The Bachelor of Science and the Nursing of Populations Master’s Program, at Boise State is accredited by the ACEN (Accreditation Commission for Nursing) formerly the National League for Nursing Accreditation Commission (NLNAC) 2013

The Adult-Gerontology Nurse Practitioner Program has submitted required paperwork for accreditation in association with the accredited Population Master’s Program (ACEN):

3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Phone: 404-975-5000
Fax: 404-975-5020

Email: info@acenursing.org
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## Contact Information
### Easy reference guide

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<tbody>
<tr>
<td>I need clarification about an assignment</td>
<td>Your course faculty</td>
<td>(obtain at beginning of semester)</td>
</tr>
<tr>
<td>I need to do program planning or need to understand my AAR</td>
<td>Administrative Assistant for the AGNP Program</td>
<td>Kaylin Triesch 208-426-3828; <a href="mailto:KaylinTriesch@boisestate.edu">KaylinTriesch@boisestate.edu</a></td>
</tr>
<tr>
<td>(Academic Advising Report)</td>
<td>AGNP Program Coordinator</td>
<td>Dr. Dawn Weiler 208-426-1239; <a href="mailto:dweiler@boisestate.edu">dweiler@boisestate.edu</a></td>
</tr>
<tr>
<td></td>
<td>Faculty Mentor</td>
<td>Mentor Assigned @ program entry</td>
</tr>
<tr>
<td>I need some career advice</td>
<td>Course faculty</td>
<td>Mentor Assigned @ program entry</td>
</tr>
<tr>
<td></td>
<td>Faculty Mentor</td>
<td>Dr. Dawn Weiler 208-426-1239; <a href="mailto:dweiler@boisestate.edu">dweiler@boisestate.edu</a></td>
</tr>
<tr>
<td></td>
<td>AGNP Program Coordinator</td>
<td>Dr. Dawn Weiler 208-426-1239; <a href="mailto:dweiler@boisestate.edu">dweiler@boisestate.edu</a></td>
</tr>
<tr>
<td>I disagree with my faculty on my grade</td>
<td>See course faculty first!</td>
<td>Dr. Dawn Weiler 208-426-1239; <a href="mailto:dweiler@boisestate.edu">dweiler@boisestate.edu</a></td>
</tr>
<tr>
<td></td>
<td>If remains unresolved....</td>
<td>Dr. Vivian Schrader 208-426-4032; <a href="mailto:VSchrad@boisestate.edu">VSchrad@boisestate.edu</a></td>
</tr>
<tr>
<td></td>
<td>AGNP Program Coordinator</td>
<td>Dr. Vivian Schrader 208-426-4032; <a href="mailto:VSchrad@boisestate.edu">VSchrad@boisestate.edu</a></td>
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<td>If still unresolved:</td>
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<td>Chair for Online Programs</td>
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<tr>
<td>I need general information or technical help with registration</td>
<td>Administrative Assistant for the AGNP Program</td>
<td>Kaylin Triesch 208-426-3828; <a href="mailto:KaylinTriesch@boisestate.edu">KaylinTriesch@boisestate.edu</a></td>
</tr>
<tr>
<td></td>
<td>Boise State University Help Desk</td>
<td>208-426-4357; <a href="mailto:helpdesk@boisestate.edu">helpdesk@boisestate.edu</a></td>
</tr>
<tr>
<td>I need general information about Boise State and policies applicable to</td>
<td>Boise State University Undergraduate and Graduate</td>
<td><a href="http://registrar.boisestate.edu/catalogs/index.shtml">http://registrar.boisestate.edu/catalogs/index.shtml</a></td>
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<tr>
<td>students</td>
<td>Catalogs</td>
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<td>AGNP Program Student Handbook</td>
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<tr>
<td>I need a schedule of classes</td>
<td>Boise State University Semester Class Schedule</td>
<td><a href="http://registrar.boisestate.edu/class-schedules.shtml">http://registrar.boisestate.edu/class-schedules.shtml</a></td>
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<td>I need a resource for School of Nursing policies applicable to students in all programs</td>
<td>School of Nursing Student Handbook/Policies</td>
<td><a href="http://hs.boisestate.edu/nursing/files/2012/08/Student-Handbook-AY-12-13-Final.pdf">http://hs.boisestate.edu/nursing/files/2012/08/Student-Handbook-AY-12-13-Final.pdf</a></td>
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<tr>
<td>I have a progression problem</td>
<td>AGNP Program Coordinator</td>
<td>Dr. Dawn Weiler 208-426-1239; <a href="mailto:dweiler@boisestate.edu">dweiler@boisestate.edu</a></td>
</tr>
<tr>
<td>I need policies for graduate students and a list of deadlines</td>
<td>See current <strong>Boise State University Graduate Catalog</strong> (available on-line) <a href="http://registrar.boisestate.edu/catalogs/index.shtml">http://registrar.boisestate.edu/catalogs/index.shtml</a></td>
<td></td>
</tr>
<tr>
<td>I want information about Sigma Theta Tau (Nursing Honor Society)</td>
<td>Cathy Deckys, MSN, RN, COHN-SNC</td>
<td><a href="mailto:CathyDeckys@boisestate.edu">CathyDeckys@boisestate.edu</a> 208-426-3729</td>
</tr>
<tr>
<td>I need information about the mandatory on-campus summer sessions</td>
<td>Administrative Assistant for the AGNP Program</td>
<td>Kaylin Triesch 208-426-3828; <a href="mailto:KaylinTriesch@boisestate.edu">KaylinTriesch@boisestate.edu</a></td>
</tr>
<tr>
<td>I need information about my clinical placement and preceptor</td>
<td>Clinical Coordinator</td>
<td>Jennifer Hackwith, DNP, APRN-FNP-BC 208-426-3927; <a href="mailto:jenniferhackwith@boisestate.edu">jenniferhackwith@boisestate.edu</a></td>
</tr>
<tr>
<td>I need assistance with the Typhon Tracking System</td>
<td>Course faculty (course specific); Typhon Customer Support (technical support)</td>
<td>Course Syllabus; Faculty Information on Course Blackboard site</td>
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Masters Student Handbook Overview*

Introduction
The purpose of the Adult-Gerontology Nurse Practitioner (AGNP) program Student Handbook is to facilitate graduate student advising by providing information to students and faculty members. Upon admission to the AGNP program at the School of Nursing, each student is assigned a faculty mentor who interacts with the student as a colleague and mentor throughout the student's program of study. Additionally, the program coordinator provides guidance regarding degree requirements and access to University and School resources.

General Information
This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Nursing reserves the right to change any provision or requirement at any time without notice. This material supplements the Boise State University Graduate Catalog.

The Adult-Gerontology Nurse Practitioner program Student Handbook is designed as a resource for students and faculty advisors. Included are pertinent policies and procedures of Boise State University, Graduate College and the School of Nursing. Much of the information is online; therefore, the actual web sites are listed for the official information on policies and procedures. Where information is not available elsewhere online, a brief description is provided. Students are responsible to know and adhere to all established policies and procedures. All students are responsible for the contents of the Adult-Gerontology Nurse Practitioner Program Student Handbook (see School of Nursing website). Although most communication regarding policy and policy changes will be communicated through your course faculty, you should, also, check Blackboard and your Boise State University Student email often for announcements and important information such as changes in policies.

Relationship to Other Documents
The School of Nursing AGNP Graduate Student Handbook is intended to be used in conjunction with other University documents such as the Boise State University Graduate Catalog. Students are admitted to and graduate from the Graduate College, therefore this related online document contains essential information. The AGNP Student Handbook contains policies and procedures specific to AGNP nursing students in the program.

*Adapted from the University of Arizona College of Nursing Graduate Student Handbook
History of the Adult-Gerontology Nurse Practitioner Program

Historically, planning for the School of Nursing AGNP Program began in fall, 2011. The State Board of Education included master’s level AGNP Education in Nursing for Boise State University in its eight year plan. Planning involved a dedicated, core faculty team moderated by Abigail Gerding, Ph.D., R.N. After nearly two years of planning, negotiation and collaboration at local and state levels by Pamela Springer, Ph.D., R.N., Director of the School of Nursing and Dawn Weiler, PhD, APRN-ANP, BC., Coordinator of the AGNP Program, the Idaho Board of Education approved the Adult-Gerontology Nurse Practitioner master’s and graduate certificate programs in February 2013. The Idaho State Board of Nursing awarded provisional program approval in May 2013. The inaugural student cohort will begin in spring 2014.

