# Table of Contents

1. **Table of Contents** ........................................................................................................... 2

2. **Accreditation Statement** ............................................................................................... 4

III. **School of Nursing Overview** ..................................................................................... 5

   - General Information ........................................................................................................... 5
   - American Nurses Association Code of Ethics for Nurses .................................................... 5
   - Confidentiality Policy ......................................................................................................... 6
   - Files and Records ............................................................................................................... 7
   - School of Nursing Vision, Mission, Philosophy and Values .............................................. 8
   - Online Teaching and Learning Definition for the RN-BS Online/Distance Completion Option .......................................................... 13
   - Undergraduate Catalog ................................................................................................... 14
   - Course Descriptions RN-BS Online/Distance Completion Option .................................. 14
   - Student Background Check Policy .................................................................................. 16
   - Student Scholarship Process Policy ................................................................................. 20
   - Student Engagement/Representatives on School of Nursing Teams Policy ...................... 23
   - Role of Student Representatives RN-BS Online/Distance Completion Option .............. 24
   - Jury Duty ......................................................................................................................... 25
   - Student Nurses’ Association ............................................................................................ 25
   - Sigma Theta Tau International ......................................................................................... 25
   - Student Travel Policy RN-BS Online/Distance Completion Option .................................. 26

III. **Boise State University General Academic Policies** ...................................................... 28

   - Boise State University Undergraduate Student Handbook Reference .......................... 28
   - Student Behaviors and Actions ....................................................................................... 29

IV. **School of Nursing Academic Policies and Procedures** .............................................. 33

   - Academic Advising .......................................................................................................... 33
   - Academic Integrity Policy ................................................................................................. 34
   - Senior Level Objectives .................................................................................................. 35
   - Problem Solving & Conflict Resolution for the RN/BS Online/Distance Completion Option .................................................................................................. 37
   - Student Community Project Support Policy ..................................................................... 38
V. SCHOOL OF NURSING STUDENT PROGRESSION ISSUES.................................................................40

REGISTERED NURSE LICENSE ........................................................................................................40
PROGRESSION POLICY ......................................................................................................................40
GRADING ...........................................................................................................................................40
INCOMPLETES .................................................................................................................................44
CHALLENGING NURSING COURSES ..............................................................................................45
READMISSION POLICY .....................................................................................................................47
REGISTRATION PRIORITY POLICY ..................................................................................................48
WITHDRAW POLICY ..........................................................................................................................49

VI. SCHOOL OF NURSING CLINICAL POLICIES ............................................................................50

STUDENT EXPECTATIONS/RESPONSIBILITIES IN COURSE/CLINICAL SETTING ................................50
GENERAL ADMISSION HEALTH REQUIREMENTS ...........................................................................51
DRESS CODE ......................................................................................................................................53
INJURY/EXPOSURE SUSTAINED IN THE CLINICAL SETTING ..........................................................53
THE BACHELOR OF SCIENCE NURSING PROGRAM AT BOISE STATE UNIVERSITY IS ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION (NLNAC) 2010 - 2018

THE NURSING MASTER'S PROGRAM AT BOISE STATE UNIVERSITY IS ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION (NLNAC) 2010 - 2015

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

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

http://www.nlnac.org/home.htm
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 option 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 three years old or upon request.

Record Management
Contents of each student file are stored for three years from the date of graduation. After three 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 Director. 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/Client, 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/client” 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/client. Health encompasses the physiological, psychological, cultural, social and spiritual aspects and perceptions of a person/client’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/client. 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/client. 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 person/client 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.

