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THE BACHELOR OF SCIENCE NURSING PROGRAM AT BOISE STATE UNIVERSITY IS ACCREDITED BY THE ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN), (FORMERLY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION) 2010 - 2018

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I. 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.

Revised June 2001. Copies of the Code, including interpretive statements, may be purchased online at:
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 healthcare 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](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 and how long they are kept by the school.

**Descriptions**
**Student Files**
Students may review their own file in the School of Nursing office during regular office hours in the presence of their advisor. 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. Copies of articles in students’ files may be made for students upon request. Depending upon the reason given for needing copies, a charge for copying may be assessed.
Applicant Files
Files of unsuccessful applicants are placed in the pre-nursing file in individual folders and are destroyed after the next application cycle.

Graduate Files
Contents of each student file are stored for three years from the date of graduation.

BSU: 2250 (Files and Records)
http://policy.boisestate.edu/wp-content/uploads/2011/05/2250

School of Nursing Vision, Mission, Philosophy and Values

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

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

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

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

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

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

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

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

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

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

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

- An emphasis on the utilization of research
- An understanding of policy, organization and financing of health care
- An exploration of ethical values and beliefs that provide a framework for nursing practice
- The theory and practice of professional role development
- A focus on the critique, evaluation and utilization of appropriate theory to nursing practice
- An awareness of human diversity and social issues
- A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing [AACN], 2004)

**Belief Statements**

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

**Narrative Descriptors and Program Outcomes**

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

- A liberal education, with a focus on professional values, core competencies, core knowledge and role formation (American Association of Colleges of Nursing, 1998; Benner, Sutphen, Leonard, & Day, 2010)
- Positive attitudes towards life-long learning
- Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
- Emphasis on evidence-based practice and research
- An emphasis on teaching/learning in care
• Skills and knowledge to meet the needs of diverse populations
• Faculty roles of advisor, resource person, facilitator, and professional role model
• Student roles of peer mentor and future professional mentor

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

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

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

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

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

**Experiential Learning**

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

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

**Communication**

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

**Global Worldview**

Global Worldview is the process of integrating an intercultural and international dimension into the teaching, research, and service functions of nursing education. A global outlook is universal in scope, not limited by what is known and familiar. It demonstrates an awareness of the interconnected world community and the importance of social justice. “Worldview” is defined as “the overall perspective from which one sees and interprets the world” (*The American Heritage® Dictionary, 2006*). A global world view is integral to achieving cultural competence in areas such as ability, age, ethnicity, generation, gender, race, religion, sexual orientation, and socioeconomic status.

This approach may include, but is not limited to:
- Diverse communities
- Intercultural issues
- Student and faculty foreign exchange opportunities
- Intercultural and international program development
- Faculty/institutional support services
- Service-learning programs
Professionalism and Leadership

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


Student Background Check Policy

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

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

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

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

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

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

I. Policy Statement

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

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

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

II. Procedure

A. The background check will be obtained from the company agreed upon by the College and will include the following:

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

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

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

D. If the background check returns with no convictions, or only minor misdemeanor charges, and no pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at risk the student will be fully admitted to and retained in the program/course.

E. If a background check has convictions on the list in Section III, or which demonstrates a pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or students at risk, the student will be notified in writing that their admission to the program/class has been withdrawn. If the student wishes to grieve this decision and continue the admission process or retain admission to the program, the student must:
1. Meet with the Department/School Chair (or designee) and present in writing why the potential student should not be considered a risk to patients, faculty and/or student safety.

2. This process must be completed within 10 days of receipt of notification of withdrawn admission.

3. After the meeting, the Chair (or designee) will write an admission recommendation. The recommendation, information presented by the student, and the background check or record of arrest will be forwarded to the College of Health Sciences Academic Leadership Council (ALC). The ALC will make the final admission decision. The ALC will notify the student of the final decision.

4. A representative from University Health Services (UHS) will provide consultation on appeals as a non-voting member.

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

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

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

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

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

III. Conviction Categories, Crimes and Time Periods

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

A. The time period for the following crimes is not limited:
   1. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
   2. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time.
   3. Homicide committed at any time.

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

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

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

IV. Additional background checks required by affiliated clinical agencies

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

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

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

Student Scholarship Process Policy

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

Description

Philosophy

The scholarship awards process demonstrates **responsibility to the**:

1. **Donors**, through careful stewardship of award money. Careful stewardship implies fiscal as well as academic accountability to utilize objective indicators for potential success and financial need of recipients whenever possible.

2. **University scholarship awards process**, through compliance with university policies regarding scholarship awards.
3. **Students enrolled in the School of Nursing**, through student participation in policy decisions, communication of the application requirements and application process to all eligible students, and student representation/participation in award decisions.

**The priorities of the scholarship awards process:**

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

**Process:**

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

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

**Announcement of scholarship application process:**

1. In January, the Financial Aid office will notify the School of Nursing regarding timeline and deadlines for scholarships to be awarded for the following academic year.
2. In February, the Scholarship Team will publish an announcement to all eligible students regarding the specific scholarships available, donor criteria, application procedures and deadlines.
3. The financial aid office will affirm the value of each award. IRS regulations stipulate that the tax deductibility of the gift prevents donor involvement in the selection process.
4. In accordance with Boise State University policy, applicants must have a total cumulative grade point average (GPA) of 3.0 or better and be enrolled in a minimum of 12 credits per semester while receiving scholarship money.
5. The applicant must be enrolled in nursing courses at the time of application (excluding Palmatier Honors Scholarship) and completing courses in accordance with the full-time progression policy specific to their option to receive scholarship money administered by the School of Nursing.
6. To be considered for any “need based” scholarship, the student must have submitted a completed FAFSA in accordance with the Financial Aid office. The “estimated family contribution” data will be compiled by the Financial Aid office and forwarded to the scholarship work group.

**Application Submission**

1. The application deadline will be clearly published in the announcement of the scholarship process. No late applications will be accepted.
2. Completed applications must include any supporting documents required for specific scholarships. Incomplete application packets will not be considered by the work group. Students will receive a dated “receipt” upon submission of their application packet.
3. The scholarship(s) renewal is not automatic and students must reapply.

**Scholarship awards are determined on the following criteria:**
1. Submission of application meeting eligibility criteria specified by the university
2. Application criteria as specified by individual scholarship donors
3. Selection of recipients will be made without regard to race, color, gender, religion, or national origin.
4. Disbursement of awards will be credited to the student’s account at the Financial Aid Office.
5. Cumulative university GPA will be used to select scholarships not designated as need-based.
6. Need based awards will be determined using a balance of cumulative GPA and estimated family contribution data

**Administrative Process**

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

1. Completion of an awards database to be sent to the Financial Aid office. The Financial Aid office will verify the recipients’ eligibility. Financial Aid will notify recipients and require them to indicate acceptance of the award.
2. Notification of students not selected for awards including, when appropriate, the reason for non-selection or in-eligibility.
3. Notification of recipients including the name of the award, the amount and duration of funding, expectations regarding acknowledgment of award and continued eligibility for the award.
4. Coordination of scholarship recipients’ attendance at designated events.

**Issues related to continuation of awards:**

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

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

**Purpose**

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

**Mission/philosophy**

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

**Description of Process**

- At the beginning of each semester, the Chair will contact team chairpersons and collect information about the School teams that need student representatives. Information gathered and included on the Blackboard site will include:
  - The titles of the teams (i.e., Outcomes) and the number of student representatives needed for each.
  - Descriptions of the committees, contact information, dates of meetings and responsibilities of students.
- The names of student volunteers will be given to the Chair who will keep a file for reference and contact information.
- Students will also be informed that each is invited to be an active part of the Student Administration Partnership Team that meets approximately 2 times each semester. The
meetings will allow live and distance participation. (Minutes from this meeting will be posted on the School Blackboard site under Student Resources).