Competencies: Each course was designed with competencies interfacing with the program objectives and nationally recognized documents. This program will develop graduate adult-gerontology NPs in one of two specialty areas, primary care or acute care, who will meet all of the education, certification, and licensure requirements described by the Consensus Model for APRN Regulation (2008). This program is designed to meet the core foundational curricular elements and competencies for AGNP education and certification outlined in the following documents:

- American Academy of Colleges of Nursing (AACN)
- Essentials of Master’s Education in Nursing (2011)
- National Organization of Nurse Practitioner Faculty (NONPF) Nurse Practitioner Core Competencies (2012)
- Adult-Gerontology Acute Care Nurse Practitioner Competencies (2012)
- Adult-Gerontology Primary Care Nurse Practitioner Competencies (2010).

Updating: Curriculum integrity will be ongoing to reflect new editions of nationally recognized documents such as the 2013 Accreditation Commission for Nursing Education Accreditation Manual. With student input, the faculty will continue to assess and revise the curriculum to reflect changes in health care and nursing.
Adult-Gerontology Nurse Practitioner Program Description & Definitions

Master’s of Nursing
The adult-gerontology nurse practitioner program focuses on advanced practice nursing with an emphasis on evidenced-based practice for enhancing development of interventions that impact health outcomes and complex healthcare systems. This academic program will provide nurses with the opportunity to develop the knowledge, experience, and skills necessary to be licensed and certified as advanced practice nurses who can address the pressing issues and challenges in today’s complex health care arena by directing the care needs of populations in either acute care or primary care settings. Students will choose either an acute or primary care program focus option.

The MN program has been designed as a part-time online program consisting of 47 credits in 9 semesters (3 years, including summers) with 700 total clinical hours of which 574 hours will be in clinical settings providing supervised direct patient care. Students are required to attend three on-campus intensive summer course sessions to ensure acquisition of skills for option specific procedures, and to complete simulated learning experiences and Objectively Structured Clinical Examinations (OSCE).

Graduate Certificate:
The graduate certificate program focuses on advanced practice nursing with an emphasis on evidenced-based practice enhancing development of interventions that impact health outcomes and complex healthcare systems. The certificate program will provide nurses who are already certified nurse practitioners the opportunity to develop education, experience, and skills necessary to be certified and licensed as advanced practice nurses with a specialty in adult-gerontology to address the pressing issues and challenges in today’s complex health care arena by directing the care needs of populations in either primary care or acute care settings. Students will choose either an acute or primary care program option. As an example, Family Nurse Practitioners who wish to specialize in adult-gerontology acute care practice could complete the acute care certificate program to become eligible for certification, licensure, privileging and credentialing to allow them to practice with adult and geriatric patient populations in acute care medical centers.

The Graduate Certificate program has been designed as a part-time online program consisting of a minimum of 16 credits in 4 semesters with a total of 512 clinical hours of which 448 hours will be in clinical settings providing supervised direct patient care. Students are required to attend two on-campus intensive summer course sessions to ensure acquisition of skills for option specific procedures, and to complete simulated learning experiences and Objectively Structured Clinical Examinations (OSCE).

Boise State University - College of Health Sciences

SCHOOL OF NURSING

Curriculum Framework and Guiding Document

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 criterial 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


Revised May 2013
**Adult-Gerontology Nurse Practitioner Program Purpose and Conceptual Interface**

**Purpose:** The purpose of the Master’s of Nursing Adult-Gerontology Nurse Practitioner program is to prepare nurses for advanced practice nursing with an emphasis on evidenced-based practice enhancing development of interventions that impact health outcomes and complex healthcare systems. This curricular track will provide nurses the opportunity to develop skills necessary to be advanced practice nurses who can address the pressing issues and challenges in today’s complex health care arena by directing the care needs of populations in acute care and primary care settings.

**Conceptual Interface with School’s Guiding Documents:** The graduate program is synchronous with the School of Nursing’s mission in a variety of ways.

First, the School’s philosophy is addressed. For the *person/client concept* of the nursing paradigm, the curriculum provides multiple opportunities for the graduate student to practice with, or on behalf of, a specified population, apply theoretical perspectives concerning diversity and partner with others. All facets of the *nursing concept* of the paradigm are carried out through partnership and service for a specified population, thus, resulting in *program outcomes for clinical reasoning and critical inquiry, communication, experiential learning, global worldview and professionalism and leadership*. These outcomes are deemed essential for professional nursing practice at the graduate level. For the *environment and health concepts* of the paradigm, the curriculum focus is on multi-dimensional theoretical knowledge applicable to population nursing, which includes assessment, planning, intervention and evaluation and where the external environment is conceptualized as crossing geographical and practice boundaries.

Second, the School’s *belief* statements interface with the design of the graduate program. For example, core courses in nursing and related theories; research and scholarly inquiry; and, advanced nursing leadership are foundational to specialty practice at the master’s level. Curriculum for specialized population nursing practice includes role development, concepts, and theoretical components of the nursing process applicable at the individual, group, and population level of advanced practice nursing. Integrated content includes health care policy, ethics, human diversity, social issues, and health promotion and disease prevention. At the graduate level, faculty function as facilitators of learning that is more student-directed than at the undergraduate level. Theoretical concepts are integrated with practice in ways intended to be practical and useful by adult learners in advanced nursing roles.

**Clinical reasoning and critical inquiry** is integral to the curriculum with the former focusing on applying theoretical knowledge, evidence and skills at the individual, group, and population level. Critical inquiry is the mainstay of graduate education. At the graduate level, skilled *communication* is used in such ways as discussion in on-line classes, in developing and maintaining partnerships, negotiating, marketing, advocacy roles, and in utilizing a variety of technological modes.

The integrated components of *engagement and experiential education* are particularly strong. Students and faculty are actively engaged with community partners in order to promote the health of individuals, groups, and populations and identify healthcare and health promotion needs. In order to obtain successful outcomes, partnerships are inherent in advanced practice nursing. This graduate program was designed to have experiential education through multiple courses and course assignments that are evidence-based and have practical applications.
The **global worldview** is addressed through assignments, discussion and literature that lead the graduate student to a broadened view of issues, needs, and concerns. Related content includes cultural competency and economic and financial perspectives. An increasing array of international agreements will provide elective, and potentially, program of study opportunities in selected global environments.

**Professionalism and leadership** embody core beliefs essential for advanced nursing roles. Simply stated, the graduate master’s level nurse uses the attributes of self in conjunction with the nursing profession’s values, tenets, standards, guidelines and codes to make a difference at the health policy level with and for others.
**Instructional Philosophy – Overarching**

The curriculum builds across didactic and clinical course level progression.

**Didactic Model**

- Synthesis Course
- Health & Illness I
- Health & Illness II
- Dx & Management
- Health Assessment
- Pathophysiology
- Pharmacology

**Clinical Model**

- Residency
- Health & Illness II
- Health & Illness I
- Dx & Management
- Health Assessment

**Courses are built to be learner centered and directed**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>are facilitators, guides, content experts, mentors, role models of professional APRN practice.</td>
<td>are focused on acquisition of advanced skills and critical thinking to assume an advanced direct care role in the healthcare arena. Learning is collaborative, self-directed, and self-reflective. Learning activities facilitate collaboration with faculty, peers, and interprofessional colleagues.</td>
</tr>
</tbody>
</table>

The **online learning community** is supportive, collaborative, interactive, engaging and promotes critical thinking and reflective learning.

**Levels of interaction** include: Student-to-Content, Student-to-Instructor, Student-to-Student, student to standardized patients

Content and learning activities are primarily undertaken in the online environment. Clinical courses occur in precepted environments in the communities where students reside. 3 mandatory on campus intensive hands-on/simulation summer sessions (approx 1 week).
Adult Gerontology Nurse Practitioner Program Objectives

Clinical Reasoning and Critical Inquiry
1. Synthesize from a broad perspective theoretical and evidence-based knowledge for advanced nursing practice
2. Demonstrate refined analytic skills for advanced nursing practice
   a. Applies clinical investigative skills to improve health outcomes.
   b. Analyzes clinical guidelines for individualized application into practice.
3. Integrate theory into advanced nursing practice.