The curriculum framework provides direction for the selection and organization of learning experiences to achieve program objectives. The curriculum is centered on the philosophy that guides the curriculum design by ensuring that the common themes necessary for nursing practice are addressed and developed progressively across the course of study. The five integral threads interwoven across the nursing curriculum are: Clinical Reasoning and Critical Inquiry, Communication, Experiential Learning, Global Worldview, and Professionalism and Leadership. They are defined as follows:

Clinical Reasoning and Critical Inquiry
Professional nurses are expected to “base practice on current knowledge, theory, and research, delegate and supervise patient care activities, evaluate nursing care outcomes, participate in research and utilize research findings, and participate in shaping the health care delivery system” (AACN, 1998, p. 6). To do so requires the nurse to possess both clinical reasoning and
critical inquiry. 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). In nursing education, “effective clinical reasoning skills enable students to collect data, solve problems, make decisions, provide quality care and survive in the workplace. Effective and efficient clinical reasoning requires knowledge, skills and abilities grounded in theory and supported by evidence” (Kautz, Kuiper, Pesut, Knight-Brown, and Daneker, 2004, p. 1). Student clinical reasoning involves elements of focused reflection, written or verbal articulation of thoughts, assignments that connect new experiences to existing knowledge, critical inquiry, creative thinking, and nursing judgment. All activities support therapeutic interventions, preventive care, and health promotion for/with clients in a variety of settings.

Critical inquiry is the process of examining existing assumptions, knowledge, and questions; gaining (and creating) new information; gaining new perspectives; critical analysis; sharing what was learned; action and reflection (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). Critical inquiry is the cornerstone of evidence-based nursing practice.

Communication
Communication is the process of exchanging information, ideas, feelings and beliefs. 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 technological formats. Nursing communication has a professional, therapeutic, collaborative and client-centered focus.

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. One of the important components of Experiential Learning is engagement, the process whereby students and faculty are actively connected and involved in their learning about nursing and their work with persons/clients, the community, and the interdisciplinary healthcare team in various locations of the environment. Experiential Learning may include, but is not limited to:

- Student-focused learning
- Faculty and student interactions
- Field experiences and partnerships (acute, immediate, long-term, public health and community agencies)
- Civic engagement and service-learning
- Advocacy and policy development
- Participation in a variety of agencies and political-social structures
- Classrooms and distance education modalities
- International programs
- Evidence-based learning and research
- Learning tools, such as simulations, role playing, journaling, case-studies, and concept maps
- Teaching-learning techniques, such as active learning, cooperative learning, collaborative learning, self-directed and student-focused learning

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, service to others, autonomy, self-regulation, code of ethics, and participation in professional societies (Kelly, 2008). 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, risk-taking, vision, professional accountability, role behaviors and appearance (Lenburg, 1999) that influence, motivate, and affect others to contribute to the improvement of client health care and to the success of the organization. It also underpins the management skills of administration, organization, delegation, supervision (Lenburg). 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.

The curriculum of the School of Nursing was developed to be congruent with the strategic vision of the College and University. The School of Nursing recognizes clinical reasoning and critical inquiry, communication, experiential learning, global worldview, and professionalism and leadership are necessary to deliver nursing care to clients in a variety of environments to optimize health.

References


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

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 option. 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 option 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 Option

NURS 397: Statistics (formerly HLTHST 380)
Application and use of statistical principles and methods in health sciences. General computer skills required to use SPSS: Area III Math Core

NURS 350: Professional Transitions in Nursing for the RN
Designed to meet the learning needs of registered nurses who want to continue their professional education and received a baccalaureate degree in nursing. Focus on concepts of community based nursing, advanced concepts of role transition and change theory.

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 need 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 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 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 clinical 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 must maintain a clean background, with no record of conviction of any of the crimes identified in II.B. (below), as they progress through clinically-based programs.