- Each student volunteer is encouraged to remain on a team for a minimum of 1 year unless otherwise indicated. A student may remain on a team longer if the student is interested and there is a continued need.
  - The student rotating off of a team is asked to mentor a new student volunteer into the team for one semester.

Faculty Involvement
In order to enhance student involvement, the School will provide support in the following manner:

- Encourage faculty and advisors to support student representatives.
- Discussions related to student representatives will be provided periodically as needed in School and semester meetings.
- Students can be given incentives for involvement. Examples of incentive awarding the student volunteers independent study credit or credit for service learning for substantive projects or study equivalent to 15 clock hours per credit.

Student Representative Role Policy

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

Description of Students’ Role:

Students may be elected by peers or volunteer to serve on a committee or team.

Each student representative is responsible to:

- Develop a mechanism for soliciting student input and providing information after meetings to the students they represent
- 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
- Assist in the orientation of students who replace them as the student representative
- Communicate regularly with the Student Nursing Association

Description of Committee/Team Leader’s Responsibilities:

- The chair of each committee is responsible for orienting student representatives to the function and processes of the team/committee. Orientation includes:
  - Description of the School by-laws;
  - Discussion of committee objectives; and
  - Voting responsibilities.
- Agendas and minutes are sent to student representatives.

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.

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**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.

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**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.

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**Student Travel Policy**

**Process**

1. The School of Nursing Operations Committee 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. Request travel form from Nursing Administration.
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 Operations Committee within the aforementioned seven day deadline.
4. Operations 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. At no time is the student to make his/her own reservations or purchase tickets without pre-approval of the staff member.
6. Once approved, the staff member will initiate contact with the student and determine a meeting date to discuss expenses and determine appropriate conveyance and lodging. It is the responsibility of the staff member to comply with university policy regarding travel and expenses, thus times of departure and lodging arrangements are not at the sole discretion of the traveler. For example, if several individuals are attending the same conference/event, policy requires the individuals to share lodging arrangements.

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

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

9. Upon return, the student is required to disseminate conference in a timely manner and in accordance with the plan outlined in the original application.

III. BOISE STATE UNIVERSITY GENERAL ACADEMIC POLICIES

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

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

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

Boise State University Undergraduate Student Handbook Reference

http://vpsa.boisestate.edu/

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: www.boisestate.edu/osrr

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) 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/)

**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

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

**Description**

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

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

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

If this behavior is noted off campus at a healthcare facility, the policy of that institution should be followed.
If danger is suspected but not imminent, a BSU “SOS,” “Support Our Students,” notification to alert others of a potential problem may be made by sending an email to: “sos@boisestate.edu”

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

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

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

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

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

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

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

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

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

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

For a Code of Conduct Violation, Decisions/Recommendations Include:

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

Process for Questionable Student Behavior
At times, a student demonstrates behavior(s) that does not fit clearly under the above categories (unsafe practice and/or code of conduct violations), yet the behaviors suggest that the student may experience academic failure or other negative outcomes. These behaviors include but are not limited to excessive absenteeism or absences without notice, a pattern of tardiness, late assignments with elaborate excuses for not meeting deadlines, deteriorating productivity, pervasive poor concentration, or difficulty making decisions, and forgetfulness. If faculty members observe these types of behaviors in students, they need to be addressed.

1. If a student demonstrates such behaviors, the faculty member will contact Program Director, the appropriate Associate Chair, and if indicated the Office of Student Rights and Responsibilities for consultation. If appropriate, an “SOS,” “Support Our Students,” notification may be completed at this time by emailing “sos@boisestate.edu.”

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

- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract for the student.
- Referral to the Office of Student Rights and Responsibilities for follow-up and further evaluation.

**Note:** If the student is a nurse apprentice and is dismissed from the program, the State Board of Nursing will be notified of the dismissal. If the student is a licensed nurse and drugs or alcohol is involved in the incident, the State Board of Nursing will be notified by the appropriate Associate Chair.

**Related Forms/Policies**
Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)

**II. SCHOOL OF NURSING ACADEMIC POLICIES AND PROCEDURES**

**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](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/))

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](http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf)
**Program Level Objectives**

**Sophomore**

<table>
<thead>
<tr>
<th>Level Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Clinical Reasoning and Critical Inquiry:</strong> At the end of the Sophomore level, the graduate will:</td>
</tr>
<tr>
<td>Apply previously learned knowledge from sciences and humanities to nursing care.</td>
</tr>
<tr>
<td>Define and discuss clinical reasoning and clinical inquiry related to nursing.</td>
</tr>
<tr>
<td>Demonstrate safe basic nursing practices of assessment and skills.</td>
</tr>
<tr>
<td>Utilize theoretical and evidence-based knowledge in providing nursing care to individuals.</td>
</tr>
<tr>
<td><strong>Communication:</strong> At the end of the Sophomore level, the graduate will:</td>
</tr>
<tr>
<td>Explore various strategies for effective professional communication.</td>
</tr>
<tr>
<td>Demonstrate techniques of appropriate therapeutic communication.</td>
</tr>
<tr>
<td>Demonstrate appropriate, accurate management of health information.</td>
</tr>
<tr>
<td><strong>Experiential Learning:</strong> At the end of the Sophomore level, the graduate will:</td>
</tr>
<tr>
<td>Recognize the role nursing plays in health care.</td>
</tr>
<tr>
<td>Function effectively as a beginning nursing student in simulations and with clients, to build relationships and deliver nursing care.</td>
</tr>
<tr>
<td>Explain the evidence bases and theories for health promotion education.</td>
</tr>
<tr>
<td>Explore and begin participation in activities for self-development in the profession of nursing.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Level Objectives</th>
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<tbody>
<tr>
<td><strong>Global World View:</strong> At the end of the Sophomore level, the graduate will:</td>
</tr>
<tr>
<td>Explore the role of professional nursing in global health.</td>
</tr>
<tr>
<td>Define and recognize diversity in clients.</td>
</tr>
<tr>
<td>Explore one’s personal cultural awareness.</td>
</tr>
<tr>
<td>Discuss issues related to access to health and health disparities.</td>
</tr>
<tr>
<td>Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery and practice.</td>
</tr>
<tr>
<td><strong>Professionalism and Leadership:</strong> At the end of the Sophomore level, the graduate will:</td>
</tr>
<tr>
<td>Identify and discuss professional nursing roles.</td>
</tr>
<tr>
<td>Explore the roles of interprofessional team members.</td>
</tr>
<tr>
<td>Demonstrate personal and professional accountability in the role of a nursing student.</td>
</tr>
<tr>
<td>Describe historical and contemporary influences of nursing on healthcare.</td>
</tr>
<tr>
<td>Identify professional organizations and their roles in the professional nursing.</td>
</tr>
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</table>

**Junior**

<table>
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<th>Level Objectives</th>
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<tbody>
<tr>
<td><strong>Clinical Reasoning and Critical Inquiry:</strong> At the end of the Junior level, the graduate will:</td>
</tr>
<tr>
<td>Integrate and interpret theoretical and evidence-based knowledge from sciences, humanities and nursing when planning and providing care in collaboration with individuals, families and groups.</td>
</tr>
<tr>
<td>Apply clinical reasoning and clinical inquiry to the nursing care of diverse individuals, families and groups.</td>
</tr>
<tr>
<td>Demonstrate the use of 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 Junior level, the graduate will:</td>
</tr>
<tr>
<td>Communicate effectively and respectfully in written, verbal, electronic, and other appropriate technologies.</td>
</tr>
<tr>
<td>Apply client-centered communication skills with diverse clients, families, and interprofessional team.</td>
</tr>
</tbody>
</table>
members in providing nursing care, while maintaining appropriate confidentiality of information.
Select appropriate information systems to effectively plan, deliver and document care to diverse clients, families and groups