Communication
1. Evaluates the effectiveness of professional communication strategies through multiple modalities in advanced nursing roles
2. Articulates evidence-based viewpoints and positions in advanced nursing roles.

Experiential Learning
1. Synthesize knowledge, skills, methodologies and learning tools for impacting health care delivery and outcomes.
   a. Execute advanced practice nursing skills within multiple clinical settings.
   b. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
2. Demonstrate sustainable engagement in interdisciplinary, collaborative partnerships that impact health care delivery and outcomes.
3. Integrate civic engagement, advocacy and policy development roles into advanced nursing practice.

Global Worldview
1. Critique the value of advanced nursing roles in addressing global health issues
2. Distinguish the effects of global health issues on nursing education, research, administration and practice.
3. Integrate cultural sensitivity and advocacy in advanced nursing roles with diverse populations

Professionalism and Leadership
1. Integrate professional values in advanced nursing leadership roles in health care
   a. Demonstrates the highest level of accountability for professional practice.
2. Design advanced nursing leadership roles in health care using an enhanced theoretical and research base.
Considerations in developing your Program of Study

Expectations of Masters Students

Masters students should have strong motivation to advance within the health care field. Excellent communication skills, both written and verbal, are essential for professional success. Masters students are expected to have a sound sense of responsibility for their own learning, continued scholarly activity and willingness to take initiative in achievement of learning goals. Over the course of the program, the master’s student will develop the ability to demonstrate leadership and collaboration skills in working with colleagues, groups and in community partnerships.

The curriculum is offered on-line. Clinical course content is delivered on-line with community partner, faculty, and student designing the clinical experiences to facilitate the achievement of learning outcomes. One of the assumptions of on-line learning is the student actively engages and participates in the learning process. In many graduate courses, faculty serve as facilitators to student learning. Therefore, the students take on the responsibility of self-directed learning.

On-line teaching and learning

The mechanism of delivery for the Boise State University Adult-Gerontology Nurse Practitioner Nursing Graduate Program will be as an asynchronous on-line/distance education program with mandatory on campus sessions each summer. Didactic courses could have synchronous delivery material however, synchronous delivery could be optional for students to attend. Advanced notice will be given so that students can plan how they will participate.

Participating in an on-line course requires you to have access to a computer and being able to send and receive e-mail. Boise State University provides an email account for every student. Your instructor must be able to correspond with you through e-mail and may require you to communicate with your classmates through e-mail. Course faculty and clinical preceptors will use your Boise State University student email account for all email communication unless otherwise specified.

By enrolling in an on-line course, you are granting the instructor permission to post your name and e-mail address on the course website or otherwise distribute that information to other students in the class.
Student and Faculty Expectations

Faculty Expectations
• Faculty are expected to have a reliable high-speed internet connection and an alternate plan should their primary internet connection fail.
• Technology skills, computer, internet access and software requirements are the same as those required of students.
• Faculty will communicate with the class via email, BB announcements, phone, Skype as deemed most appropriate for the situation.
• Within 48 hours of receipt faculty will respond to student email.
• Boise State email addresses will be standard for all student & faculty email communication.
• Faculty will return all assignment grades and feedback within one week of assignment due date.
• Faculty is expected to be actively engaged in the course discussions. Not required to respond to every individual posting but should be an active participant in the discussion to facilitate discussion expansion, correct potential errors etc
• Each faculty member is held to an expectation of conduct that reflects professionalism at all times, respect for all, upholds academic integrity, and models appropriate netiquette.

Student Expectations
• Students are expected to have a reliable high-speed internet connection and an alternate plan should their primary internet connection fail.
• Students will be expected to purchase access to Typhon clinical tracking platform.
• Students must login a minimum of 3 times weekly; strongly encourage daily login.
• Time per week (per credit) students should spend on course activities:
  o Didactic: 3 hrs/week/course credit (calculated on a 16 week semester);
  o Clinical: 4 hrs/week/course credit (calculated on a 16 week semester).
• Supporting best practices student will be expected to communicate with the instructor 1-3 times per week.
• Within 48 hours of receipt student will respond to faculty email.
• Graduate level professional performance and writing standards is expected. APA is writing format standard; Must maintain 3.0 GPA overall for graduate college; must pass all AGNP required courses with a B (83%) or higher grade to progress.
• Must be an active and engaged participant in course discussions and activities (detailed expectations will be outlined in course/discussion evaluation rubrics).
• Opportunities for students to provide feedback for course improvement include: formative and summative course evaluations; feedback/suggestions to course faculty, lead faculty, program coordinator at any time.
• Each student is held to an expectation of conduct that reflects professionalism at all times, respect for all, upholds academic integrity, and models appropriate netiquette.
## Technology Skills and Computer Requirements

Given the nature of online learning, and in consideration of the software programs required for Students in the AGNP program, the following is a list of minimum computer specifications. Please ensure that your computer meets or exceeds these requirements, and that you have access to all required software plug-ins and hardware components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Camera</td>
<td>1024x768 resolution</td>
</tr>
<tr>
<td>PC User OS</td>
<td>Windows XP</td>
</tr>
<tr>
<td>Mac User OS</td>
<td>Mac OS X Snow Leopard 10.6.8</td>
</tr>
<tr>
<td>Internet Download</td>
<td></td>
</tr>
<tr>
<td>Speed</td>
<td>3MBPS</td>
</tr>
<tr>
<td>RAM</td>
<td>4GB RAM</td>
</tr>
<tr>
<td>Compatible Web Browser</td>
<td>Google Chrome</td>
</tr>
<tr>
<td>Web Camera Plug-ins</td>
<td>Adobe Flash Player v11, Adobe Shockwave Player</td>
</tr>
<tr>
<td>Processor</td>
<td>Intel Core i3/i5/i7</td>
</tr>
<tr>
<td></td>
<td>Intel series 2000 integrated graphics or better with DirectX 9.0c or newer</td>
</tr>
<tr>
<td>Graphics</td>
<td></td>
</tr>
<tr>
<td>Hardware</td>
<td>Microphone, Speakers or Headphones, Webcam</td>
</tr>
<tr>
<td>Software</td>
<td>Microsoft Office Word and Excel</td>
</tr>
</tbody>
</table>

Boise State University emphasizes the ability to utilize computer skills along with various software packages in the educational setting. Computer skills needed to succeed in the Nursing Program include word processing along with use of the Internet and e-mail. Microsoft Word and Google Chrome are recommended. Both of these products are recommended for compatibility with the Internet course delivery program, Blackboard, as well as other program specific educational resources which are used at Boise State University. Students must have an active Boise State University email address. If a student does not have computer or internet access at home, Boise State University provides on-campus computer labs and an e-mail address. The School of Nursing will contact you primarily through your Boise State University e-mail account.
Typhon Group Healthcare Solutions

NPST™ - for Advanced Practice Nursing Programs

Typhon Group's NPST Student Tracking System functions as a complete electronic student tracking system, including comprehensive patient encounter logs and reports, management of student rotation scheduling, student electronic portfolios, student and preceptor biographic databases, clinical site database, secure document management, and much more.

Students specifically benefit from these main features:

Tracking of clinical skills on a per-encounter basis: Typhon Group’s NPST system focuses students on encounters with accurate detail and allows students to track procedures and skills used, medication, and specific diagnoses using ICD & CPT coding and billing to prepare for practice. Students may access their account from any web browser or web-accessible device 24/7/365.

Reports: At any time, students can run case log totals, case log highlights or details, or other types of graphical and helpful reports to show achievements and add to the Student Portfolio.

Electronic Student Portfolio: The student portfolio allows students to customize their own multi-page website with content of their work history and education, committees and memberships, case logs and studies, certifications, skills and training, and more. This becomes an invaluable tool for seeking employment after graduation.

Important Typhon Group Links and Resources
Main Web site: www.typhongroup.net

What devices can be used to access the Typhon website?
http://www.typhongroup.net/help/help.asp?question=1014
Take exams at home. The easy way.

ProctorU allows students to take exams from any comfortable location. Forget complicated software or robots! Our service connects you to a real person who you can see and hear. This person will walk you through the exam process and help you if you run into any problems.

ProctorU is easy!

Appointments to have your exam proctored are available seven days a week. Simply sign up, make an appointment, and return to our site at the time of your exam. You will be connected with a live person from one of our proctoring centers.

