Explain the leadership role of nurses in addressing global health issues.</td>
</tr>
<tr>
<td>Participate in practice settings, professional organizations, communities and government to improve nursing practice, nursing education, client care and the health care delivery system.</td>
</tr>
</tbody>
</table>
Problem Solving & Conflict Resolution for the RN/BS Online/Distance Completion Track

Purpose
The purpose of this policy is to provide clarification for the resolution of conflicts and problems within the School of Nursing. For academic grievances related to final grade appeals, the BSU University policy named, “Academic Grievance” (#3130A and 3130B). If a student feels they have a discrimination grievance or sexual harassment grievance, this is covered by Policy #1060.

Students in the School of Nursing are provided the following methods to address group and personal concerns.

Process
Student Procedure
A student may request changes in faculty decisions or exceptions to program policies through the use of a petition. Students should contact the Student Enrollment Coordinator or Student Services Coordinator for guidance as soon as a problem and/or conflict has been identified.

All petitions must be submitted to the Chair (BS-Completion, AGNP, DNP programs.) The petition must be typed, double spaced, and signed. A petition consists of:

- A clear statement of the problem;
- Supporting data;
- A proposal of one or more acceptable solutions and
- An identified time frame with potential costs and benefits for each solution.

Student Process

1. When a student disagrees with clinical or didactic evaluations, assignment/project grades, or other actions not related to the final course grade the student must:
   - write a statement explaining his/her disagreement and attach any supporting documentation and provide the documents to the instructor; and
   - meet/discuss with the instructor involved; and
   - consult with the Student Enrollment Coordinator or Student Services Coordinator as necessary,
   - initiate above process within 10 working days of identified conflict.

2. Meet/discuss the situation with the Chair (BS-Completion, AGNP, DNP programs) who will be a facilitator of the resolution.

3. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter, the student may meet with Director of the School of Nursing.

4. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may complete the University appeal form.

Lines of Communication
The chain of communication for individual concerns is:
1. Course Instructor, if related to a given course
2. Student Enrollment Coordinator or Student Services Coordinator (Advisors)
3. Chair (BS-Completion, AGNP, DNP programs)
4. Director, School of Nursing
5. Dean
6. Provost
7. President
8. State Board of Education

Mediation
The goal of the mediation is to allow all parties to see both sides of the issue, both the substantive issues as well as the feelings involved. Confidentiality must be maintained by all parties during all phases of the problem solving process.

After meeting at least once with each other to discuss the disagreement, either party (faculty or student) may request mediation from the Boise State University Conflict Management Program through the Office of Student Rights and Responsibilities (426-1527). The mediator is a neutral participant, unaffiliated with the Nursing School, trained in conflict negotiation, and whose services are free of charge. The mediation process does not disempower either person in the dispute and does not interfere with the School of Nursing policies and procedures.

1060 (Policy on Nondiscrimination and Affirmative Action)
3000 (Academic Probation and Dismissal)
Student Mediation Program: http://www.boisestate.edu/osrr/smp/student_mediation.html
Student Code of Conduct: http://www.boisestate.edu/osrr/scp/student_code.html
Policy 7090 Student & University Personnel Grievance Board
http://www.boisestate.edu/policy/policy_docs/7090_Student_UniversityPersonnelGrievanceBoard.pdf

Student Community Project Support Policy

Purpose
The School of Nursing desires to support academic-related community projects with financial support for materials costs. Priority will be given to projects with students from multiple levels.

Description
1. Nursing students must be provided nursing related teaching or research for a community group and have faculty support.
2. Nursing students must have sought other avenues for support for materials, i.e. donations from companies or health care agencies, other related nursing organizations (Sigma Theta Tau, AWHONN, March of Dimes, or other) or other students support organizations (University student body funding, Boise State SNA, or other).
3. Nursing School support will be limited to:
   (a) In-kind printing (black and white)
   (b) Limited $ funding – up to $200 per project.
4. Posters and displays will remain the possession of the Boise State School of Nursing and will be stored in the LRC/Equipment Supply room unless they are maintained at a partnership agency.
5. Materials will be property of the School of Nursing and will be available for use by other students/faculty after the initially funded presentation or project completion.
6. Funds will be approved by the Chair (BS-Completion, AGNP, DNP programs) and distributed from the RN-BS Online/Distance Completion Program track budget.