<table>
<thead>
<tr>
<th>Experiential Learning: At the end of the Junior level, the graduate will:</th>
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<tbody>
<tr>
<td>Demonstrate various nursing roles in selected practice settings</td>
</tr>
<tr>
<td>Participate effectively in professional relationships with diverse clients, families and interprofessional teams.</td>
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</tbody>
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<tr>
<th>Level Objectives</th>
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<tbody>
<tr>
<td>Apply evidence-based principles in health promotion education with diverse clients, families and groups</td>
</tr>
<tr>
<td>Participate in activities that contribute to self-development in the profession of nursing</td>
</tr>
<tr>
<td><strong>Global World View:</strong> At the end of the Junior level, the graduate will:</td>
</tr>
<tr>
<td>Articulate the role of nursing in global health</td>
</tr>
<tr>
<td>Discuss impact of global health issues on nursing practice</td>
</tr>
<tr>
<td>Demonstrate cultural sensitivity in providing care for diverse clients</td>
</tr>
<tr>
<td>Practice nursing care strategies essential to health promotion, disease prevention, safe environments, and illness management with diverse individuals, families, and groups across the lifespan and continuum of care</td>
</tr>
<tr>
<td><strong>Professionalism and Leadership:</strong> At the end of the Junior level, the graduate will:</td>
</tr>
<tr>
<td>Work interdependently with the health-care team and collaborate in joint decision making and the coordination of care.</td>
</tr>
<tr>
<td>Demonstrate personal and professional accountability for legal, ethical, and cost-effective care delivered within accepted standards of practice.</td>
</tr>
<tr>
<td>Deliver nursing care with an awareness of social and political issues that can affect access and utilization of healthcare services</td>
</tr>
<tr>
<td>Describe the role of professional organizations in affecting the healthcare of individuals, families and groups.</td>
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</tbody>
</table>

**Senior**

<table>
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<tr>
<th>Level Objectives</th>
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</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>
</tbody>
</table>
Analyze the roles nursing plays in the larger social community.

Participate actively in effective relationships with diverse clients, interprofessional teams, community agencies, and other stakeholders.

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.

### Level Objectives

**Global World View:** At the end of the Senior level, the graduate will:

- Analyze the role of nursing in global health, and the effects of global health issues on nursing practice.
- Demonstrate cultural competence when providing care for diverse individuals, families, groups and communities.
- Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.

**Professionalism and Leadership:** At the end of the Senior level, the graduate will:

- Manage nursing care in collaboration with clients and an interprofessional team through coordination, delegation, consultation and referral.
- Model the professional nursing role based on acceptable standards of practice, including accountability for one’s personal and professional behaviors and development.
- Analyze the financial, legal and ethical implications of professional decisions involving individuals, groups, communities and organizations.
- Express informed positions on professional issues and trends, opportunities for advocacy, and strategies for social and political action for health and well being.
- Explain the leadership role of nurses in addressing global health issues.
- Participate in practice settings, professional organizations, communities and government to improve nursing practice, nursing education, client care and the health care delivery system.

### Student Expectations/Responsibilities in Classroom/Clinical/Skills Lab Settings Policy

#### Purpose

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

#### Description of Student Responsibilities

All nursing students must adhere to the following policies:

- American Nurses Association Code for Nurses
- School of Nursing Confidentiality Policy
- School of Nursing Student Behaviors and Actions policy
Student Actions

1. **Students are required to attend ALL scheduled classes, clinical and lab-based experiences.**
2. It is the responsibility of the student to notify their faculty member prior to any absence from scheduled classes/clinical/lab-based experiences. Failure to notify faculty of absence may result in failure in the clinical/course.
3. If absent from a scheduled class/clinical/lab-based experience, the student is still responsible for the clinical/course objectives. **It is the student’s responsibility to meet with faculty to discuss possible need for makeup or alternative assignments for missed clinical/lab-based experiences.** If the student misses more than 10% of scheduled clinical/lab hours the student may fail the clinical/course.
4. All School of Nursing communication with students will be through Blackboard and the student's Broncomail account.

Conduct that violates these policies may, in the professional judgment of the faculty, be determined to be unsafe or unacceptable practice. Conduct in violation of these policies will lead to a faculty evaluation of the student's performance for continuation in the nursing program.

**Student Responsibilities Regarding Injury/Illness**

It is understood that sometimes injury or illness may prevent a student from attending class or clinical/skills lab, or may impair his/her ability to fully function in these settings. When this is the case, the following are applicable:

1. The student is responsible for notifying faculty of any illness or injury that will affect the student's clinical or classroom performance.
2. Students must conform to the policy in the institution where their current clinical experiences are based.
3. The student, when injured or ill, must fully inform his/her health care provider about the nature of the physical activity necessary to meet the clinical objectives. This is necessary for the health care provider to determine the student's ability to participate in the nursing program.
4. The student then must obtain and submit a written statement from his/her health care provider that identifies any restrictions placed on the student or any threats to patient safety, i.e., communicability, or limited lifting.
5. The faculty have the final authority to decide if the student's health status will jeopardize patient care.

**Student Expectations for Classroom Experiences:**

1. Students are expected to behave in a professional manner to all clients, staff, faculty and other students. This behavior includes courtesy, honesty, ethical actions and responsible interpersonal communication skills. Behavior that interferes with agency/university/staff/faculty relationships or inhibits learning may be cause for dismissal from the program.
2. The faculty may remove a disruptive student at his or her discretion.
3. Pagers or cell phones may only be used on silent or vibrate mode, and should only be utilized during breaks, and never utilized during class time. School, faculty and staff telephones are not to be used by students.
4. Children will not be allowed in the classroom except in extreme circumstances and with prior permission of the faculty.

**Student Expectations for Clinical/Lab-Based Experiences:**
1. Students will perform nursing care only under the direction of the faculty or assigned agent of the faculty. In a preceptorship class, the student may perform nursing care under the supervision of the preceptor or the assigned agent of the preceptor. Students are responsible to seek the assistance of the faculty to clarify expectations regarding scope of student experience, or when faced with new or unique clinical situations.

2. Students participating in any clinical experience must be prepared to provide responsible, safe nursing care or they will be asked to leave the clinical area. Performance that endangers patients may be cause for dismissal from the program.

3. When in clinical/lab based setting, personal telephone calls must be limited to breaks. Pagers and portable telephones may be used only on silent or vibrate modes, and should only be utilized during breaks, and never utilized during patient care. Additionally, students must comply with the clinical agency’s policies regarding the use of cellular telephones. Students must use public telephones or personal telephones to return personal calls.

4. At no time are children allowed in the clinical/lab based settings.

5. Falsification of patient charts or records will result in dismissal from the program.

6. Students entering a clinical site and believed to be under the influence of a substance that could endanger patient safety will be asked to leave the clinical area. This will jeopardize the student’s ability to successfully complete the program.

7. A pattern of noncompliance with ethical or legal behavior outlined in the above statements will be cause for dismissal from the program.

8. If a student witnesses behavior in the clinical setting by students or staff that is illegal, unethical or unprofessional, the student must report it immediately to the faculty. The faculty has the responsibility to assist the student to plan the proper course of action in response to the situation.

9. Students are not permitted to be in the clinical setting in the role of a student except during assigned clinical hours or by permission of instructor.

Unsafe, Unethical or Other Unprofessional Practices in Clinical or Internship Patient Care Settings
Any student may be temporarily suspended and eventually dismissed from the program for conduct involving his or her attitude or competency that jeopardizes patient care or safety, or whose personal behavior prevents desirable relationships within the health care facility or the Department of Nursing programs.