Real People. Real Proctoring.

Exam time is stressful enough. Let one of our real proctors guide you into your exam and help you if you have technical difficulties. It’s like having an exam concierge.

Useful links and resources for ProctorU:

- Technical Support: (855) 772-8678

Throughout the AGNP program, students will be required to utilize ProctorU when taking exams. Proctored exam costs are based on test time limits set by your course faculty for each exam and are the responsibility of the student. Payment will be made directly to ProctorU when you schedule your exam.
The Shadow Health™ Digital Clinical Experience™ (DCE)

The Shadow Health™ Digital Clinical Experience™ (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of a digital standardized patient, Tina Jones™.

Tina Jones™ breathes, speaks, and has a complex medical and psychosocial history. We will be accessing and completing Shadow Health assignments and activities in courses throughout the AGNP program.

**Important Shadow Health Links and Resources**

- Shadow Health Main Web site: [www.shadowhealth.com](http://www.shadowhealth.com)
- Shadow Health DCE Website - [https://app.shadowhealth.com/](https://app.shadowhealth.com/)
### AGNP Program

**Course/Program Estimated Costs per Semester**
(In addition to tuition & books)

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Spring 1</th>
<th>Summer 2</th>
<th>Fall 3</th>
<th>Spring 4</th>
<th>Summer 5</th>
<th>Fall 6</th>
<th>Spring 7</th>
<th>Summer 8</th>
<th>Fall 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typhon Data Base</td>
<td></td>
<td></td>
<td></td>
<td>$75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(one-time fee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shadow Health Virtual Patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(one-time fee)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing Lab Coat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$25-40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ProctorU: Online Test Proctoring</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td></td>
<td>$75-100</td>
<td></td>
</tr>
<tr>
<td>Annual Drug Testing</td>
<td>$50</td>
<td></td>
<td>$50</td>
<td></td>
<td>$50</td>
<td>$50</td>
<td></td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Background Check</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
<td>$80</td>
</tr>
</tbody>
</table>

Please note that the student is responsible for the cost of any addition immunizations or titers required to fulfill health requirements. Lodging and transportation to and from summer sessions are the responsibility of the student. The School of Nursing is working with community partners to offer reduced rates. More information on summer sessions will be forthcoming.
Student Code of Conduct

In many respects, an on-line class is no different from a traditional class. In both types of classes, you are expected to abide by the University's policies on conduct and academic honesty. Therefore, you should familiarize yourself with the Student Code of Conduct and Student Rights and Responsibilities:

Student Conduct Program Info: Excellent sites for students to learn about the Office of Student Rights and Responsibilities and Student Code of Conduct:
Student Information can be found at [http://osrr.boisestate.edu/](http://osrr.boisestate.edu/)

Also important for students to be familiar with is the University's policy on the use of technology: [http://policy.boisestate.edu/information-technology/](http://policy.boisestate.edu/information-technology/)

Communicating and interacting with your instructor and classmates in an on-line course is quite different from communicating and interacting in a traditional class. For this reason, you should also familiarize yourself with accepted conventions of on-line behavior (often referred to as Netiquette). The University supports the following for detailed information on Netiquette: [http://www.albion.com/netiquette/](http://www.albion.com/netiquette/)

You will be given a Boise State user name and password. Please remember that user names and passwords are protected information. You may not share this information with anyone.

Line of Communication

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience.

In order to facilitate the open communication between students and faculty, the School of Nursing has outlined a line of communication to resolve academic issues that may arise in the classroom and/or at the clinical site. Student issues or concerns need to be addressed promptly and according to the established line of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does not lead to a successful resolution.

Line of Communication for Problem Resolution:
- Course Instructor or Clinical Instructor ►
- AGNP Program Coordinator ►
- Chair of the AGNP Program ►
- Director of the School of Nursing ►
- Dean College of Health Sciences

Guidance after enrollment

At Boise State, academic advising is considered essential to your success and the Adult-Gerontology Nurse Practitioner program uses a combination of academic advisors and faculty mentors to guide you through to graduation.

When you are accepted into the Adult-Gerontology Nurse Practitioner program, the program coordinator and staff will help facilitate your progression through the program and assist you to develop specific education and career goals related to the AGNP curriculum. During your first semester
in the program, you will be assigned a faculty mentor to help guide and develop your professional skill set beyond the program.

You may meet with your mentor by phone, by email, or even video chat. If you live in the Boise area, you may want to request a time to meet in person. To find your faculty mentor, look in your myBoiseState student center, under Academic Advisor.

**Program Planning**
The AGNP Program has a prescriptive plan of study. If you have specific considerations that necessitate a schedule change, the student services and program coordinators have knowledge about the courses, master schedule of course offerings, and course prerequisites to assist you in planning for completion of the program within your targeted time frame.

**Graduate Mentors**
Each graduate student will be assigned a faculty mentor. The faculty mentor is someone who provides professional guidance and counseling to the student while in the graduate program. The mentor is can assist the student with the following:
- Assume a pro-active role in student’s educational experience
- Assist students in reaching their goals
- Acts as student advocate
- Develop a collaborative relationship with student
- Discuss ways to manage stress and balance work and school

**Admission to candidacy**
Admission to candidacy denotes the important benchmark of completing one half of the total credit requirements for the degree. It is an intermediate checkpoint involving completing a form, listing exact courses that will be applied for graduation, obtaining official signatures, and submitting the completed form for an approval decision by the Graduate College.

As described in the Boise State University Graduate Catalog (page 29 in the Graduate Handbook), a master's student may be admitted to candidacy when the Graduate College’s criteria has been met. The student must
- be in regular status
- have completed a set of courses sufficient to satisfy at least one half of the total credit requirement
- have individual course grades of C or better and
- have a GPA of at least 3.0.

Please note that the AGNP Program requirements differ from those of the grad college. Please refer to The AGNP Progression Policy located on Page 28

Students apply for candidacy when they believe the requirements for candidacy have been met; this step must be completed no later than the semester prior to the semester of graduation. The student works with the AGNP staff and program coordinators or designee to complete the Admission to Candidacy form.
Progression Policy

Purpose
Progression in the Boise State University Adult-Gerontology Nurse Practitioner (AGNP) Program is based upon the successful completion of course and program objectives. Courses in each semester of the program are designed for achievement of increasingly complex learning outcomes. Students in the AGNP program will progress through the curriculum upon successful completion of all course objectives each semester.

Within the curriculum, all nurse practitioner and specialization area specific 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.

1. To progress in the Nursing Program the student must:
   a. Maintain a minimum passing grade of “B” in all AGNP required courses.
   b. Successfully “Pass” each AGNP clinical course.
   c. Adhere to nationally accepted nursing practice standards.
   d. Complete and/or renew health requirements by renewal deadline. Refer to the School of Nursing AGNP Program Policy for Health Requirements.
   e. Adhere to all Boise State University Graduate College, School of Nursing, and AGNP program policies
   f. Maintain professional conduct, patient safety, appropriate nursing licensure, and legal-ethical behavior.

2. Students who withdraw in the first semester of the Program, for any reason, must reapply for admission to the AGNP Graduate Program.

3. Students who receive a failing grade (a grade less than B) in a required AGNP nursing course will be placed on Academic Probation by the Boise State University Graduate College and will be required to meet with the AGNP Program Coordinator to develop a plan for academic success. Students may be given one opportunity to retake the failed course to achieve a grade of B or better. Students will not be eligible to progress in the AGNP program until a grade of B or better in the course has been successfully achieved. Repeated course failure (a grade less than a B) or the subsequent failure of a second AGNP required course will result in dismissal from the AGNP Graduate Program and ineligibility for re-admission to the AGNP program.

4. A student may be dismissed from the AGNP Program at any time for academic dishonesty, breach of professional ethics and/or practice standards, unsafe clinical practice or impairment from alcohol or drug use. If dismissed, the student will receive a grade of “F” in all nursing courses for which he/she is currently enrolled and will be ineligible for re-admission.

5. Students who voluntarily stop progression in the AGNP program will be eligible for re-entry or re-admission as outlined in the AGNP Graduate Program Re-Admission and Re-Entry Policies.
All requirements for a master’s degree (including courses completed at another college or university) must be started and completed within a single continuous interval of no more than seven years as outlined in the Boise State University Graduate College Catalog.