Process
1. Complete a Request for Community Project Support Funds for that includes:
   a. Student name(s)
   b. Faculty sponsor
   c. Contact information
   d. Identified Community Project
   e. Amount requested
   f. Dissemination Plan
   g. Other identified funding sources
   h. Attached detailed budget for project

2. Submit funding request with budget to Chair (BS-Completion, AGNP, DNP programs) by 1st day of the month by email to vschrad@boisestate.edu. No late requests will be funded.
V. SCHOOL OF NURSING STUDENT PROGRESSION ISSUES

Registered Nurse License

Purpose

RN-BS Online/Distance Completion Track students complete clinical projects in which they work independently under faculty guidance. It is mandatory that students possess and maintain a current RN license in the state they practice for the duration of enrollment in the track.

Process

Students obtain a current RN license in the state they practice by the end of the first semester of entering the track.

The only two courses that can be taken while in the process of taking the NCLEX exam is UF 300 Transitions in Nursing and HLTHST 280- Statistics (or any other stats course).

Students deviating from this requirement for any reason must contact the Student Enrollment Coordinator (advisor) or Student Services Coordinator, and send a petition letter to the Chair (BS-Completion, AGNP, DNP programs) explaining the deviation.

Students are responsible for notifying the Student Enrollment Coordinator or Student Services Coordinator of a change in current license status immediately.

Progression Policy

Purpose

Progression in the Boise State University RN-BS Online/Distance Completion Track is based upon the successful completion of course and level objectives.

UF 300 must be taken in the first semester.

NURS 392 is a prerequisite for HLTHST 400, NURS 416, NURS 417, NURS 424 and NURS 425.

NURS 416 and NURS 417 must be taken concurrently
NURS 424, and NURS 425 must be taken concurrently
HLTHST 400 Must be taken in the last 2 semesters.
Remaining nursing courses can be taken in any order.

Students deviating from the Progression Policy for any reason must contact the Student Enrollment Coordinator (advisor). The Student Enrollment Coordinator (SEC) will consult with the Chair (BS-Completion, AGNP, DNP programs) as appropriate the semester prior to the requested deviation.

Process

1. To progress in the program the student must:
a. Maintain a minimum passing grade of 75% in each nursing course (courses beginning with NURS) and 70% for all support courses. A grade of 74.9% in a nursing course will NOT be rounded up
b. Adhere to nationally accepted nursing practice standards
c. Complete and/or renew health requirements by renewal deadline (See Policy for Health Requirements)
d. Maintain a level of professional conduct, patient safety and appropriate legal-ethical behavior
e. Design a plan of study in collaboration with the S.E.C. the plan designating at least one required course per calendar year. Electing not to take one required course per year means the student is:
   • Required to re-apply to the program track for readmission to enroll in required courses
   • Jeopardizing completion of the track consistent with catalog policy regarding years from entrance to degree (9 semesters)

2. Interruption of progress due to life events:
   a. When progression in a required nursing course(s) is interrupted due to life events, and the student is passing at the time of the interruption, the student’s continuation will be subject to conditions including:
      • Space availability after registration of students with uninterrupted progress
      • Time elapse of one calendar year or less with readmission not being required

3. Interruption of progression due to failure:
   a. If progression is interrupted due to failure (a grade below 75%) of a required nursing course, the student will be allowed to retake the course(s) in a subsequent semester based on the following conditions:
      • Space availability after registration of students with uninterrupted progress and students referenced under #2
      • Adherence to readmission policy
   b. Students who fail a nursing course after a second attempt will be required to meet with the Student Services Coordinator or Student Enrollment Coordinator (Advisor), re-assess their plan of study and notify the Chair (BS-Completion, AGNP, DNP programs) outlining what steps will be taken to assure successful progression.