Persons having authority to suspend a student are BSU full-time nursing faculty or adjunct faculty teaching on a part-time or full-time paid appointment. In the event that a licensed student (LPN or RN) is dismissed from the program for unsafe practice, the incident may be reported to the Idaho State Board of Nursing.

Please refer to the Boise State University Student Handbook for further description of the process.

Electronic Device Guidelines for Boise State University School of Nursing
These Guidelines are used in conjunction with the Social Networking Protocol and Talking Points for Nursing Students Boise State University School of Nursing. Located here: [http://www.ncsbn.org/3493.htm](http://www.ncsbn.org/3493.htm)

Purpose

Electronic devices such as smartphones and tablets offer the opportunity to efficiently utilize clinical resources and communicate with other health care professionals, classmates, and faculty.
Prompt and accurate communication is needed to ensure patient safety and delivery of quality care. Used properly and according to policy, electronic devices can assist in achieving positive patient outcomes. However, to maintain patient and agency privacy as well as safeguarding your electronic reputation, it is important to understand and demonstrate electronic professionalism.

**Handheld Devices in the Clinical Setting**

1. Handheld devices may be used in the clinical setting as directed by faculty for the purposes of providing patient care. All faculty and students will adhere to agency policy regarding the use of electronic devices in the clinical setting. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPPA) guidelines in the clinical or other settings.

2. Personal health identifiers (PHI) must be removed from any patient data collected on electronic devices. Confidentiality further extends to families, healthcare workers, and organizations. *Additionally, students must use a password to protect access to information on their electronic device. This password must be kept confidential and will not be shared with others.*

3. Electronic device telephone and camera functions must be turned off in clinical sessions by placing devices in “Airplane” mode.

4. Using the internet for personal, non-school related functions is strictly prohibited.

**Using Social Media Sites**

On-line social networking refers to a community of individuals where people can connect and communicate with others via the internet. Examples of social networking sites include Facebook, Twitter, LinkedIn, and personal blogs. It is important to remember that information posted on the internet is often obtainable by others regardless of privacy settings and after it has been removed by the original poster. The SoN highly recommends that students refrain from posting any photos, personal information, or any other materials you would not want to be seen by classmates, faculty, or potential employers.

Students are also strongly urged to refrain from posting insulting, disrespectful, or disparaging comments about any member of the Boise State University campus community. Nursing students must adhere to the BSU Statement of Shared Values [http://osrr.boisestate.edu/sharedvalues/](http://osrr.boisestate.edu/sharedvalues/), the BSU Student Code of Conduct [http://osrr.boisestate.edu/scp-codeofconduct/](http://osrr.boisestate.edu/scp-codeofconduct/), the American Nurses Association Code of Ethics [http://www.nursingworld.org/](http://www.nursingworld.org/), and other similar codes which include policies governing veracity (truth telling) and non-maleficence (do no harm). These codes and standards can be applied to classroom and hallway discussions, virtual learning environments, text messaging, and on-line social networking sites.


**Professional Boundaries**
On-line boundaries between nursing students and others should be maintained as they would in any other context. For more information, please review the School of Nursing’s confidentiality policy at http://blackboard.boisestate.edu/bbcswebdav/pid-1370485-dt-content-rid-4364201_1/courses/1089-PN-PN-Nursing/Undergraduate%20Student%20Handbook%20AY1112UPD.pdf.

Device Hygiene

Like any tool used in the clinical setting, electronic devices, can serve as a vector for the spread of infection. Students are encouraged to review the manufacturer guidelines for cleaning their device. General recommendations include the following:

1. Wash hands before using device.
2. Store device in a clean area.
3. Avoid setting device down in any area that might be contaminated, e.g. laying the device down on bedside tables or bringing it into an isolation room.
4. Wipe down handheld devices using solutions recommended by manufacturer or per agency policy.

Instructional Technology Testing Lab

Purpose
To provide guidelines for the Instructional Technology Testing lab.

Process
1. Students taking tests through the Instructional Technology Testing Lab must comply with all of the following expectations as well as the policies of the lab. When the instructor notifies students that he/she will be administering an exam through the testing lab, it is the student’s responsibility to sign up or make an appointment to take the exam as directed by the faculty.
2. Do not wait until the last day to schedule a time slot. Failure to schedule an exam early may result in inconvenient time to take the test or waiting for a reserved student to finish before you may take the exam. Students who have a reserved testing time have priority.
3. Students are to take their exam at the scheduled time. If students miss their reserved time by more than half-hour, they are to call the lab to reserve an additional / alternative time slot.
4. Students must finish their exam prior to the close of each day. Refer to the Instructional Technology Testing Lab hours to view closing times. It is the student’s responsibility to allot enough time to finish the exam. The lab reserves the right to cancel or postpone any test due to time depletion. The lab also reserves the right to stop a student from beginning a test; this usually occurs at least one hour before the lab closes.

Boise State Online Testing Center—Student Policies.
https://at.boisestate.edu/elearning/testinglab/
BSU: 2080 (Testing Students with Disabilities):
http://www.boisestate.edu/policy/policy_docs/2080_testingstudentswithdisabilities.pdf
Problem Solving & Conflict Resolution in the School of Nursing Policy

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 their faculty advisor/mentor for guidance as soon as a problem and/or conflict has been identified. An example of an item that may be petitioned is admissions/progression requirements.

All petitions must be submitted to the committee responsible for the program policy. 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
Steps 1 and 2 allow for resolution of conflict before grievance is filed.

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 initiate within 10 days the following:
   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;
   c. Initiate above process within 10 working days of identified conflict.

2. If the above process does not resolve the issues, the student must:
   a. Discuss the process with the Program Coordinator, within 15 working days of the identified problem. The role of this person is one of facilitation.

3. The next step in the process is to meet/discuss the situation with the Program Chair who will be a facilitator of the resolution.

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

5. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may initiate the University Grade Appeal process.

Lines of Communication
The chain of communication for individual concerns is:
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.

Student Mediation Program: http://www.boisestate.edu/osrr/smp/student_mediation.html
Student Code of Conduct: http://www.boisestate.edu/osrr/scp/student_code.html
Policy 7090 Student & University Personnel Grievance Board http://www.boisestate.edu/policy/policy_docs/7090_Student_UniversityPersonnelGrievanceBoard.pdf

III. SCHOOL OF NURSING STUDENT PROGRESSION ISSUES

Purpose
Progression in the Boise State University Nursing Program is based upon the successful completion of course and level objectives. Courses in each semester of the nursing curriculum are designed for achievement of increasingly complex learning outcomes. Students in nursing courses will progress only if they meet course objectives.

Nursing courses are sequential and must be taken each semester in the order listed. Students are responsible for monitoring their progression in the Nursing Program and ensuring progression requirements are met. Students deviating from the Progression Policy for any reason must meet with their advisor and formally petition the Admission & Progression Team the semester prior to the planned deviation. (Refer to Student Petition Guidelines and Academic Advising Policy).

Process
1. To progress in the Nursing Program the student must:
   a. Maintain a minimum passing grade of 75% in each nursing course. 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 School of Nursing Policy for Health Requirements).
   d. Maintain a level of professional conduct, patient safety, and appropriate legal-ethical behavior.

2. Students who fail a nursing course or withdraw in the fourth semester (first semester of the Program) must reapply for admission in the Nursing Program.

3. If progression is interrupted due to failure (a grade below 75%) of a required nursing course, other than the first semester, or failure (a grade below 70 %) in a required support course by the required progression semester, the student is dismissed from the program.
   a. Student must meet with his or her advisor and the faculty of the course in which they were unsuccessful.
   b. Submit a letter of intent with a timeline to the chair of Admission and Progression.
   c. Review readmission policy and submit according to application deadlines. Once a student has been readmitted, the student may retake a failed nursing course one time. If the student successfully completes the second attempt, he/she continues with progression.