**Program Outcomes**

- Eligible for national certification as an Adult-Gerontology Primary or Acute Care Nurse Practitioner.
- Eligible for licensure as an Advanced Practice Registered Nurse (APRN).
- Able to direct & manage the care needs of populations in primary or acute care settings.
- Prepared with the advanced practice nursing skills & knowledge necessary to address the pressing issues & challenges in today’s complex health care arena.
Reentry and Readmission Policy

Adult-Gerontology Nurse Practitioner (AGNP) Program

Purpose

The Adult-Gerontology Nurse Practitioner (AGNP) Program Reentry Policy describes the processes for students who successfully complete one or more academic semesters of the AGNP program courses, who stop progression for a maximum of one academic semester, and wish to reenter for degree completion. Reentry into the program will be determined on an individual basis and is contingent on space available.

The Adult-Gerontology Nurse Practitioner (AGNP) Program Readmission Policy describes the processes and establishes priorities for reentry to the AGNP program. Reentry into the program will be determined on an individual basis and is contingent on space available.

Definitions

Reentry: Students who successfully completed one or more academic semesters of AGNP courses who stop progression for a maximum of one academic semester will be considered under the AGNP program Reentry Policy.

Readmission: Students, who must stop progression in AGNP courses for longer than one academic semester, will be considered under the AGNP program Readmission Policy.

All requirements for an Adult-Gerontology Nurse Practitioner master’s degree (including courses completed at another college or university) must be started and completed within a single continuous interval of no more than seven years. Reentry or readmission may lengthen program of study. Students are held to Graduate College standards for completing the program in the specified length of time.

Reentry Process

1. To be considered for reentry into the AGNP Graduate Nursing Program, the student must:
   a. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing policies.
   b. Have successfully completed the most recent graduate nursing course(s) within 1 year of the anticipated date to reenter AGNP coursework. All AGNP required courses must have been successfully completed with a grade of “B” or better.
   c. Submit a letter to the AGNP Graduate Program Coordinator requesting reentry to the AGNP program. The letter of request must contain the following information:
      i. Steps taken to resolve factors that necessitated leaving the program.
      ii. Description of what the applicant has done to maintain currency in AGNP nursing knowledge and skills at the competency level required to pass previous coursework.
      iii. A detailed plan and timeline for successful completion of the AGNP program.
      iv. The semester for which reentry is being requested.
   d. Schedule an appointment with the AGNP Graduate Program Coordinator, or designee, to discuss the student’s plan for academic success, program completion, and readiness to return to the AGNP graduate nursing program.

2. The AGNP Program Admissions & Progression Team will:
   a. Review all reentry requests and supporting documents including all pertinent academic records.
b. Develop a detailed action plan for verification/evaluation that student knowledge and skill competencies have been maintained during his/her academic absence. This evaluation/verification must be completed prior to rendering a decision on the request for reentry to the program.

c. Determine the semester into which the student could be re-admitted if his/her request for reentry was approved.

d. Notify the student of the committee’s decision of acceptance or denial for reentry into the AGNP program.

Readmission Process

1. To be eligible for readmission the student will:
   a. Be readmitted into the current AGNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.
   b. Have completed the most recent graduate AGNP required nursing course(s) within 1.5 years of the anticipated date to restart AGNP coursework. All AGNP required courses must have been successfully completed with a grade of “B” or better.
   c. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing Policies.
   d. Schedule an appointment with the AGNP Graduate Program Coordinator, or designee, to discuss the student’s plan for academic success and program completion, and readiness to return to the AGNP graduate nursing program.
   e. Submit a letter to the AGNP Graduate Program Coordinator requesting readmission to the AGNP program. The letter of request must contain the following information:
      i. Steps taken to resolve factors that necessitated leaving the program.
      ii. Description of what the applicant has done to maintain currency in AGNP nursing knowledge and skills at the competency level required to pass previous coursework.
      iii. A detailed plan and timeline for successful completion of the AGNP program.
      iv. The semester for which readmission is being requested.

2. The AGNP Program Admissions & Progression Team will:
   a. Review all readmission requests and supporting documents including all pertinent academic records.
   b. Develop a detailed action plan for verification/evaluation that student knowledge and skill competencies have been maintained during his/her academic absence. This evaluation/verification must be completed prior to rendering a decision on the request for readmission to the program.
   c. Determine the semester into which the student could be readmitted if his/her request for readmission was approved.
   d. Notify the student of the committee’s decision of acceptance or denial for readmission into the AGNP program.

Readmission or Reentry letter submission dates:

Letters requesting readmission or reentry must be received by
   March 1st to be considered for readmission for the subsequent summer or fall semester
   October 1st to be considered for readmission for the subsequent spring semester.

All requests for reentry and readmission will be reviewed on an individual basis and contingent on space available.
# AGNP Curriculum Overview

## Nursing Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 502</td>
<td>Foundations of Knowledge &amp; Theory for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Advanced Research &amp; Scholarly Inquiry for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 522</td>
<td>Concepts of Population Nursing in Health Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Nursing Core Credits:** 9

## Nurse Practitioner Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 516</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 518</td>
<td>Health Assessment for the Advanced Practice Nurse</td>
<td>2</td>
</tr>
<tr>
<td>NURS 519</td>
<td>Health Assessment for the Advanced Practice Nurse Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 520</td>
<td>Professional Role for the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NURS 532</td>
<td>Leadership for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 534</td>
<td>Diagnosis and Management of Adult/Geriatric Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>NURS 535</td>
<td>Diagnosis and Management of Adult/Geriatric Health and Illness Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 560</td>
<td>Scholarly Synthesis</td>
<td>2</td>
</tr>
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</table>

**Total Nurse Practitioner Core Credits:** 22

## Primary Care Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 542</td>
<td>Primary Care Management of Adult/Geriatric Health and Illness I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 543</td>
<td>Primary Care Management of Adult/Geriatric Health and Illness I Clinical</td>
<td>2</td>
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**Total Primary Care Program Credits:** 47

## Acute Care Track

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**Total Acute Care Program Credits:** 47
Catalog Description of Courses

**NURS 502** FOUNDATION OF KNOWLEDGE AND THEORY FOR ADVANCED NURSING (3-0-3)(F/S). Critique, evaluate, and utilize conceptual and theoretical models in advanced nursing practice. Emphasis on linking theories with areas of nursing to include clinical practice, research, education and leadership. PREREQ: Admission to Graduate Program in Nursing or PERM/INST.

**NURS 508** ADVANCED RESEARCH AND SCHOLARLY INQUIRY FOR NURSING (3-0-3)(F/S). Apply research methods for utilization in advanced nursing roles. PREREQ: NURS 502. PREREQ/COREQ: MHLTHSCI 552 or PERM/INST.

**NURS 510** ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY (3-0-3)(F/S/SU). Examines advanced physiologic and pathophysiologic principles, commonly encountered in advanced nursing practice, that affect health states in individuals across the lifespan. PREREQ: Admission to the Graduate Program in Nursing or PERM/INST.

**NURS 516** ADVANCED PHARMACOTHERAPEUTICS (3-0-3)(F/S/SU). Examines advanced pharmacodynamics, pharmacokinetics, pharmacologic principles and clinical application of pharmaceutical agents used to treat acute and chronic conditions including therapeutic evaluation and considerations for diverse adult and geriatric patient populations. PREREQ: Admission to the Graduate Program in Nursing or PERM/INST.


**NURS 520** PROFESSIONAL ROLE FOR THE ADVANCED PRACTICE NURSE (3-0-3) (F/S/SU). Appraises advanced practice nursing roles, scope of practice, legal and ethical principles of advanced practice and health care policy. PREREQ: NURS 502 and NURS 510.

**NURS 522** CONCEPTS OF POPULATION NURSING IN HEALTH SYSTEMS (3-0-3) (F/S). Examines the philosophy and framework for health promotion and disease prevention, health care delivery, affecting policy, and advanced nursing roles with diverse populations. PREREQ: Admission to Graduate Program in Nursing or PERM/INST.

**NURS 532** LEADERSHIP FOR ADVANCED NURSING PRACTICE (3-0-3)(F/S/SU). Formulates leadership, management, and negotiation skills for advanced practice nurses to achieve improved health outcomes for individuals, communities, and systems. PREREQ: NURS 502.