4. A student will be dismissed from the program at any time for academic dishonesty, breach of professional ethics, impairment from alcohol or drug use. If dismissed, the student will receive a grade of “F” in all nursing courses. Students who are dismissed from the program due to the above stated reasons may be considered for readmission to the nursing program track after two years. (See Readmission Policy)
## Full-time, sample 3-semester sequence

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF 300 Transitional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager</td>
<td>3</td>
</tr>
<tr>
<td>NURS 392 Introduction to Nursing Research (Prerequisite for HLTHST 400, 416, 417, 424, &amp; 425)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 416, 417 Community &amp; Public Health Nursing and Lab</td>
<td>6</td>
</tr>
<tr>
<td>NURS 420 Policy, Power and Voice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 428 Nursing Roles in Healthy Aging</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab</td>
<td>5</td>
</tr>
<tr>
<td>HLTHST 400 Interprofessional Capstone</td>
<td>1</td>
</tr>
<tr>
<td>NURS 430 Current Trends in Nursing: Planning for a Financially Savvy Career and Retirement</td>
<td>1</td>
</tr>
<tr>
<td>NURS 430 Current Trends in Nursing: Preparing for graduate Education and Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

## Part-time sample, 4-semester sequence

### Part-time, Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF 300 Transitional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 392 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Part-time, Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 416, 417 Community and Public Health Nursing and Lab</td>
<td>6</td>
</tr>
<tr>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Part-time, Semester 3

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 438 Nursing Roles in Healthy Aging</td>
<td>2</td>
</tr>
<tr>
<td>NURS 420 Policy, Power and Voice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 430 Current Trends in Nursing Planning for a Financially Savvy Career and Retirement</td>
<td>1</td>
</tr>
<tr>
<td>NURS 430 Current Trends in Nursing Preparing for graduate Education and Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

### Part-time, Semester 4

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab</td>
<td>5</td>
</tr>
<tr>
<td>HLTHST 400 Interprofessional Capstone</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

*Plan of study does not include statistics. The RN-BS Online Degree Completion Track does offer a statistics course if needed.*
### RN-BS Online/distance Completion Track at Boise State University

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>SUPPORT COURSES</th>
<th>NURSING COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (101 and 102)</td>
<td>CID 6</td>
<td>Statistics 3 cr.</td>
</tr>
<tr>
<td>Foundations UF 100, 200 (not required for AS Students)</td>
<td>UF 6</td>
<td>NURS 392 Introduction to Nursing Research 3 cr.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>DLM 3-4</td>
<td>NURS 416, 417 Community &amp; Public Health Nursing and Lab 6 cr.</td>
</tr>
<tr>
<td>Natural, Physical, and Applied Science</td>
<td>DLN 7-8</td>
<td>NURS 420 Policy, Power and Voice 3 cr.</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>DLV 3</td>
<td>NURS 422 Nurse as Collaborator, Advocate and Resource Manager 3 cr.</td>
</tr>
<tr>
<td>Literature and Humanities</td>
<td>DLL 3-4</td>
<td>NURS 424, 425 Nursing Leadership &amp; Management and Lab 5 cr.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>DLS 6</td>
<td>HLTHST 400 Interprofessional Capstone 1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 438 Nursing Roles in Healthy Aging 2cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 430-1 Current Trends in Nursing Planning for a Financially Savvy Career and Retirement 1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 430-2 Current Trends in Nursing Preparing for graduate Education and Advanced Practice 2 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective 1 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of 34-37 credits</td>
<td>TOTAL: 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL: 30 credits</td>
</tr>
</tbody>
</table>

*If needed to meet the residency requirement

Lab courses in the RN to BS Online/Distance Completion Track do not require traditional, client-based clinical hours. Students develop a project with their faculty and complete the project within their agency or a community.
**Grading**

**Purpose**
To define the grading criteria required for progression in the nursing program.

**Process**
The following grading scale is utilized in the School of Nursing. A student must receive a 75% as a final grade in courses with an NURS designation for progression in the nursing program. A final course grade of 74.9% will **NOT** be rounded up to 75%.

