Doctor of Nursing Practice (DNP) Student Handbook

2015-2016

Degree Conferred:
Doctor of Nursing Practice (DNP)
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The School of Nursing Student Handbook is designed as a student resource to retrieve pertinent policies and procedures of the Boise State University School of Nursing. The vast majority of the information is online. Students are responsible to know and adhere to all established policies and procedures. Additional sources of information are the Boise State University website and the School of Nursing website. http://hs.boisestate.edu/nursing
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University Catalogs:  http://registrar.boisestate.edu/undergraduate
                        http://graduatecatalog.boisestate.edu
Idaho State Board of Nursing:  http://ibn.idaho.gov/IBNPortal
DNP STUDENT HANDBOOK OVERVIEW*

Introduction
The purpose of the School of Nursing DNP Student Handbook is to facilitate DNP student advising by providing information to students and faculty members.

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 School of Nursing DNP Student Handbook is designed as a resource for DNP Students and Faculty Project Mentors. 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 DNP 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 often for announcements and important information such as changes in policies.

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

*Adapted from the University of Arizona College of Nursing Graduate Student Handbook
Vision

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

Mission

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

Philosophy

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

“Person” refers to diverse individuals, families, groups, communities, and/or populations, across the lifespan, that partner in a therapeutic relationship with a nurse. Person may also be referred to as client or patient.

“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 a science, an art, and a practice discipline that “encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings” (Definition of Nursing, International Council of Nurses, 2010). Nursing is the “protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (What is Nursing? American Nurses Association 2013) Nursing further includes the “promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education” (Definition of Nursing, International Council of Nurses, 2010)
“Environment” refers to both internal and external factors, stressors and stimuli and describes the world a person lives ins and interacts with. Based on ecological theory, multiple influencers including, but not limited to, physical, behavioral, developmental, political, economic, ethical, social, legal, psychological, spiritual, technological, and cultural aspects determine environment (Edmondson-Jones 2007). These influencers must be considered when health care is delivered to the person. Both the person and the person’s health influence the environment. Any change in the environment, no matter how small, may impact the health of the person (Fawcett, 2000).

“Professional Nursing Education” refers to the education of nurses from a university-based teaching institute via a variety of delivery modes, including distance education, for an increasingly diverse student body. A baccalaureate education is the foundation for entry-level nursing practice (Advancing Higher Education in Nursing, 2000; Academic/Professional Progression in Nursing, 2007) and should prepare nurses for graduate education and life-long learning. A graduate education builds on knowledge and competencies of baccalaureate education, and reflects advanced nursing skills in clinical practice, education, leadership, research and evidence-based practice for contemporary nursing roles (Advancing Higher Education in Nursing, 2006, 2011). Nursing education should prepare students as leaders of relationships, leaders of processes and leaders of culture (Salmela, Erikson, Fagerstrom, 2011).

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
- An 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 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
- The 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).

Belief Statements

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

The curriculum framework provides direction for the selection and organization of learning experiences to achieve program objectives. The curriculum is centered on the philosophy that guides the curriculum design by ensuring that the common themes necessary for nursing practice are addressed and developed progressively across the course of study.

The five integral threads interwoven across the nursing curriculum are: Clinical Reasoning and Critical Inquiry, Communication, Experiential Learning, Global Worldview, and Professionalism and Leadership. They are defined as follows:

Clinical Reasoning and Critical Inquiry

Professional nurses are expected to 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.

**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).

**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

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 worldview 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.

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


Related Policies/Forms

Approved: Spring 2007
Revised: May 2013
Revised: Fall 2013
Revised: Nov. 19, 2014 Curriculum Team
Revised: Spring 2015
DISTANCE EDUCATION:

Boise State eCampus encompasses all courses taught at a distance using educational technology. This includes more than 250 unique courses, and 22 fully online programs (17 graduate degrees and certificates, 2 undergraduate completion programs and 3 teaching endorsements).