**NURS 534** DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS (3-0-3)(F/S/SU). Integrates broad principles of scientific and nursing principles of therapeutic decision-making to assess, diagnose, and manage common health issues across the adult lifespan with emphasis on needs and care of geriatric and diverse populations. PREREQ: NURS 518, NURS 519, and NURS 520.

**NURS 535** DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS CLINICAL (0-8-2)(F/S/SU). Integrates theory with therapeutic decision-making for adult populations across the lifespan with common health conditions within acute or primary health care settings. PRE/COREQ: NURS 534.
NURS 536 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU). Advances student’s knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 534 and NURS 535, or PERM/INST.

NURS 537 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU). Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting. PRE/COREQ: NURS 536.

NURS 538 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU). Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 536 and NURS 537.

NURS 539 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU). Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex, acute, critical, and chronic health conditions in the acute care setting. PRE/COREQ: NURS 538.

NURS 541 ACUTE CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU). Theoretical, clinical, and scientific principles are synthesized and implemented in acute care setting. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients with complex, acute, critical, and chronic illness problems. PREREQ: NURS 538 and NURS 539.

NURS 542 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU). Advances student’s knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 534 and NURS 535, or PERM/INST.

NURS 543 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU). Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness, in the primary care setting. PRE/COREQ: NURS 542.


NURS 545 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU). Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness in the primary care setting. PREREQ: NURS 542 and NURS 543. PRE/COREQ: NURS 544.

NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU). Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.
**NURS 549** ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU). Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

**NURS 551** PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU). Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

# AGNP Curriculum Pattern – Primary Care Track

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*Shaded cells indicate semester class offerings, darkened cells (denoted IC) indicate the Plan of Study for the Initial Cohort.*
## AGNP Curriculum Pattern – Acute Care Track

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*Shaded cells indicate semester class offerings, darkened cells (denoted AC) indicate the Plan of Study for Acute Care Students.
Policies and Processes for AGNP Program Preceptors

Purpose
To outline the policies and processes for the collaboration between Boise State University, School of Nursing (SON) faculty, Adult Gerontology Nurse Practitioner Program (AGNP) clinical preceptors, and AGNP students.

I. Definitions:

**AGNP Clinical Preceptor:** This is an individual who
- Holds current, unencumbered* license/s from a state or territory of the United States,
  - registered nurse and nurse practitioner/advanced practice RN licenses AND
  - nurse practitioner certification, relevant to the care of adult patients across the lifespan from a nationally recognized certifying organization or
  - a current unencumbered* physician license, relevant to care of adult patients across the lifespan, from a state or territory of the United States
- *Unencumbered license is one that is not revoked, suspended, or made probationary or conditional by the State licensing or registering authority as the result of disciplinary action.
- Has at least one year of post licensure experience, in primary care, acute care, or specialty practice setting.
- Volunteers to precept/mentor AGNP students
- Is employed in a primary care, acute care, or specialty practice setting, caring for adults across the lifespan, and has received permission from the organization to precept AGNP students
- Has been properly credentialed as a clinical preceptor by the School of Nursing and is approved to participate as a clinical partner in AGNP education. (Includes receipt and verification of all licenses, certifications, and any other relevant professional documentation requested)
- Possess these professional qualities:
  - professional practice competency for standard nursing and medical processes
  - commitment to high quality, safe, effective, patient-centered care;
  - knowledge and utilization of evidence-based practice;
  - interest in professional growth and lifelong learning;
  - professional representation of the clinical agency and role in the community
  - competent, confident, and knowledgeable in the professional provider role;
  - skilled in communication, problem-solving, teaching, advocacy, conflict-resolution, and goal-setting
  - Respect of peers and interprofessional practice
- Has completed the SON preceptor orientation

**AGNP Clinical Preceptor Practice Setting/Clinical Agency:** This is a safe, primary care, acute care, or specialty practice setting, caring for adults across the lifespan:
- Where the AGNP preceptor is employed in good standing
- Has agreed to allow the AGNP student to practice in the setting while being precepted by the clinical preceptor
- Has received approval by SON AGNP Program/Clinical Coordinator and has an affiliation agreement with the Boise State University School of Nursing allowing students to be onsite as part of this program.
**AGNP Student:** This is a graduate nursing student, in either the master’s or post-master’s certificate program, who:

- Has met all of the SON, professional, and educational practice requirements for AGNP students
- Is in good standing in all academic coursework
- Assumes responsibility for his/her own learning/practice, and compliance with SON policies.
- Has met, prior to entering the precepted nurse practitioner clinical experience, all of the prerequisite knowledge and practice experience objectives and requirements needed to practice safely under the preceptor’s supervision

**AGNP Faculty:** These are regular or adjunct SON faculty who:

- Hold current, unencumbered* registered nurse and nurse practitioner licenses from a state or territory of the United States
- Hold nurse practitioner certification, relevant to the care of adult patients across the lifespan, from a nationally recognized certifying organization
- Are accountable for all academic and practice related elements of the AGNP students’ clinical educational processes
- Have at least one year of post licensure experience, in primary care, acute care, or specialty practice setting
- Has been properly credentialed as a clinical faculty by the School of Nursing

**AGNP Clinical Coordinator:** This is a member of professional staff who:

- Holds a current, unencumbered* registered nurse and nurse practitioner license from a state or territory of the United States
- Is accountable for facilitating communication and clinical programs between the School of Nursing and its clinical/institutional partners

**II. Clinical Site/Preceptor Selection Process**

- The AGNP student may make initial contact with a potential clinical preceptor to explore clinical placement opportunities, and provide the AGNP Clinical Coordinator with prospective preceptor/site information by completing and submitting a “Request for Clinical Placement” form
  For students living outside of the area served by SON clinical partners, the student is asked to collaborate with the Clinical Coordinator to explore potential clinical sites/preceptors in their state of residence.

- The AGNP Clinical Coordinator will provide the potential Preceptor with a “Preceptor Application Form” to complete and return to the AGNP Clinical Coordinator.

- The AGNP Clinical Coordinator will review and approve/disapprove clinical site and preceptor based on appropriateness to meet student learning needs and course objectives.

- In the event that no master’s prepared nurses or appropriate clinical sites are available in the student’s geographic location, students may be required to travel to another geographic location where an approved/affiliated SON clinical site is available.

**III. AGNP Clinical Coordinator Responsibilities:**

- Facilitates clinical scheduling meetings to include agency and educational partners
- Maintains master clinical schedule and records website to include site information, agency changes/updates, and contact names/phone numbers
• Initiates and processes clinical contracts with the assistance of staff
• Facilitates orientation of Students and Faculty to clinical sites
• Assists faculty in researching and locating appropriate clinical sites to meet course outcomes. Assists Chairs in recruiting and hiring adjunct faculty
• Maintains relationships with facility leaders and educators annually and tracks satisfaction.
• Liaison between Boise State School of Nursing and the clinical sites to help clarify the roles and expectations of clinical faculty, students, and the staff at the clinical sites
• Keeps faculty informed regarding agency changes, issues, and project requests

IV. AGNP Preceptor Responsibilities:
In accordance with Board of Nursing regulatory guidance and SON policies, the AGNP preceptor will:
• Maintain a one-to-one course of instruction and guidance of the nurse practitioner students’ actions at all times during clinical practice
• Establish, with the student, a clinical schedule according to the preceptors work schedule. The preceptor is not expected to alter his/her schedule to accommodate student scheduling preferences. The student will provide a written copy of the schedule to the preceptor and AGNP course faculty. Any modifications to the schedule will be submitted in writing, in advance, to the preceptor and AGNP course faculty.
• Establish a plan with the student, at the start of the clinical experience to address any unexpected absence by the preceptor or student (such as illness) and how missed clinical hours will be made up. The student will provide the written plan to the preceptor.
• Serve as a clinical practice expert, professional role model, host, resource person, mentor, sponsor, and teacher to the AGNP student.
• Provide the AGNP student with orientation to the clinical setting, staff, policies and procedures, health record system, and share with the student information and expertise necessary to successfully function in the clinical site.
• Provide adequate temporary office space, computer access, and/or examination room facilities for the student’s use during patient care activities.
• Provide the student with clinical experiences as appropriate to meet the course requirements/objectives and specific educational expectations. This includes the selection of appropriate clients for the student to meet specified outcomes based on the student’s level in the program of study, learning readiness, skill level, and the preceptor’s level of expertise.
• Demonstrate the professional characteristics, values and attitudes that contribute to a positive student/preceptor relationship: mutual respect, civility, helpfulness, caring, flexibility, enthusiasm, enjoyment of teaching, commitment to students’ success, and willingness to work with novice practitioners
• Encourage the student to display initiative, individuality, self-expression, self-assessment and increasing autonomy, as appropriate.
• Inform student and faculty of available learning activities and projects likely to fulfill the student's learning objectives
• Maintain ongoing communication with AGNP faculty and provide timely evaluation and feedback about the student’s progress, strengths, limitations, and learning needs in clinical practice
• Immediately notify the AGNP faculty member and student if the student’s performance, behavior, or compliance with professional, agency, or SON standards and policies, are unsatisfactory. Ending a
clinical experience, prior to the scheduled end, is appropriate if the student is inadequately prepared or otherwise deemed incapable of successful practice, and timely phone or email communication with the AGNP faculty is required prior to student’s return to clinical.