A   = 93-100
A-  = 90-92
B+  = 88-89
B   = 83-87
B-  = 80-82
C+  = 78-79
C    = 75-77 – a 75 or higher is required for progression
D+  = 70-74.999
D    = 68-69
D-   = 63-67
F    = < 63

**Incompletes**

**Purpose**
To receive a grade of Incomplete, a student must meet the basic criteria specified in the current catalog for Boise State University under “Incompletes”.

**Process**
The student and faculty will sign an online grading contract stipulating the work the student must do to receive a grade in the course as specified in the Boise State University catalog.

However, if the incomplete will be in a course that is listed as a required course within the nursing curriculum, then the consent must specify that the grade of incomplete be removed before the start of the next semester’s nursing course(s). The online grading contract should stipulate these dates clearly.

For courses not specified for completion and beginning of the new semester in the Nursing Program progression policy, incompletes must be given and removed following university guidelines. Coursework must be completed within one year or the student will automatically receive a grade of “F”.

**Challenging Nursing Courses**

**Purpose**
To identify the criteria and process for challenging nursing courses in the RN-BS Online/Distance Completion Track at Boise State University.

**Process**
1. Refer to University Challenge Policy that states: “You may not challenge a course to improve a previous grade earned in that course.”

2. Students must have been accepted into the nursing program before they are allowed to challenge a course in the Nursing School curriculum.

3. A student may receive up to one-third of the total credits required for graduation through either challenge examinations or experiential learning. (See Boise State University catalog on *Credit for Prior Learning*.) A challenge examination measures course competencies as stated in the current course syllabus. Successfully passing the challenge examination is comparable to receiving a grade for the course being challenged.

4. Nursing content that a student may challenge includes knowledge gained from:
   a. Continuing education courses.
   b. Employment in a field of nursing and/or health care.

5. The challenge process must be completed by the semester add/drop date.

6. While the challenge is being processed, the student must register for and participate in the challenged class and complete all assignments/exams until the challenge process is completed.

7. A challenge examination of a nursing course must be taken in the sequence that the courses are scheduled in the nursing curriculum.

8. A challenge examination for a nursing course may be taken only one time.

9. The Chair (BS-Completion, AGNP, DNP programs) or designated course faculty may require successful completion of a theory challenge examination prior to taking a portfolio challenge examination as these courses are co-requisites.

10. A student may consider challenging a course with a Prior Learning Portfolio (PLP). A PLP should present evidence that equivalent preparation (i.e. work experience, self-study, continuing education, traditional or non-traditional education) fulfills the learning outcomes and/or objectives of the course being challenged. (See Boise State University catalog.)

11. A student who successfully challenges a nursing course will receive a grade and credit for the challenged course. Note: In some cases, financial aid may be disrupted when credits are received via a challenge. Talk with a representative from the Financial Aid Office to determine whether challenge credits could impact the receipt of your financial aid.
12. Prior to initiating the challenge process, the students must satisfy any pre-requisites for the course being challenged.

**To challenge a nursing course, the student will:**

1. Contact the Chair (BS-Completion, AGNP, DNP programs) to discuss the possibility of challenging a nursing course the semester prior to the challenged course semester.
   
a. Make a phone appointment with the Student Enrollment Coordinator to determine if residency credits are needed.
b. Request that the necessary paperwork be developed, and sent out to the student via email, along with necessary information regarding payment.
c. Student will print off the form, sign it, and return the paperwork along with payment to the School of Nursing.