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 record of conviction, of any of the crimes identified in II.B. Conviction is defined as:
- Guilty verdict (regardless of the disposition of the case)
- Withheld judgment
- Plea agreement
- Arrest (pending charges) until the verdict is rendered

Time frame is for the last 7 years from the program application deadline date back to the offense date, unless an alternate time frame is specifically stated for the offense in section II.B. 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 delivery of direct patient care all students will have a clean background check
   C. Once admitted into a program:
      1. Students are required to immediately report all arrests for any misdemeanors or felonies to the appropriate Department Chair.
      2. Departments may check arrest records of students without notification.
      3. Failure to notify the Department of an arrest is grounds for dismissal.
      4. Students may be required to have additional BGCs, as clinical agencies have the right to request their own BGC which may have more stringent requirements. Students may be required to pay for these additional checks. The College programs will try to consider students’ wishes to not pay for additional required BGCs, in
clinical placements, but it may not be possible. Additional information discovered will be considered in determining if the student can continue in their 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
   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)

B. The following conviction categories discovered as the result of a background investigation are the basis to no longer be considered as a student candidate for a program, as clinical placement will not be possible. Conviction (see earlier definition) for the following crimes will be considered crimes and will be deemed to be substantially detrimental to the care of patients or professional decision making capabilities and will result in dismissal. Timeframe is for the last 7 years unless otherwise noted:
   1. Felony convictions
   2. Other plea agreements to felony or misdemeanor convictions
   3. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
   4. 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
   5. Homicide committed at any time.
   6. Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
   7. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.
   8. Assault or Battery.
   9. 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.
   10. First or second degree arson.
   11. Kidnapping.
   12. Mayhem, as defined by Section 18-5001, Idaho Code, http://www.legislature.idaho.gov/idstat/Title18/T18CH50SECT18-5001.htm
   13. Poisoning.
   14. Forgery or fraudulent use of a financial transaction card.
   15. Forgery and counterfeiting.
17. Grand theft
18. Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty
and/or students at risk.

Time frame past 5 years:
19. Misdemeanor theft
20. More than one DUI

Time Frame past 3 years:
21. Single DUI

C. Students will be admitted to the program conditionally, pending the submission of a
clean background check. 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 check through the approved
company. Results of the check are released to the Department Chair (or designee) of
the admitting program and to the student.

D. Each department will access the background checks and secure a copy of each
student’s check. The check will be reviewed by the Department Chair (or designee) to
determine if the background check is clean. If the check is clean the student will be fully
admitted to the program.

E. If the background check has convictions on the list in II. B., the student will be notified in
writing that their admission to the program has been withdrawn. If the student wishes to
grieve this decision and continue the admission process, the student must:
1. Meet with the Department Chair (or designee) and present in writing why the
potential student should not be considered a risk to patients, faculty and/or student
safety. This process must be completed within 10 days of receipt of notification of
withdrawn admission.
2. 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.
3. 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 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.

J. 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. This may prohibit some students from being allowed into some sites. If a student is accepted into a program but is denied clinical entrance based on the outcome of an agency background check, no guarantee can be made as to clinical placement for that semester.
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 nursing's department mission and vision.

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.

The application 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 Department 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 unless extraordinary circumstances are approved by the faculty coordinator and subsequently approved by the work group.

2. Applications must include completed application and 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 faculty coordinator will work with the staff to organize the applicants by educational option and level of study as well as cumulative GPA and financial need.

4. The scholarship(s) may or may not be renewed but renewal is not automatic and students must reapply. A renewal will be based on the student maintaining satisfactory academic progress, adequate funding, or other criteria.

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
7. Program specific awards and duration of awards will be in accordance with the student's program of admission, progression into subsequent programs and most recent "intent to continue" document.

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 by mail, including, when appropriate, the reason for non-selection or in-eligibility.
3. Notification of recipients by mail 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 including the Friends of Nursing events and BSU Foundation 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 Aide 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
To describe 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 Student Enrollment Coordinator and Student Services Coordinator reviews potential representatives for the RN-BS Online/Distance Completion meetings and establishes the dates for those meetings. The Administrative Assistant will contact potential students and confirm availability.
- Each student volunteer is encouraged to remain on a team for a minimum of 2 semesters unless otherwise indicated.
- Students will participate via phone conferencing or other forms of technology.
- Students will be encouraged to place agenda items
- Administrative Assistant will send out the minutes and agenda for each meeting for the student to review. Students will receive an appropriate form of recognition for their service.