V. SON/AGNP Faculty Responsibilities:
- Assess the safety and adequacy of clinical sites/experiences and appropriateness of clients for the student’s learning objectives and clinical experiences
- Insure all legal and administrative agreements between the SON, university, clinical agency, and/or clinical preceptor are current and complete prior to student beginning work in the clinical agency.
- Insure all mandatory student records/certificates have been provided to the clinical agency
- Provide course information to the Preceptor including course syllabus, objectives, timeline, assessment criteria and other materials related to the student's clinical performance expectations
- Provides clarification of clinical educational requirements and objectives with the preceptor
- Provide support and educational mentoring, as appropriate, to enable the preceptor to meet expected responsibilities
- In collaboration with the preceptor, set specific goals for the student's clinical experience appropriate to the student’s educational level and abilities
- Maintain ongoing communication with clinical preceptor with timely regular evaluations and feedback about the student’s clinical progress, strengths, and limitations
- Provide ongoing oversight and evaluation of the educational content, quality, and experiences provided by the clinical preceptor, including at least two conferences and one on-site visit(s) during the semester as required or deemed appropriate/necessary.
- Continuously monitor student performance, progress, strengths, and limitations; student-preceptor interactions, and complete timely formative evaluations throughout the semester
- Maintain ongoing communication about the clinical experience, learning, and performance with the student during the semester Collaborate with student to set specific goals for the student's clinical experience appropriate to the student’s educational level and abilities
- Develop, implement, and evaluate improvement plans, in collaboration with the preceptor, to address student learning, practice, or behavioral needs or issues in a timely manner
- Complete a summative evaluation of clinical competency and experiences to determine whether course objectives have been met. Evaluation elements will include clinical preceptor and student evaluations, clinical experience tracking program, journals, conference and site visit findings, and other relevant course related information. Communicate immediately with the student to evaluate and initiate, as appropriate, actions to address any unsatisfactory performance, behavior, or compliance with professional, agency, or SON standards and policies
- Provide support and mentoring, as appropriate, to enable the student to meet course objectives and outcomes

VI. AGNP Student Responsibilities:
In accordance with Board of Nursing regulatory guidance and SON policies, the AGNP student will:
- Comply with all state regulatory, professional, clinical agency, and SON policies and requirements related to nurse practitioner students, including pre-clinical compliance paperwork, educational preparation, dress code, and any clinical site-specific requirements at all times
- Consistently demonstrate the professional characteristics, values and attitudes that contribute to positive student/preceptor/faculty relationships: mutual respect, civility, willingness to work and learn, caring, flexibility, enthusiasm, initiative, and skills in communication, problem-solving, clinical reasoning, and self-directed learning
- Maintain ongoing communication about the clinical experience, progress, learning needs, and performance with the preceptor and AGNP faculty, with proactive communication should there be a risk that course requirements will not be met.
- Collaborate with the Preceptor and AGNP faculty to set clinical experience goals, appropriate to the student’s educational level and abilities, to meet course objectives
- Develop, implement, and evaluate self-improvement plans, in collaboration with the Preceptor and AGNP faculty, to address learning, practice, or behavioral needs or issues
- Communicate immediately with the Preceptor and AGNP faculty in the event of any adverse patient interaction, or problems in performance, behavior, or compliance with professional, agency, or SON standards and policies
- Complete ongoing tracking programs and assigned self-evaluations of clinical experiences, progress, strengths, and limitations
- Notify the SON immediately of any change of student address or contact information, or any required clinical/professional elements, such as licensure. (NOTE: The SON office is not responsible for guaranteeing a clinical placement if a student changes residency or is unable to travel to participate with SON clinical partners.)
- Consistently meet all Student Academic Integrity Code requirements. Falsification of any clinical documents, hours, and/or patient data will result in immediate dismissal from the AGNP program and the SON.
- Establish and maintain a collegial, professional relationship with the preceptor
- Provide written copy of approved goals and objectives to Preceptor prior to beginning clinical hours.
- Be prepared and punctual in all clinical practice interactions.
- Engage in clinical experiences only when precepted continuously, on a one-to-one basis, by the assigned clinical preceptor.
- Determine a plan with the preceptor and AGNP faculty, at the start of the clinical experience, to address an unexpected absence by the Preceptor or student (such as illness) and how missed clinical hours will be made up. The written plan will be provided to the preceptor and AGNP faculty.
- Use the Preceptor’s work schedule to arrange clinical experiences. The student will NOT ask the Preceptor to alter his/her schedule to accommodate student scheduling preferences.
- A written copy of the schedule will be provided to the preceptor and AGNP faculty. Any modifications to the schedule will be submitted in writing, in advance, to the preceptor and AGNP faculty
- Coordinate Preceptor and faculty schedules to accomplish any conferences, site visits, or other meetings as required or deemed appropriate and/or necessary
- Keep all scheduled appointments with preceptor and faculty.
- Students are responsible for understanding and practicing within the scope of an advanced practice nurse as regulated by the Nurse Practice Act in the state in which the clinical practice occurs. Students are responsible for determining any state requirements that may hinder their ability to complete clinical practice in their states.
Boise State University  
College of Health Sciences  
School of Nursing  
Partnering Preceptor Selection and Approval Form

Instructions: Upon completion of this form and submission to Clinical Coordinator, faculty will initiate the process for developing a contract between the School of Nursing and the Preceptor.

1. Faculty Initiating Preceptor Approval and Contract:  
   
   Date:  

2. Preceptor Name and Title:  

3. Practice Type:  

4. Preceptor Phone Number:  

5. Address:  

   (city, state, zip)  

6. Preceptor Schedule/Hours:  

7. Available Dates  
   Start:  
   End:  

8. Number of Clients Served Daily:  

9. Preceptor Education and Experience with Precepting:  

   _______________________________
Boise State University  
College of Health Sciences  
School of Nursing  
Partnering Agency Selection and Approval Form

Instructions: Upon completion of this form and submission to the Clinical Coordinator, faculty will initiate the process for developing a contract between the School of Nursing and the Agency.

1. Faculty Initiating Preceptor Approval and Contract:

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<th>Date:</th>
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2. Name of Agency Contact Person: Phone:

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<tr>
<th>Name of Agency Contact Person:</th>
<th>Phone:</th>
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3. Name of Agency Administrator and Title (if different from above):

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<th>Name of Agency Administrator and Title (if different from above):</th>
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4. Name of Clinical Agency:

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<th>Name of Clinical Agency:</th>
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5. Address: (city, state, zip)

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<th>Address: (city, state, zip)</th>
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6. Type of Agency:

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<th>Type of Agency:</th>
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7. Is the cooperating clinical agency accredited or approved by a state or national accreditation/approval body?

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<th>Yes ☐ No ☐</th>
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   If Yes, by whom?