2. It is the responsibility of the Chair (BS-Completion, AGNP, DNP programs) or designated course faculty to:
   
a. Determine the content and/or process of the challenge examination.
b. Describe the process for challenging the course.
c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
d. Evaluate the student’s challenge examination performance or PLP against the current course outcomes and grading criteria.

3. It is the responsibility of the Student Enrollment Coordinator or the Student Services Coordinator to file the Credit for Prior Learning form with the Registrar. The challenge must be filed during the semester prior to the semester in which the challenged course will be offered.

4. Students will take the challenge exam.

5. Following completion of the exam The Student Enrollment Coordinator will:
   
a. Record the student’s grade on the Credit for prior Learning form.
b. Send the form to the Registrar’s Office

6. The grade will be recorded on the Credit for Prior Learning form. The grade will be recorded with the Registrar’s Office. If the exam is successfully passed, the student will receive credit for the course. If the exam is not successfully passed, no grade or credit is given for the course, and the student must complete the course for progression.

**Related Policies/Forms**

Credit for Prior Learning Form
Readmission Policy

Purpose

The Readmission Policy describes the process and establishes priorities for readmission into the RN-BS Online/Distance Completion Track, after one calendar year has lapsed.

Definitions

Readmission: The status of students with interrupted progression according to the Progression Policy for the RN-BS Online/Distance Completion Track and who are seeking to return to the track.

Process

1. To be eligible for readmission the student will:
   a. Complete a new application and pay the $20.00 fee.

2. Student Enrollment Coordinator or Student Services Coordinator will:
   a. Determine what courses the student needs. (This may result in changes to the plan of study).

3. The Chair (BS-Completion, AGNP, DNP programs) will approve all requests for readmission on a space available basis prioritized according to the following groups:
   a. Returning students who left the program in good academic standing.
   b. Returning students who have demonstrated progression in the program with no more than one calendar year from last enrollment in a required course.
   c. Returning students that left the program for academic reasons such as failing courses in the program or violation of any School or university policies.

4. Students selected from qualified groups will be ranked within their grouping according to nursing GPA. If two or more applicants are equally qualified for limited readmission into the RN-BS Online/Distance Completion Track, a random selection will be used.

5. The School of Nursing may have fiscal or instructional limitations that may affect space availability.

Related Policies/Forms

SON Policy S-IV-200
Registration Priority Policy

Purpose

The registration policy in the RN-BS Online/Distance Completion track describes the process and priorities for registration.

Process

New or Readmitted Students

1. Students will complete the mandatory online orientation at: http://hs.boisestate.edu/nursing/rnbs/orientation/
2. When the orientation has been completed RN-BS personnel will request an enrollment date for the student. (This process can’t be completed until the student is fully admitted into Boise State.) This process can take up to two weeks.
3. Students will notify advisor they are ready to enroll and will discuss the number of courses/credits they would like to take and are encouraged to register early to ensure a seat in the course.
4. Students will look for sections between 4201-4208, once a section is full, no additional students will be accepted without permission from the Student Enrollment Coordinator. Permission numbers will be given out on a limited basis, and must be used within a 48 hour period.

Continuing Students

1. Students should check their student center for the date and time they are allowed to register.
2. Students should look for holds, or other information in the my.boisestate.edu student center that may interfere with the ability to register on time.
3. Registering early is the only method where students can be guaranteed a seat within a specific class.
4. Students normally will not need a permission number except when registering for the HTLSHT 400.
5. HTLSHT 400- students need to contact the Student Enrollment Coordinator or their Advisor for a permission number to enter this class.

The registration of courses is on a first come first serve basis. Registering early will ensure a seat in the courses. If all sections of the courses are full, and there is a minimum of 6 weeks prior to the start of a semester, the RN-BS personnel will make every effort to open a new section.
Withdraw Policy

Purpose
To identify the process by which a nursing student can withdraw or be withdrawn from a course by faculty after the official university drop period.