Characteristics of eCampus Courses

All eCampus courses have the essential qualities characteristic of distance education courses, as defined by Verduin and Clark (1991):

1. Physical and/or time separation of the student and the instructor during the majority of class.
2. The use of educational technology to bring together the student and instructor and to transmit course content.
3. Two-way communication between the instructor and student.

What does this mean at Boise State University?

At Boise State, eCampus encompasses all academic courses that are taught online or at a distance using educational technology to deliver or convey the class content and communication between the instructor and students.

State Authorization and Distance Education Beyond Idaho

If you are a Boise State student (or prospective student) who will not reside in Idaho while enrolled in Boise State University courses, please be aware of the following information:

Boise State University delivers online education programs and courses throughout the United States and internationally and its online offerings continue to expand. Idaho’s State Board of Education has approved all programs.

Due in part to the increased popularity of distance education, many states has prescribed an “authorization” process for out-of-state institutions delivering online programs to its state residents. Through such proactive processes, states are striving to ensure quality postsecondary education, to preserve the integrity of an academic degree and to instill greater consumer protection for its student citizens.

Authorization (also referred to as “registration,” “licensure,” “approval,” etc.) indicates that the institution has met certain minimum standards under the laws and regulations of that state. Authorization does not constitute an endorsement of any institution, course or degree program. Credits earned at an institution may not transfer to all other institutions.

Individuals considering a course or program in preparation for professional licensing or certification outside Idaho are encouraged to seek guidance from the pertinent licensing
agency in that state and contact the academic department in advance of application and enrollment and periodically thereafter.

Boise State University has taken steps to protect its students and operations through nationwide compliance and participates in a voluntary State Authorization Reciprocity Agreement (SARA) encompassing many states. Elsewhere, Boise State University has been granted authorization or exemption or can operate without authorization because the state’s laws do not pertain to a public institution, to an accredited institution or to the University’s activities in that state. Iowa and Maryland require Boise State to provide the following information:

**Iowa Residents:** Boise State University is registered under Iowa Code Chapter 261B and abides by Iowa Code §261.9(1)(g) which provides refund options for certain individuals (and/or spouses) who are deployed.

**Maryland Residents:** Boise State University is registered as an out-of-state online postsecondary institution with the Maryland Higher Education Commission and makes refunds to Maryland students as required by COMAR §13B.05.01.10.

**Questions about Boise State’s authorization status?**

If you are or will be enrolled in a program delivered completely online, and you have questions about Boise State’s authorization status, please contact the program’s academic advisor.
American Nurses Association Code of Ethics for Nurses

The School of Nursing faculty subscribes to the American Nurses’ Association (ANA) Code of Ethics for Nurses as approved by the ANA House of Delegates in June 2001 and revised in September 2014. Students are expected to learn and perform in accordance with this Code.

Provision 1  The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

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

Provision 3  The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4  The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

Provision 6  The nurse, though individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7  The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8  The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9  The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Revised September 2014.
Copies of the Code, including interpretive statements, may be purchased online at: http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/default.aspx
SIGMA THETA TAU (STTI) NURSING HONOR SOCIETY

Learn how an STTI membership can benefit your nursing career!

Society Mission
The mission of the Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service.

Society Vision
Sigma Theta Tau International’s vision is to be the global organization of choice for nursing.

History
In 1922 six nurses founded The Honor Society of Nursing, Sigma Theta Tau International, 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 Storgê, 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.

Membership
STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Here are some additional facts about our membership:

- STTI has more than 135,000 active members.
- Members reside in more than 85 countries.
- 39 percent of active members hold master’s and/or doctoral degrees; 51 percent are in staff positions; 19 percent are administrators or supervisors; 18 percent are faculty/academics; and 12 percent are in advanced practice.
- There are 494 chapters at 676 institutions of higher education throughout Armenia, Australia, Botswana, Brazil, Canada, Colombia, England, Ghana, Hong Kong, Japan, Kenya, Malawi, Mexico, the Netherlands, Pakistan, Portugal, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Tanzania, Thailand, the United Kingdom and the United States of America.
- STTI communicates regularly with more than 100 nurse leaders who have expressed interest in establishing chapters globally, including those in Chile, China, Costa Rica, Denmark, Finland, India, Ireland, Israel, Germany, Jamaica, Jordan, Lebanon, New Zealand and Spain.