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<th>If Yes, by whom?</th>
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8. Type and Number of Clients Served:

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<th>Type and Number of Clients Served:</th>
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9. Description of Services Provided (circle and/or describe)

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<th>Description of Services Provided (circle and/or describe):</th>
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   - Inpatient
   - Outpatient
   - Psych/Behavioral
   - Acute
   - Chronic
   - Urgent/Emergency
   - Pediatric
   - Women’s Care
   - Specialty/Other

10. Number of students Agency can accommodate at a given time:

    | Number of students Agency can accommodate at a given time: |
    |----------------------------------------------------------|

11. Kinds of learning experiences available:

    | Kinds of learning experiences available: |
    |------------------------------------------|

12. Explain how communication between faculty and agency personnel will be accomplished:

    | Explain how communication between faculty and agency personnel will be accomplished: |
    |-------------------------------------------------------------------------------------|
Professional Recognition and Development Opportunity

**Sigma Theta Tau (International Nursing Honor Society)**
The Honor Society of Nursing, Sigma Theta Tau International (STTI) – In 1922 six nurses founded STTI at the Indiana University Training School for Nurses, now the Indiana University School of Nursing, in Indianapolis, Ind., USA. The founders chose the name from the Greek words Storgé, Tharsos and Timé meaning "love," "courage" and "honor." STTI became incorporated in 1985 as Sigma Theta Tau International Inc., a nonprofit organization with a 501(c)(3) tax status in the United States.

**Organizational Mission**
The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide.

**Society Vision**
The vision of the Honor Society of Nursing, Sigma Theta Tau International is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world’s people.

**Membership**
Boise State University chapter of the Sigma Theta Tau, Mu Gamma, welcomes Master’s students enrolled at Boise State University. Nursing students are invited to membership by Sigma Theta Tau International (STTI) in accordance with the bylaws. The purpose of membership is to recognize the achievement of academic scholarship, which advances global health. The achievement of superior scholarship demonstrates leadership, creativity and overall ability in nursing. Membership at this level is based on criteria including a student’s GPA in nursing and commitment to nursing.

Students in master’s programs are required to achieve a 3.5 GPA on a 4.0 scale. Students are required to have completed one-fourth of the program of study to be considered for membership. Please speak with your chair/advisor if you are eligible for invitation into Mu Gamma.
Scholarships - Graduate Scholarship Award Process

The Scholarship Policy for the Nursing Graduate programs is currently undergoing revision; Students will be notified when the policy is completed.

Purpose
The purpose of the Scholarship Award Process policy is to ensure the allocation of scholarship funds to graduate students is in alignment with the nursing’s School 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 adherence to program curriculum plan and progression policy. Award 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. Support as many qualified students, as possible, through the distribution of School of Nursing scholarship funds to achieve total individual awards not less than $200 annually in accordance with Boise State University policy.

Process:
The scholarship application and selection process will be conducted by the Graduate Team comprised of faculty. Applications will be reviewed and award made according to the scholarship guidelines.

Internal Revenue Service (IRS) regulations stipulate tax deductibility of scholarship gifts prevents donor involvement in the selection process. 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. Scholarships awarded in the spring semester are 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 notifies the School of Nursing regarding timelines and deadlines for graduate scholarships to be awarded for the following academic year. The Graduate Team will disseminate an announcement to all eligible graduate students regarding the specific
scholarships available, donor criteria, application procedures and deadlines.

2. In accordance with Boise State University policy, applicants must have a total cumulative grade point average (GPA) of 3.0 or higher, unless otherwise specified by the donor, on graduate coursework or undergraduate GPA if enrolled in the first semester or if admitted and not yet enrolled.

3. Boise State University policy specifies that applicants must be enrolled in a minimum of eight graded credits per semester while receiving scholarship money. Therefore, in the part-time graduate nursing program the scholarship applicants must be enrolled in as close to eight graded credits per semester, as possible.

4. The applicant must be admitted into the Graduate Nursing Program at Boise State University at the time of application. Applicants must be enrolled in the established part-time curriculum pattern and be progressing in nursing and required courses in accordance with the program progression policy to receive scholarship funds administered by the School of Nursing.

5. To be considered for any “need based” scholarship, the student must have submitted a completed FAFSA in accordance with regulations at the federal level and in the Financial Aid office. The “estimated family contribution” data will be compiled by the Financial Aid office and forwarded to the Graduate Team.

Application Submission

1. The application deadline will be clearly published in the announcement of the scholarship process. No late applications will be accepted unless extraordinary circumstances are approved by the Associate Chair for Graduate Studies or a designee and subsequently approved by the graduate team.

2. Applications must include the completed application and any supporting letters required for specific scholarships. Incomplete application packets will not be considered. Nursing School staff sends a dated “receipt” to applicant’s, which signifies the scholarship packet has been received.

3. To obtain continued funding support, existing scholarship awardees may reapply to become part of the pool of eligible applicants in the next scholarship award cycle. Renewal will be based on adequate funding and the student maintaining satisfactory academic progress and meeting criteria for a scholarship.

Scholarship awards are determined on the following criteria:

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

2. Application criteria as specified by individual scholarship donors.

3. Selections of recipients are made without regard to race, color, gender, religion, or national origin.

4. Cumulative university GPA is used to select scholarship awardees not designated as having “need” according to university criteria. Need based awards will be determined using a balance of cumulative GPA and estimated family contribution data.

5. Program specific awards and duration of awards will be in accordance with the student’s adherence to admission and progression policies.
Administrative Process
Names of scholarship award recipients will be forwarded to School and University personnel who will oversee the following:

1. Completion of an awards database to be sent to the Financial Aid office. Financial Aid will notify recipients and require them to indicate acceptance of the award
2. Disbursement of awards will be credited to the student’s account at the Financial Aid office. An award made after a student has paid tuition and fees may result in a reimbursement in the amount of the scholarship award
3. Notification of recipients by e-mail or mail including the name of the award, the amount and duration of funding, expectations regarding acknowledgment of award and continued eligibility for the award
4. Notification of students not selected for awards by e-mail, including, when appropriate, the reason for non-selection or in-eligibility
5. Coordination of scholarship recipients’ attendance at designated events, when possible, including the College of Health Science Awards ceremony, Friends of Nursing events and Boise State University Foundation events or alternate forms of appreciation such as a letter of appreciation to be read at selected events
6. Creation and maintenance of an “alternates list” from the eligible applicants for use to re-award scholarships that are not accepted, abandoned or otherwise need to be re-distributed.

Issues related to continuation of awards:
Scholarship awards are contingent upon the student maintaining the eligibility requirements of the university (e.g., credit requirements, cumulative GPA of 3.0); completion of all requirements specified by Financial Aid and good standing within the graduate 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 or other stipulations will forfeit their scholarship money. The Associate Chair for Graduate Studies will then re-award any remaining funds to an eligible student from the alternate’s list.
Policies of Interest to Graduate Students

Health Requirements
All students admitted to the School of Nursing graduate program are required to meet health requirements annually. A checklist of requirements and any required documents are sent with the letter of admission.

Liability Insurance
Students ARE insured against liability in the amount of $1,000,000 each medical incident and $3,000,000 aggregate. It is agreed that coverage afforded under this policy shall apply to students of the nursing program and only while said students are participating in activities that are part of and a requirement of the students’ curriculum (e.g., clinical laboratory courses in the graduate program).

License, certifications and background check
While enrolled in the graduate program, the student must maintain an unencumbered Registered Nurse license to practice nursing. The CPR card must be current and cannot expire during the academic year. Information about the background check was included with the letter of admission. For more information, see Student Background Check Policy*

Progression in the program/Academic Performance
Every student who is admitted to a graduate program must meet all of the following academic requirements in accordance with Graduate College policies on academic performance (see Graduate Catalog http://registrar.boisestate.edu/catalogs/index.shtml). The requirements in the School of Nursing Graduate Program are the same as for the Boise State University Graduate College. The School’s Program Plan form contains requisite information for the Graduate College’s Admission to Candidacy form.

Review the following five (5) policies in the current Graduate Catalog at http://registrar.boisestate.edu/catalogs/index.shtml
- Semester GPA Requirement
- Program GPA Requirement
- Individual Course Requirements
- Incompletes
- Transfer Credit

Full-Time or Part-Time Equivalent Enrollment: The AGNP program is designed as a part-time program, which enables the student to complete the degree in 3 years or longer. A student wishing to complete the program in a more accelerated fashion should meet with the AGNP Program Coordinator to discuss potential options.

Student Representation:
The graduate program desires graduate student representation on selected committees and input into policy and processes affecting students. Students may volunteer to serve on a team.

Each student representative is responsible to:
- Send agenda items to the team/committee leaders as appropriate,
- Be an active committee/team member
- Communicate with the team/committee leader regarding committee/team issues

The student representative orientation to the function and processes of the team/committee will include:
- Description of the School by-laws
- Discussion of committee objectives
- Agendas and minutes are sent to student representatives.