Process
A student may be withdrawn from course(s) in one of two ways:

1. Student Initiated Withdrawal where a student may voluntarily withdraw from courses. In order to initiate the student withdrawal process, the student must:
   a. Contact the Student Enrollment Coordinator or Chair (BS-Completion, AGNP, DNP programs) to discuss withdrawal.
      i. The Student Enrollment Coordinator will direct the student to submit a withdrawal letter to the Chair (BS-Completion, AGNP, DNP programs).
      ii. A copy of the letter will be placed in the student’s file.
      iii. When withdrawal from a course affects another contingent course, additional recommendations and conditions may be specified.
   b. Notify, as a courtesy, the appropriate faculty member(s) regarding the withdrawal.
   c. Drop courses through the Registrar’s Office within the University’s drop time frames and policy guidelines.
   d. Understand that withdrawal may have implications for progression in the program track, financial aid awards and tuition. (See Progression Policy).

2. Faculty Initiated Withdrawal where Faculty members, after consultation with the Chair (BS-Completion, AGNP, DNP programs), have the right to initiate a student withdrawal from a nursing course(s) (See University catalog - Faculty Initiated Withdrawal).
VI. SCHOOL OF NURSING CLINICAL POLICIES

Student Expectations/Responsibilities in Course/Clinical Setting

Purpose
Students in the nursing program are held to the American Nursing Association Nursing Scope and Standards of Practice (2004) as well as the standards for registered nurses in the clinical agency while completing clinical projects. To insure professional conduct and appropriate legal and ethical behavior on the part of all nursing students, the following expectations are held by the School of Nursing:

Description
RN/BS Online Distance Completion Track Student Responsibilities in Course/Clinical Setting

All nursing students must adhere to the following policies:

- Nursing Practice Act for the State of Idaho, Administrative Rules of the Idaho State Board of Nursing. [http://www2.state.id.us/ibn/ibnhome.htm](http://www2.state.id.us/ibn/ibnhome.htm)
- American Nurses Association Code for Nurses
- School of Nursing Confidentiality Policy
- School of Nursing Student Behaviors and Actions Policy

Additionally:

- Students are expected to use their clinical activity log as a means to complete all course outcomes.
- It is the student's responsibility to keep their faculty informed of their clinical activities as outlined in the course syllabus.

Conduct that violates these policies may, in the professional judgment of the faculty, be determined to be unprofessional and unacceptable practice. Conduct in violation of these policies may affect the faculty's evaluation of the student's clinical performance and continuation in the nursing program.

Student Responsibilities Regarding Injury/Illness

It is understood that sometimes injury or illness may prevent a student from participating in their online courses or clinical experiences or may impair his/her ability to fully function in these settings. When this is the case, the following are applicable:

- The student is responsible for notifying faculty of any illness or injury that will affect the student's clinical or online course performance.
- The faculty retains final authority to decide if the student's health status will affect student ability to successfully complete the program.

Student Expectations for Clinical Projects:

- Students must comply with the clinical agency's policies regarding the use of cellular telephones.
1. At no time are children allowed in the clinical settings.
2. Falsification of records of any kind will result in dismissal from the program.
3. The student is responsible for notifying faculty of any illness or injury that will affect the student’s clinical or classroom performance.

Unethical or Other Unprofessional Practices in Clinical Settings

Any student may be temporarily suspended and eventually dismissed from the program for conduct involving his or her attitude or competency or whose personal behavior prevents desirable relationships within the community or the School of Nursing programs. Persons having authority to suspend a student are Boise State University full-time nursing faculty or adjunct faculty teaching on a part-time or full-time paid appointment. Faculty are to notify the Chair (BS-Completion, AGNP, DNP programs) immediately. In the event that an RN student is dismissed from the program for unsafe practice, the incident may be reported to the student’s respective State Board of Nursing.

Please refer to the Boise State University Student Handbook and College of Health Sciences Policy for further description of the process (CHS-307).