Related Policies/Forms
Role of Student Representatives (S-III-200)
Role of Student Representatives RN-BS Online/Distance Completion Option

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:
  - Discussion of committee objectives
  - 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 Option

Process

1. The Director of the RN-BS Online/Distance Completion Option 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 Director of the RN-BS Online/Distance Completion option within the aforementioned seven day deadline.

4. The Director 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 Option. 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.
Request for Student Travel Funding

Date Submitted: ___________

REQUESTOR INFORMATION
Traveler: ___________________________________ Student #: ____________________
Contact telephone #_____________ Faculty Sponsor/Mentor: ____________________
Name of Conference/Institute/Program: _________________________________________
Destination: __________________________ Actual Conference Dates: ________________
Travel Begin Date: ___________ Travel End Date: ___________ # of Lodging Nights: __
Purpose of Travel: Poster ___________ Presentation ___________
Abstract Submission Info and/or Notification Date: _________________________________

Attach Abstract

Explain how your participation will benefit the school or contribute to your nursing education.

____________________________________________________________________________
____________________________________________________________________________

Attach Dissemination Plan & Plan to meet educational objectives.

ESTIMATED EXPENSES
Registration Fee: $ _______________ Date Fee is Due: _______________
Transportation Airfare: $ _____________ Vehicle (miles one way): _________________
                       Public Transportation: $ ___________ (shuttle, taxi, bus)
Lodging Hotel Rates (complete both rates) Single: $ ___________ Double: $ ___________
Per Diem costs are not to be included (Food & daily expenses)

Total Estimated Expenses $ _________________

Other anticipated Funding Support: Who and for how much?

____________________________________________________________________________
____________________________________________________________________________

PREVIOUS FUNDING SUPPORT
Have you been funded by the School for travel within the past 24 months? NO
YES (when) ___________ ($How much? ________________
If YES, please explain purpose: Poster Presentation

____________________________________________________________________________

Director Use Only:
OP#: _______ F/Y: _______
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 ([http://osrr.boisestate.edu/scp-codeofconduct-article2/#18](http://osrr.boisestate.edu/scp-codeofconduct-article2/#18))
- Proscribed Conduct: Academic Dishonesty ([http://osrr.boisestate.edu/scp-codeofconduct-article4/#1](http://osrr.boisestate.edu/scp-codeofconduct-article4/#1))
- Procedures for Academic and Classroom Misconduct ([http://osrr.boisestate.edu/scp-codeofconduct-article6/](http://osrr.boisestate.edu/scp-codeofconduct-article6/))

**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 Director of Student Services. Based on the severity of the incident, the faculty member making the assertion in consultation with the Chair/Director, 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 Chair/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 Director of Student Services 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 Chair/Director 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 Director of Student Services, 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 email 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 Chair/Director.

Related Forms/Policies
Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)
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 Option at Boise State University will be assigned to the program’s Student Enrollment Coordinator (advisor).

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 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) or the Director.
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
  (http://osrr.boisestate.edu/scp-codeofconduct-article2/#18)
- Proscribed Conduct: Academic Dishonesty
  (http://osrr.boisestate.edu/scp-codeofconduct-article4/#1)
- Procedures for Academic and Classroom Misconduct
  (http://osrr.boisestate.edu/scp-codeofconduct-article6/)

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
## 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><strong>Professionalism and Leadership:</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>At the end of the Senior level, the graduate will:</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 Option

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 Director of the RN-BS Online/Distance Completion Option. The petition must be typed, double spaced, and signed. A petition consists of:
   a. A clear statement of the problem;
   b. Supporting data;
   c. A proposal of one or more acceptable solutions and
   d. 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:
   a. write a statement explaining his/her disagreement and attach any supporting documentation and provide the documents to the instructor; and
   b. meet/discuss with the instructor involved; and
   c. consult with the Student Enrollment Coordinator or Student Services Coordinator as necessary.
   d. initiate above process within 10 working days of identified conflict.