Products and Services
From its inception, STTI has recognized the value of scholarship and excellence in nursing practice. In 1936 STTI became the first U.S. organization to fund nursing research. Today, STTI supports these values through its numerous professional development products and services that focus on the core areas of education, leadership, career development, evidence-based nursing, research and scholarship. These products and services advance the learning
and professional development of members and all nurses who strive to improve the health of the world’s people:

- **STTI**, with its [grant-offering partners](#) (corporations, associations and foundations), contributes more than US $200,000 annually to nursing research through grants, scholarships and monetary awards.
- A number of [education and research conferences](#) are supported by STTI, including a yearly research congress that presents the latest nursing research from around the world and a biennial convention that offers nursing’s best practices in clinical, scientific and leadership areas.
- [Online continuing education](#) offers peer-reviewed, interactive learning activities which are presented in a variety of learning formats including case studies, evidence-based articles and module courses. These activities are web-linked to full-text articles and abstracts and are available for continuing education contact hours.
- The [Virginia Henderson Global Nursing e-Repository](#) - an online digital service that collects, preserves, and disseminates digital materials in both abstract and full-text format. Submissions to this repository may be made by individual nurses and nursing students as well as nursing organizations.
- [STTI's career development](#) programming provides resources for every stage in the career process, from selection of nursing as a profession to active retirement.
- [Leadership programs](#) include mentoring programs and global health care think tanks.
- Alliances with other leading providers of nursing knowledge products and services round out STTI's offering and provide added value to its members.

**Publications**

- **Journal of Nursing Scholarship** - a leading, peer-reviewed scholarly journal with a global circulation of 125,000, is published quarterly and is available in both print and full text, searchable online formats to members and subscribers.
- **Scholarly books on a wide range of topics in nursing and health care** of interest to members and other nurses around the world.
- **Reflections on Nursing Leadership** - STTI's award-winning, online member magazine that communicates nurses' contributions and relevance to the health of people worldwide.
- **Worldviews on Evidence-Based Nursing™** - a bi-monthly periodical available in print and full text, searchable online formats to subscribers, is a leading global source of the best research and evidence available with applications to nursing practice, administration, education and policy.
- **STTI connect** - a monthly electronic newsletter sent to all members, which includes chapter specific information and announcements.

**Nursing Knowledge International**

NKI was established in 2002 as a nonprofit, 501(c)(3) subsidiary of STTI to serve the knowledge needs of the global nursing community. Through its e-commerce website, [www.nursingknowledge.org](http://www.nursingknowledge.org), the organization delivers nursing knowledge designed to improve patient outcomes by enhancing the knowledge base of its nurse customers. More than 82,000 nurses have joined the NKI community.
Sigma Theta Tau International Foundation for Nursing

The Foundation holds all permanent funds of STTI. These assets are distributed over nine different endowed or restricted funds, each established for a specific purpose. Endowed funds contain donations made by members and friends of nursing, but only the interest earned from these funds are distributed. Restricted funds hold monies that are given to STTI for a specific activity and distributed accordingly.

The International Honor Society of Nursing Building Corporation

Incorporated in 1993 as a corporation with 501(c)(2) status, the Building Corporation holds title to real and personal property for the benefit of STTI. It is also responsible for managing and maintaining STTI's 39,350 square foot building and grounds.

Criteria for Induction

Interested students, both undergraduate and graduate, are invited to join through STTI chapters located at more than 650 colleges and universities around the world, including through Boise State University. Review the student membership criteria and locate a chapter.

Nursing professionals who were not previously inducted as nursing students can also join STTI as Nurse Leaders.

Membership is based on established criteria and is by invitation only. Interested students may contact Cathy Deckys at cathydeckys@boisestate.edu for more information or to how to apply for an invitation. Or information can be found by visiting Sigma Theta Tau International's website.
Welcome to the BOISE STATE UNIVERSITY School of Nursing

Doctor of Nursing Practice (DNP) Program!