4. A student will be dismissed from the Program at any time for academic dishonesty, breach of professional ethics, unsafe clinical practice or 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 after two years. To seek readmission, the student should contact the chair of the Admissions and Progressions Team. (Refer to the Readmission Policy).

**STUDENTS ARE RESPONSIBLE FOR MONITORING THEIR OWN PROGRESSION IN THE NURSING PROGRAM AND ENSURING PROGRESSION REQUIREMENTS ARE MET. ALL NURSING AND REQUIRED SUPPORT COURSES MUST BE SUCCESSFULLY COMPLETED IN EACH SEMESTER PRIOR TO PROGRESSION TO THE SUBSEQUENT SEMESTER.** If a student fails to progress, they must be readmitted to the Program on a space available basis. (Refer to the Readmission Policy). All Area I and II core electives may be taken at any time prior to graduation. Graduation requirements are based on the catalog year which the student entered the Nursing Program.
**SOPHOMORE LEVEL (Semester 4)**
Students must have been admitted to the nursing major and must have successfully completed all courses listed in the curriculum sequence for semesters 1-3.

**Semester 4:**
- **Nursing Courses**
  - NURS 226 Introduction to Professional Nursing
  - NURS 228 Health Promotion and Assessment
  - NURS 229 Health Promotion and Assessment Lab
  - NURS 230 Dosage & Calculation for Nurses
  - NURS 105 Patient Care Skills Lab
  - NURS 232 Foundations of Nursing Care
  - NURS 233 Foundations of Nursing Care Lab
  - HLTHST 300 Pathophysiology

Both nursing and Prerequisite/co-requisite courses must be successfully completed before progressing to Semester 5.

**JUNIOR LEVEL (Semesters 5 & 6)**

**Semester 5:**
- **Nursing Courses**
  - NURS 330 Applied Pharmacotherapeutics for Nurses
  - NURS 332 Nursing in Health & Illness I
  - NURS 333 Nursing in Health & Illness I Lab
  - NURS 334 Behavioral Health Nursing
  - NURS 335 Behavioral Health Nursing Lab

- **Prerequisite/co-requisite**
  - Any statistics course (3-4 credits)

**Semester 6:**
- **Nursing Courses**
  - NURS 342 Nursing in Health & Illness II
  - NURS 343 Nursing in Health & Illness II Lab
  - NURS 344 Child & Family Nursing
  - NURS 345 Child & Family Nursing Lab
  - NURS 392 Nursing Research

All Junior Level nursing courses must be successfully completed before progressing to semester 7. Core credits must be completed prior to graduation.

**SENIOR LEVEL (Semesters 7 & 8)**

**Semester 7:**
- **Nursing Courses**
  - NURS 416 Community and Public Health Nursing
  - NURS 417 Community and Public Health Nursing Lab
  - NURS 420 Policy, Power, and Voice
NURS 422 Nurse as Collaborator, Advocate, and Resource manager

Core Electives
Area I elective

Semester 8:
Nursing Courses
- NURS 414 Critical Thinking Synthesis
- NURS 424 Nursing Leadership & Management
- NURS 425 Nursing Leadership & Management Lab
- NURS 497 Professional Seminar
- NURS 497 NCLEX Preparation
- NURS 427 Clinical Preceptorship

Core Electives
Any core electives not completed

All nursing, prerequisite/co-requisite and core courses must be completed prior to graduation.

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 nursing program at Boise
State University.

**Process**

1. Refer to University catalogue: “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 School of Nursing 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. The grade must be 75%
or better.
4. Nursing content that a student may challenge includes knowledge gained from:
5. Continuing education courses.
6. Employment in a field of nursing and/or health care.
7. The challenge process must be completed by the semester add/drop date.
8. While the challenge is being processed, the student must register for and attend the
challenged class and complete all assignments/exams until the challenge process is
completed.
9. A challenge examination of a nursing course must be taken in the sequence that the
courses are scheduled in the nursing curriculum.
10. A challenge examination for a nursing course may be taken only one time.
11. The faculty of the nursing course being challenged may require successful completion of a
theory challenge examination prior to taking a practicum challenge examination, as these
courses are co-requisites.
12. Elective nursing courses (Special Topics) may vary from semester to semester and may
not be challenged.
13. A student may petition the faculty for an exemption to the policy for challenge
examination, choosing instead to challenge 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 on Prior Learning Portfolio.)
14. 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.
15. It is the responsibility of the faculty teaching the course being challenged 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.

16. 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 appropriate course faculty member to discuss the possibility of challenging a nursing course the semester prior to the challenged course semester.
   a. Make an appointment with the faculty of the course being challenged to complete the Credit for Prior Learning form. (see University Undergraduate Catalog for form information).

2. It is the responsibility of the faculty teaching the course being challenged 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. File the Credit for Prior Learning form with the Registrar and pay the associated fee.
   a. The challenge must be filed during the semester prior to the semester in which the challenged course will be offered.
   b. Deadline for filing a challenge for the Fall semester is April 1 of the preceding semester; Deadline for filing a challenge for the Spring semester is November 1 of the preceding semester

4. Student will take the receipt for payment and the top copy of the Credit for Prior Learning form to the administrative assistant who will obtain faculty signatures.

5. Student will take the challenge exam.

6. Following completion of the exam.
   a. The administrative assistant will record the student’s grade on the Credit for prior Learning form.
   b. Provide a copy of the form to the student.
   c. Send the form to the Registrar’s Office
   d. Place a copy of the form in the student’s file

7. The grade will be recorded on the Credit for Prior Learning form. The grade will be recorded with the Registrar’s Office and a copy of the form will be given to the student. 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.

Readmission Policy

Purpose
The Readmission Policy describes the process and establishes priorities for readmission. Readmission is determined on an individual basis and is contingent on eligibility for readmission as determined by the Team and on space availability.

Definition
Readmission is the process required for students who have stopped progression through the courses required by the School of Nursing at Boise State University. All students who have
stopped progression, regardless of the reason for interruption, must go through the Readmission process.

**Process**

1. If the Program curriculum has changed since the first acceptance, the student will need to meet the most current curriculum requirements.
2. To be eligible, the student will:
   a. Not have been out of progression for more than three semesters.
   b. Have a Program GPA of 3.0 or higher. A Nursing Program GPA of 3.0 or higher is defined as all courses identified in the Bachelor of Science Nursing Curriculum Advising Grid which is available on the School of Nursing website.
   c. Submit an application letter to the Admission and Progression Team Chair/designee containing the following information:
      i. A copy of the Student Success Plan that was developed when progression in the Program was interrupted. Prospective student must describe the steps taken to address and resolve issues discussed in the Student Success Plan.
      ii. Address any other factors that necessitated leaving the Program.
      iii. Describe what the applicant has done to keep current in nursing.
      iv. Identify the semester in which the student wishes to be readmitted. Provide current student contact information and letters of recommendation from two faculty who taught in the semester in which the student was unsuccessful, or from which the student withdrew.
3. Letters requesting readmission must be received by March 1st to be considered for readmission for the subsequent fall semester or by October 1st to be considered for readmission for the subsequent spring semester.
4. The Admission and Progression Team will:
   a. Review all readmission requests and supporting documents to determine eligibility for readmission.
   b. Determine space availability in any given semester
5. After currently enrolled nursing students wishing to continue have been placed, the Admission and Progression Team will approve requests for readmission on a space available basis, using the following prioritization:
   a. Returning students who left the program in good academic standing, including medical withdrawal.
   b. Returning students who left the program for academic reasons, including withdrawal, failing, or violation of any department or university policy.
   c. Transfer students in good standing.
6. All students selected from the preceding groups will be ranked within their grouping according to the Nursing Program GPA. If two or more applicants are equally qualified for limited available spaces in the Nursing Program, random selection will be implemented.
7. Students who stopped progression in the 5th semester, or any subsequent semester, will be required to:
   1. **Repeat the entire semester in which the failure occurred.**
   2. Meet the benchmark score (850) on any Hesi exam given that semester in order to progress to the next semester.
8. Students who have been selected for readmission will be notified.
9. Readmitted students will need to renew all required health and background check requirements by a designated deadline.
Withdraw Policy

Purpose
To identify the process by which a nursing student can withdraw or be withdrawn from the School of Nursing.