2. Meet/discuss the situation with the Director 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 the associate dean of the College of Health Sciences.

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. a. Course Instructor, if related to a given course
2. Student Enrollment Coordinator or Student Services Coordinator
3. Director
4. Associate Dean, College of Health Science
5. Provost
6. President
7. 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)
Student Mediation Program: [http://www.boisestate.edu/osrr/smp/student_mediation.html](http://www.boisestate.edu/osrr/smp/student_mediation.html)
Student Code of Conduct: [http://www.boisestate.edu/osrr/scp/student_code.html](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](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 Director of the Program option and distributed from the RN-BS Online/Distance Completion Program option 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 Director of the Program option by 1\textsuperscript{st} 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 Option 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 option.

Process

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

The only two courses that can be taken while in the process of taking the NCLEX exam is NURS 350 or UF 300 Transitions in Nursing and HLTHST 380- 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 Director explaining the deviation.

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

Progression Policy

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

NURS 350 or 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 Director 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 option for readmission to enroll in required courses.
   • Jeopardizing completion of the option 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 Director 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 option 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 438 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>
<tr>
<td>GENERAL EDUCATION</td>
<td>SUPPORT COURSES</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>English Composition (101 and 102)</td>
<td>CID 6</td>
</tr>
<tr>
<td>Foundations UF 100, 200 (not required for AS Students)</td>
<td>UF 6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>DLM 3-4</td>
</tr>
<tr>
<td>Natural, Physical, and Applied Science</td>
<td>DLN 7-8</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>DLV 3</td>
</tr>
<tr>
<td>Literature and Humanities</td>
<td>DLL 3-4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>DLS 6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Total of 34-37 credits</td>
<td>TOTAL: 3 credits</td>
</tr>
</tbody>
</table>

*If needed to meet the residency requirement

Lab courses in the RN to BS Online/Distance Completion Option 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 Option 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 Director of the RN-BS Online/Distance Completion Option 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 Director of the RN-BS Online/Distance Completion option 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 Director of the RN-BS Online/Distant Completion option 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 Option, 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 Option and who are seeking to return to the option.

**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 will:
   a. Determine what courses the student needs. (This may result in changes to the plan of study).

3. The Director 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 Option, 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 priority Policy in the RN to BS Online/Distance Completion Option describes the process and establishes priorities for registration. This will facilitate students needing courses to graduate a seat in the course.

Process

New or Readmitted Students

1. Students will be able to register after they have completed their intent to enroll on their Bronco Web account.

2. Students must receive a waiver to new student orientation and a permission number from the Student Enrollment Coordinator to register for any nursing courses.

3. Students must follow the Student Enrollment Coordinator’s directions regarding expiration dates for permission numbers.

Continuing Students

1. Students may register for nursing courses after contacting the Student Enrollment Coordinator for permission numbers.

2. Students must follow the Student Enrollment Coordinator’s directions regarding expiration dates for permission numbers.

Priority is given to:

1. RN to BS Online/Distance Completion Option students who have a documented plan of study and actively progressing to graduation.

2. RN to BS Online/Distance Completion Option students who need a particular course in a particular semester to graduate.

3. RN to BS Online/Distance Completion Option student who is not following a documented plan of study or has made multiple changes to their plan of study.
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 Director to discuss withdrawal.
      i. The Student Enrollment Coordinator will direct the student to submit a withdrawal letter to the Director.
      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 option, financial aid awards and tuition. (See Progression Policy).

2. Faculty Initiated Withdrawal where Faculty members, after consultation with the Director, 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 Option 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 Director of the RN-BS Online Completion Option 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 Option, 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-
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.