General Admission Health Requirements

Purpose
All RN students admitted to the RN-BS Online/Distance Completion Track, full-time or part-time, are required to fill out a health requirement form from their employer.

The Nursing School of Boise State University will adhere to all state and federal laws regarding access for disabled students.

Process
Health Requirements for Working RNs
☐ Employee will provide an updated Health Requirement form for working RNs upon admission and on an annual basis.
☐ Current RN license upon admission and on an annual basis.

Health Requirements for Non Working RNs
☐ Verified negative T.B. skin test (Mantoux test, NOT Tine test) or negative chest X-ray report is required on an annual basis, obtained within the current year between May 15th and July 22, 2011 for fall admits and December 15th, 2011 and January 1st, 2012. The School of Nursing will not interpret these results. The report submitted by the students must state that the student is negative for TB. A positive TB test will require a chest XRay, medical evaluation, and written release by a qualified health care provider.

☐ Rubella ("German Measles") proof of two immunizations or titer which indicates the student is protected (serologically immune). If the titer is "equivocal" or indicates the student is not protected, immunization and follow-up titers to show immunity are required.
NOTE: This process may take 6-8 weeks and must be completed by the specified deadline.*

☐ Rubeola ("hard measles") proof of two immunizations or titer which indicates the student is protected (serologically immune). If the titer is "equivocal" or indicates the student is not protected, immunization and follow-up titers to show immunity are required.

☐ Documentation of administration of two doses of live mumps virus vaccine or laboratory evidence of immunity are required before admission.

NOTE: The Rubeola, Rubella, and mumps titers are separate and distinct tests.

1. Pregnancy: You should not receive the Rubella, Rubeola, and mumps vaccines (MMR) if you are pregnant or plan to become pregnant in the next 3 to 4 months.

The reports submitted by the student must state that the student is negative for TB and is protected from Rubella, Rubeola, and mumps (serologically immune). Students who do not seroconvert after two MMR immunizations will be handled on an individual basis by the Director of Student Services.

☐ Evidence of three Hepatitis B Vaccinations is required by the beginning of clinical or signature on a declination form. If the series is to be taken before the first day of classes, the student must produce evidence that two of the three vaccine administrations have been completed. The third administration needs to be documented six months after the second. Further information about the cost and availability of the vaccine can be obtained from the Central District Health Department. The Hepatitis B immunization can be obtained by the Central District Health Department or at the BSU Health Services.

☐ Documented administration of a one dose of Tdap vaccine and then Td booster every ten years thereafter is required.

☐ Documented administration of annual influenza vaccines are required by October 1st of each year.

☐ Written verification of CPR health care provider certification or active CPR instructor status. Class content should include CPR for client of all ages; ventilation with a barrier device, a bag-mask device, and oxygen; relief of foreign-body airway, and use of an automatic external defibrillator.

Related Policies:
SON S-IV-100
**Dress Code**

**Purpose**
The School of Nursing requires that students adhere to a dress code when they are in a clinical setting.

**Process/Description**

1. Attire for community-based experiences are as follows:
   - Business casual attire.
   - Conservative jewelry only.
   - “Revealing” shorts, shirts, pants, dresses, etc. are not permitted.
   - Moderate make up and hair styles.
   - No visible tattoos.
   - Other than pierced ears, no other visible piercing is allowed. This includes: nose rings, lip rings, and eyebrow or tongue ornamentation.

**Related Policies/Forms**
SON: S-III-300

**Injury/Exposure Sustained in the Clinical Setting**

**Purpose**
Students participating in Boise State University College of Health Sciences programs may be at risk for injury or exposure to communicable diseases or hazardous materials in a variety of clinical situations. The goal of the faculty is to preserve the health and safety of students, clients, and faculty in any clinical setting. The purpose of this policy is to provide guidance to both the student and the clinical faculty regarding procedures, rights, and responsibilities in the event of student injury/exposure in the clinical setting.