Process
A student may be withdrawn from the Program in one of two ways:

1. Student Initiated Withdrawal:
   A student may voluntarily withdraw from the Nursing Program. In order to initiate the student withdrawal process, the student must:
   a. Meet with assigned faculty advisor/mentor to discuss withdrawal. The advisor/mentor will direct the student to submit a withdrawal letter to School of Nursing Admission and Progression Team.
   b. Notify the appropriate faculty member(s) (clinical and/or theory class) regarding the withdrawal.
   c. Drop the class through the Registrar’s Office within the University add/drop time frames.
   d. Understand that withdrawal may have implications for progression in the Nursing Program and Financial Aid. (See Progression Policy).

2. Faculty Initiated Withdrawal:
   Faculty members have the right to initiate a student withdrawal from a nursing course(s) (See University catalog - Faculty Initiated Withdrawal).

Other information pertaining to withdrawal from the Nursing Program:

   a. Students who withdraw from the Program after the first semester may apply for readmission to the level they did not complete if space is available. (See Readmission Policy.)
   b. Students may repeat (one time only) a nursing course from which they have withdrawn or have been withdrawn.
   c. A second withdrawal from any nursing course ends the student's progression in the Nursing Program. The student will be eligible to re-apply to the Nursing Program in two years.

BSU: 4190 (Faculty Initiated Withdrawal):
http://www.boisestate.edu/policy/policy_docs/4190_FacultyInitiatedWithdrawal.pdf

3110 (Student Complete Withdrawal from the University):
http://www.boisestate.edu/policy/policy_docs/3110_StudentCompleteWithdrawalFromtheUniversity.pdf

2220 (Limit on the Number of “W’s”):
http://www.boisestate.edu/policy/policy_docs/2220_limitonthenumberofws.pdf

3010 (Student Program Changes):
http://www.boisestate.edu/policy/policy_docs/3010_StudentProgramChanges.pdf
IV. SCHOOL OF NURSING CLINICAL POLICIES

Dress Code

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

Process/Description

Equipment and Appearance

Uniform on general nursing units when providing patient care:

- **Ciel/ceil blue color scrub top** with Boise State University Nursing logo. The scrub top may have navy blue piping and/or navy blue trim on hem/sleeves (See brand information, below). **No midriff or belly shirt styles.**
- **Navy blue scrub pants** (this may include cargo pants, flares, drawstring or elastic waist). (See brand information, below)
  - **No hip-hugger or low-rise styles.**
- Boise State University Student Photo ID badge
- A watch that can indicate seconds
- Black ink pen
- Bandage scissors
- Stethoscope
- Penlight flashlight (optional - per instructor)
- Kelly Clamp (optional - per instructor)

A navy blue warm-up jacket with the Boise State University Nursing logo may be worn over uniforms. They must be kept clean and may not be worn into isolation areas.

1. Navy blue or white short-sleeved or long-sleeved t-shirts are permitted provided they are worn under the uniform top. All uniforms must be clean, pressed, and in good repair.

2. The approved uniform brands are:
   - *Dickies, Cherokee, or Grey’s* brand for mens/women’s scrub tops, pants; long-sleeved tee, short-sleeved tee, men’s/women’s warm-up jacket.
   - *Cherokee* brand is suggested for students wearing big/tall sizes.
   - *Landau* brand is an option for the men’s warm-up jacket, if fit/sizing is preferred.
   - Colors: ciel blue (*Cherokee*); ceil blue (*Dickies*); and navy blue (*Cherokee, Dickies, Landau*).

3. Uniforms must have the official Boise State University/School of Nursing logo embroidered on each scrub top and/or warm-up jacket. Each uniform will also be embroidered with the logo, so students must allow sufficient time for the uniform to be ordered and embroidered. They should be purchased no later than July 1 for students beginning in the fall semester and no later than December 1 for those students beginning in the spring semester.

4. Students will purchase the uniforms at your uniform vendor of choice. Please refer to the vendor list for specific purchase and embroidery information. For students living out of state prior to beginning the program, the School of Nursing suggests going to a uniform shop, trying on the appropriate brand to find the correct size and then call or go online to our vendors. Only certain vendors are approved to use the Boise State logo.
The following must be adhered to for dress code:

- Shoes are a safety factor as well as an important consideration in your health and comfort. Select a well-fitting shoe, either a tie or a slip-on with a heel strap. Shoes must be white, navy, or black in good repair, clean and with matching shoestrings. The following shoe types are not allowed: open toe shoes, canvas shoes, half heeled shoes, and “CROCS,” or shoes with holes in the tops of the shoe.
- In some clinical or observational experiences, dress may vary. Students will be notified by the faculty of the specific dress requirements for these situations.
- Students are expected to be neat and well groomed when in the clinical site at any time prior, during, or after class. This can include going to a clinical site to pick up your assignment.
- Hair must be kept clean, neat and well groomed. Hair should be pulled back away from the face when in the clinical, learning resource center, or simulation lab settings. Hair must be of a natural human hair color.
- Make-up may be used appropriately and moderately.
- Fingernails should be kept clean, rounded and short to moderate in length. Nail polish and pierced or artificial nails are not permitted in the clinical setting.
- Perfume, aftershave, or other scented cosmetics are not permitted in the clinical setting.
- Use of antiperspirants or deodorants is suggested as necessary to prevent offensive odors.
- Male students may have beards and/or mustaches provided they are well groomed and trimmed conservatively. Surgical hoods maybe required in certain clinical areas to cover facial hair.
- Tattoos are to be covered while in the clinical setting according to agency policy.
- Earrings will be limited to two (2) pairs, posts only, no dangling or hoops allowed. All earlobe plugs must be capped with plastic cap.
- No visible body piercings such as noses, lips, and eyebrows or tongues are allowed.
- Student safety issues in certain areas will include not wearing wedding or engagement rings with stones, as they make rip sterile gloves. Also, body piercings whether visible or not are a hazard in areas with an MRI machine.
- Chewing of gum, tobacco, and candy is unacceptable behavior in the clinical setting.
- Student are not to wear uniforms outside of the class/clinical/lab/simulation center (if students need to run errands, go grocery shopping, etc. after or before clinicals, bring a change of clothing.)
- Students are encouraged to purchase at least two sets of the uniform. It is always a good idea to bring both to the clinical setting, should there be a need to change from a soiled uniform.

5. Community-based experiences: *(Including NURS 417 and 425 even when meeting on campus)* the dress code will vary based on the type of experience and the setting. Faculty will advise students of the specific dress requirements for these situations. In general, the following principles will apply:

- Conservative jewelry only, no jewelry in facial piercings.
- “Revealing” shorts, shirts, pants, dresses, etc, are not permitted.
- Open-toed shoes are generally less safe.
- Boise State University Student Photo ID is required

**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 1-800-322-9569 for urgent care.
   b. Private provider of choice.

Rights & Responsibilities

Student Rights
1. The student has the right to receive accurate information with which to make informed decisions.
2. The student has the right to decide on the course of action regarding an injury/exposure.
3. The student has the right to privacy of information regarding any injury/exposure.

Student Responsibilities
1. The student has the responsibility to follow the clinical agency policy regarding an injury/exposure.
2. The student has the responsibility to protect patient/public safety.
3. Most agencies will charge a fee for any testing or health care. If there is a fee for any services, the student will be responsible for the cost.
4. Complete and submit the agency injury/exposure report form and the School of Nursing Incident Report. A copy of both reports will be retained in the student's file.

Faculty Responsibilities
1. The clinical faculty will assist the student in completion of required reports and evaluation as required by the clinical agency policy.
2. If needed, the clinical faculty will assist the student in completion of a risk assessment regarding the accidental exposure.
3. The clinical faculty will ensure that the student is informed of his/her rights and responsibilities and the required procedures as described above.
4. The clinical faculty will inform and may assist the student regarding accessing resources for risk assessment, screening, advice, referral for testing, treatment, and counseling.
5. The clinical faculty will assist the student to analyze the occurrence regarding implications, if any, for future practice.
6. The clinical faculty will complete the Student Injury/Exposure Report form, including student and faculty signature, and place the completed report in the student's program file.
7. The faculty member is to notify the Chair of the incident within 24 hours of the occurrence.
8. The faculty will ensure that students are oriented to the OSHA policies within each clinical agency.

Policy for Latex Sensitivity
Allergy to natural rubber latex is a real concern in clinical settings where many medical devices, including gloves, contain latex. Individuals accepted into clinically-based programs in the College of Health Sciences should be aware of, and screened for, sensitivity to latex-based products. Continuing evaluation of possible sensitivity should occur throughout the educational and clinical
experience. All CHS programs that place students in situations where the use of natural rubber latex is a probability will adhere to the following protocol, or will incorporate a more restrictive protocol into their program/departmental policies.

**Policy:**
1. All students accepted into the participating program will complete a CHS screening document to detect possible latex sensitivities. The procedure and process for implementation of this screening activity will follow individual department policy. (NOTE: A CHS document will be provided.)
2. Any student suspected to be latex-sensitive, either through initial screening or through identification of symptoms that may develop after admission to the program, will be encouraged to see an allergy specialist or the Student Health Center, to be evaluated for potential latex-sensitivity. The student is responsible for any costs incurred during the evaluation and any necessary treatment.
3. Reasonable accommodation will be provided for learning in latex-reduced environments. Educational materials will also be provided to assist the student with understanding the potential progression of, and symptoms for, latex-induced reactions. The student will continually self-evaluate for any changes or increases in symptoms of latex sensitivity, with direct reporting to program officials. The student should obtain and wear, at all times, a medical alert bracelet concerning allergic status.
4. If the student, in consultation with his/her physician, decides it is necessary to withdraw from the program, the Program Director will make every effort to assist with reimbursement of current semester fees from the institution.
<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have food allergies, especially to bananas, passion fruit, kiwi, potato, tomato, avocado, chestnuts. Explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have developed a skin reaction to latex products, such as gloves, bandaids, rubber balloons, etc. Explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have developed swelling of the lips, tongue, or skin after dental treatment, blowing up a balloon, or contact with latex or rubber products. Explain:</td>
<td></td>
<td></td>
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<tr>
<td>4. I have developed a runny nose, itchy eyes, hives, or scratchy throat after contact with rubber or latex. Explain:</td>
<td></td>
<td></td>
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<tr>
<td>5. I have had difficulty breathing or a severe reaction that required a visit to the emergency room after contact with latex or rubber. Explain:</td>
<td></td>
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<tr>
<td>6. I have spina bifida or have had multiple surgeries. Explain:</td>
<td></td>
<td></td>
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<tr>
<td>7. I think I have a sensitivity or allergy to latex. Explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have been diagnosed with a latex allergy or a sensitivity to the components included in some latex products. Explain:</td>
<td></td>
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</tbody>
</table>

I have answered the above statements to the best of my current knowledge.

Signature ___________________________________  Date _______________________________

Print name _____________________________________________________________

Note: If the student answers YES to any of the above statements, s/he is encouraged to see an allergy specialist or the Student Health Center to be evaluated for potential latex-sensitivity.
VII. SCHOOL OF NURSING FREQUENTLY ASKED QUESTIONS

How does the School communicate with the students?
The school uses a Blackboard (BB) site to communicate to announce activities, deadlines, and opportunities with all nursing students. In the event that there are any policy changes affecting students or major school decisions, these would be announced on BB.

In addition, specific messages are sent through the semester’s group link via email. You should access the school Blackboard site at least once a week for new announcements.

What is Blackboard?
Blackboard (BB) is a web based program where you can interact via email with your instructor and other students. Normally if the course is supported by Blackboard you will have access to the syllabi, assignments and your grades. Instructors may have you submit some homework assignments via Blackboard. Blackboard is a useful tool for keeping you connected and up-to-date.

What do I do if I do not have access to the School of Nursing Blackboard site?
Please call the School at 426-4143 so we can add you to the appropriate group.

Is there a place to turn in homework assignments?
Yes. Many faculty require that assignments be turned in electronically. If your faculty wants the assignment turned in via a hard copy, there is a basket in the LRC (Learning Resource Center) on the 3rd floor on the front desk for this purpose. Time/Date stamp your paper then put into the basket (There is a time and date stamp machine on the desk for your use.). Please make sure that you have the name of your instructor and your name on all papers or it may not get to the right place in time. Once your paper has been turned in, you cannot get it back, so please make sure it is complete.

How do I get my assignments back from the instructor?
All assignments will be handed back to students in your class, unless other arrangements have been made by your instructor.

What health requirements are required on an annual basis?
Our clinical contracts require that you have an annual TB test that does not expire during the school year; this is also true for your CPR card. If you have tested positive on a TB test there is a form that you must be completed on an annual basis (if you need the form, please ask for one in the front office). Proof of your updated TB and CPR card are due on the last Friday in July. Additionally, you must provide proof of health insurance. You also need an annual flu shot. For more information, see the General Health Requirements policy.

Why does the School of Nursing require a background check?
The nursing School requires a Background Check (BGC) on all students because this is a requirement of clinical agencies where students will do clinical practice. The agencies require the BGC for the safety of their clients. If for any reason a student leaves the program and applies for readmission, a BGC will again be required after acceptance back into the program.
Why can’t I use the background check that my employer paid for?  
The School has worked with the employing agencies in the valley and together decided that students cannot use a BGC that an employer has already paid for. The College of Health Sciences has contracted with one company and all students in the College need to do the same BGC. By having all students do the same BGC the College can assure the clinical agencies that the specific requirements of a BGC have been done uniformly and within a reasonable timeframe. For more information see the Background Check policy.

I am not sure what courses I should be taking in the upcoming semester. Where do I find out?  
On the Nursing School Blackboard site under Student Resources you will find document listed as Curriculum Grid. The document will have the most current course grid(s); example, BS Bridge Advising Grid. Please make sure to select the correct program overview. Students should consult with an advisor prior to each semester.

What course materials do I need?  
Students need to acquire required course textbooks and syllabi. Required and recommended textbooks for nursing courses are available in the Boise State University Bookstore. Textbook costs vary from semester to semester and may involve considerable expense. The faculty work to reduce book costs to students by assigning selected texts for several courses and/or semesters. Do not sell back your nursing texts without consulting your faculty. You will use many of the same books throughout your program. Faculty will inform you how to obtain syllabi for each nursing course. Contact the course faculty if you are unable to obtain the proper course materials.

Now that I am in the Program, how do I get a Faculty Mentor?  
You are assigned one primary Faculty Mentor. Refer to the School of Nursing Blackboard site under student resources to identify your specific mentor. The role of the Faculty Mentor is to help students with career choices and to facilitate progression in the Nursing Program. See Advising framework provided in the Student Handbook. You will also access the support advisor to assist you with degree progress reports. To get the most from the advising appointment, it is important to pre-schedule a date and time that is convenient for both you and your Faculty Mentor.