**Definition**

**Exposure**: An exposure is an occurrence in which a person is subjected to an infectious agent in such a way that could lead to acquisition of a disease. Should exposure to infectious diseases (such as TB) occur, the clinical faculty and/or agency clinical supervisor will supply information regarding the appropriate protocol.

**Process**

All contaminated needle sticks or bloody body fluid splash to mucous membranes or open skin should be treated as if there is a potential risk of pathogen exposure.

Should a puncture wound or other bloody body fluid exposure to mucous membrane/open skin area occur, the student should implement the following procedures:

1. If the student sustains a puncture wound:
a. Withdraw needle or other object promptly.
b. Immediately wash hands/area of puncture using soap and water; follow with application of povidone iodine and/or alcohol.
c. Encourage increased bleeding for a few seconds and use gentle pressure at the site of the puncture.
d. Wipe away any blood.

2. If the student receives a spray or splash of body fluids:
   a. To eyes, nose, or mouth--irrigate with large amount of water.
   b. To a break in the skin, follow procedure for puncture wound (#1 above).

3. The student will report the incident immediately to the clinical instructor, to the agency clinical supervisor, and to the agency Infection Control Practitioner/Safety Officer/Employee Health Services. [The student will follow the clinical agency’s procedures for reporting and follow-up of the exposure]. Students must complete an incident report according to the policy of the clinical agency before leaving the clinical facility.

4. The student will seek a risk assessment and determination of recommended screening, treatment and/or follow up from the Infection Control practitioner, clinical supervisor, or other health care provider (if no infection control person/clinical supervisor in agency). **This assessment should be performed within one hour of the injury.**

5. The faculty will assist the student to complete a School of Nursing Incident Report. Both faculty and student will sign the report.

6. The student should seek advice, screening and/or treatment immediately at any of the following agencies:
   a. BSU Student Health Services, phone 426-1459
   b. Emergency department
   c. Private physician or other provider.

   The student should seek information regarding the need for serum globulin (HBIG-hepatitis B immune globulin), Hepatitis B vaccination, testing for Hepatitis B and C, HIV testing, prophylactic treatment for HIV exposure and tetanus immunization or other recommended treatment.

7. The student may seek assistance in decision-making from the Boise State University Student Health Services, private physician, or other provider of choice.

8. The student may seek counseling and referral regarding implications of the exposure, risks and/or treatment from the following agencies:
   a. Boise State University Counseling Center, phone 426-1459 for an appointment or 1-
58

800-322-9569 for urgent care.

b. Private provider of choice.

Rights & Responsibilities

Student Rights

1. The student has the right to receive accurate information with which to make informed decisions.

2. The student has the right to decide on the course of action regarding an injury/exposure.

3. The student has the right to privacy of information regarding any injury/exposure.

Student Responsibilities

1. The student has the responsibility to follow the clinical agency policy regarding an injury/exposure.

2. The student has the responsibility to protect patient/public safety.

3. *Most agencies will charge a fee for any testing or health care. If there is a fee for any services, the student will be responsible for the cost.*

4. Complete and submit the agency injury/exposure report form and the School of Nursing Incident Report. A copy of both reports will be retained in the student's file.

Faculty Responsibilities

1. The clinical faculty will assist the student in completion of required reports and evaluation as required by the clinical agency policy.

2. If needed, the clinical faculty will assist the student in completion of a risk assessment regarding the accidental exposure.

3. The clinical faculty will ensure that the student is informed of his/her rights and responsibilities and the required procedures as described above.

4. The clinical faculty will inform and may assist the student regarding accessing resources for risk assessment, screening, advice, referral for testing, treatment, and counseling.

5. The clinical faculty will assist the student to analyze the occurrence regarding implications, if any, for future practice.

6. The clinical faculty will complete the Student Injury/Exposure Report form, including student and faculty signature, and place the completed report in the student’s program file.

7. The faculty member is to notify the Chair of the incident within 24 hours of the occurrence.

8. The faculty will ensure that students are oriented to the OSHA policies within each clinical agency.