Can I request a different faculty mentor?  
If you are having difficulty talking with your advisor, please contact Dr. Ann Hubbert, Chair of Undergraduate Studies.

How often should I see my faculty mentor?  
You should meet with an advisor at least once per semester to make sure you are enrolled in the correct courses and are on track with your Academic Requirements that are available on Bronco Web and, again, if something unexpected has come up.

What is an Advising Forum and why should I come?  
Advising Forums provide the opportunity for students to get paperwork completed, such as second degree seeking students, students who have transfer credits, and students needing an academic adjustment. At times there are student representatives from other semesters, informing you of
what is going on in upcoming semesters. There will be an advising forum every semester for all students.

**Who do I see if I am not sure what courses to take?**
Please make an appointment with an advisor, at 426-1767 for help in selecting courses.

**When can I apply for scholarships?**
In January, an announcement of available scholarships with specific criteria will be made available to all students via the School Blackboard site. To apply, you must submit the application with supporting documents to the School of Nursing by specified dates. In addition, most scholarships also require you to fill out the FAFSA through financial aid.

**What are the criteria for receiving a scholarship?**
Scholarship awards are contingent upon the student maintaining the eligibility requirements of the university (credit requirements and cumulative GPA of 3.0); full-time student status (12 credits); completion of all requirements specified by Financial Aid and good standing within their nursing program in accordance with the School of Nursing progression policy. For detailed information please see the *Scholarship Policy*.

**What is the Top Ten Scholars Award?**
Each year a list of senior students within each college in the University with a GPA of 3.65 or better is generated and each student is notified by the BSU Alumni Association that he or she is qualified to apply for this prestigious award. The student then initiates the process by notifying his or her dean through submission of following items to his/her office: (1) a letter requesting nomination, (2) a resume, and (3) a current copy of the transcript. The College Leadership Team then selects students from the college and forwards these nominations to the selection committee. Ten students are selected and recognized at an annual banquet in the spring semester. The selected Top Ten Scholars are given the opportunity to speak about their college careers and thank a professor who has influenced them in their academic pursuits.

**How do I get to my clinical courses off campus?**
Students are responsible for providing their own transportation to and from clinical agencies. Some clinical agencies have parking regulations relating to student vehicles, so be sure to get that information from your faculty. The nursing faculty will orient students to parking regulations specific to the clinical agency. Students are responsible to provide any requested vehicle information and to abide by the agency’s parking regulations.

**Where can I get my uniforms and how do I get the Boise State University School of Nursing Logo on my uniform?**
Refer to the *dress code* policy.

**What if I am injured or exposed to an infectious agent during one of my Nursing classes?**
Immediately inform your instructor of what has occurred. Then you will need to fill out a Student Injury/Exposure Report. See Policy S-VI-202 for more information.
What is the Student Nurses’ Association?

www.bsusna.com

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.

BSUSNA aids in the professional development of nursing students. It does this by providing programs on current nursing and health care issues; encouraging participation in community health promotion and educational activities, and representing nursing students to consumers, nursing faculty, and institutions. Above all, it is nursing students helping, sharing, and learning with other nursing students.

During the year, a variety of activities are held. Locally, there are at least two fundraising activities that include stethoscope and t-shirt sales. BSUSNA holds monthly meetings to promote professional development and involvement of student nurses, through political awareness, community participation, and continuing education.

Do I have to be in the Nursing program to be a member of SNA?

Membership is open to all pre-nursing and nursing students enrolled in or applying to the Boise State University Nursing Program. There is a fee for membership. This includes a subscription to the quarterly journal from the NSNA called Imprint, a reduced rate for the American Journal of Nursing, plus additional discounts and eligibility to attend NSNA conventions.

How do I become a member of the SNA?

Information about SNA will be placed in your mailbox at the beginning of the first semester you are in the program. For more information, please ask any staff in the School for the name and contact information of the SNA President or Membership Chair.

How do students raise money for SNA?

Solicitation of money by students for the purpose of supporting professional/university activities must be approved by the School Chair and the Dean of the College of Health Sciences. In addition, fundraising activities may require review and approval by the Boise State Foundation. Please discuss any proposed activities with the School Management Assistant. A portion of the money raised by SNA provides scholarships to students.

How can I become a Certified Nursing Assistant (CNA)?

When you successfully complete the NURS 105 course, you are eligible to complete the CNA Certification Exam.

Steps to acquire your CNA Certification.

♦ After grades have been recorded for the NURS 105 course, you can call the Idaho State Board of Nursing to obtain the CNA registration card:
  ID Nurse Aid Registry
**What is a Nurse Apprentice?**
Nursing students may apply to become a “Nurse Apprentice.” Some agencies employ nurse apprentices and give them a broader role than Certified Nursing Assistants.

**What are the Steps to become a Nurse Apprentice?**
- Must have successfully completed NURS 105 Interdisciplinary Patient Care Skills.
- Obtain an application from Idaho State Board of Nursing. Call 334-3110 and request a nurse apprentice application be mailed to you. (Give your name and address)
- Complete the application in ink and take the unsigned affidavit to a notary for notarization. Give the application with your check or money order made out to the Idaho Board of Nursing to your clinical faculty. Request the faculty sign the Verification of Academic Standing and mail the application, check, and the verification form to the Idaho State Board of Nursing.
- Renewal is automatic as long as you are enrolled in nursing program.
- In the event you’re educational experience is interrupted, and you are required to discontinue nursing classes, your name will be forwarded to the State Board of Nursing and your nurse apprentice status will be terminated.

**What is a Student Nurse Technician?**
Boise Veteran Administration Medical Center hires students who have completed NURS 105 as Student Nurse Technicians and gives them a broader role than Certified Nursing Assistants. Contact the VA Nursing Service at 422-1393 for more information.

**How do I apply for graduation?**
Students should apply for graduation the semester prior to their planned graduation date (see catalog/web site for process/fees). The registrar will notify the student of his/her eligibility for graduation in writing after the 10th day of the semester of graduation. If the student is notified of ineligibility for graduation, the student has two weeks from the date of the letter to contact their advisor and submit any appropriate Academic Adjustments.

**Do I have to participate in the Boise State University Graduation Ceremony?**
Participation in the university commencement ceremony is strongly encouraged. Graduating students may purchase or rent caps and gowns for commencement at the campus bookstore.

**Are School pins and photos from Convocation or Graduation available?**
Purchase of a Boise State University Nursing school pin is totally optional. The pin can be ordered in the last year before graduation. The student planning committee will provide prospective graduates with information regarding cost of the school pin and ordering information from the contracting company. Graduation photos will be coordinated through the School of Nursing and are optional.

**What is Convocation? Do I have to attend?** (Fall 2013 will be the last Convocation Ceremony held in the School of Nursing)
The Convocation Ceremony is a symbolic ceremony which introduces you into the nursing profession. The ceremony is not mandatory but is highly encouraged.

**How do students raise money for Convocation?**
Solicitation of money by students for the purpose of supporting professional/university activities must be approved by the School of Nursing Director and the Dean of the College of Health Sciences. In addition, fund raising activities may require review and approval by the Boise State Foundation. Please discuss any proposed activities with the School Administrative Assistant.

**What do I have to do to take the NCLEX exam for licensure?**
Information session by the Board of Nursing representatives is held each semester for graduating and licensure. Attendance is critical for all graduating students. Applications for nursing licensure in Idaho are distributed at this time.

The applicant will need to include two 2 x 2 pictures with the licensure application. The pictures must reflect the graduate’s appearance as it will be when taking the licensing exam.

**If I am not going to stay in Idaho, how do I seek licensure in another state?**
If you are seeking licensure in a state other than Idaho, you must write to the appropriate State Board of Nursing for information and appropriate forms and notify the School of Nursing office.