The Doctor of Nursing Practice Degree is the highest level of nursing practice education. Pursuing this degree will enable you to assume leadership roles in complex clinical environments, health care policy arenas, and health care delivery systems.

* DNPs are role models, visionaries, facilitators, consultants, and expert clinicians in health care.*

**Exceptional Health Care Leader:** Whether your role as an Advanced Practice Nurse (APN), Certified Registered Nurse Anesthetist (CRNA), Certified Nurse Midwife (CNM), Clinical Nurse Specialist (CNS), Nurse Practitioner (NP), Nurse Educator, Nurse Administrator, or a Chief Nursing Officer (CNO) you will find the BOISE STATE UNIVERSITY DNP program will prepare you to be an *exceptional healthcare leader* in your area of influence locally, regionally, nationally, and internationally.

**Expert in Health Care Systems, Policy & Outcomes Management:** As a DNP, much of the curriculum of this program is focused on content specific to courses in leadership, healthcare policy, outcomes management, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the American Association of Colleges of Nursing (AACN).

**Online Learning Convenience:** The DNP program is offered as an online program with approximately 5 credits per/semester providing students with *greater flexibility* in attaining their goals. Students preparing to enter into this program will be delighted to know how our completely online delivery will allow you to network with students from across the US.
Hallmarks of DNP Education at Boise State University:

Why the Doctor of Nursing Practice (DNP) degree?
- Rapid and significant changes in the U.S. and global health care systems require nurses to achieve the highest level of scientific knowledge and practice expertise to improve health outcomes. The Institute of Medicine Report (2010), health care regulatory agencies, and nursing workforce data recommended that nurses be educated at the doctoral level to lead transformational change and to advance our nation’s health.
- The American Association of Colleges of Nursing (AACN, 2006) recommended that the DNP be the terminal degree for advanced practice nursing.
- Re-conceptualizing educational programs to prepare nurses at the highest level of advanced nursing practice is supported by the Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation, and other health care authorities.

What is a Doctor of Nursing Practice (DNP) degree?
The DNP, degree is the highest degree for nurses working with patients, teaching nursing practice, or leading health related organizations. The DNP degree prepares nurses to improve nursing practice and patient outcomes, and increases the supply of expert clinical nursing faculty.
Graduates of DNP programs develop and expand their knowledge and expertise in eight essential areas: scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems and patient care technology, health care policy, interprofessional collaboration, clinical prevention, and advanced nursing practice (AACN, 2006).

Why a DNP degree? Nurses prepared as expert scholars and health care leaders, at the highest level of advanced nursing practice, are needed at local, regional, and national levels, across multiple settings in urban, rural, and frontier areas. The demand for DNPs has grown over the past six years and there is need for a DNP program to educate nurses who already have Master’s degrees.

Why a DNP degree at Boise State University? The faculty in the School of Nursing at Boise State University has the clinical, leadership, educational experience and expertise needed to offer a high quality, distance education DNP program. The School of Nursing delivers successful distance education nursing programs at the undergraduate and graduate level with established and respected collaborative partners, such as community agencies, organizations, and institutions of higher education, when developing the DNP program at Boise State University.
There are Key differences between PhD and DNP doctoral programs:

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Research-focused PhD</th>
<th>Practice focused DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Doctor of Philosophy degree (PhD), Doctor of Nursing Science degree (DNS, DSN, or DNSc)</td>
<td>Doctor of Nursing Practice (DNP).</td>
</tr>
<tr>
<td>Program focus</td>
<td>Focus heavily on scientific content and research methodology</td>
<td>Focus heavily on innovative and evidence-based practice and application of credible research findings</td>
</tr>
<tr>
<td>Scholarly emphases</td>
<td>Theory, meta-theory, research methodology, and statistics</td>
<td>Scientific underpinnings for practice and clinical scholarship and analytical methods for evidence-based practice</td>
</tr>
<tr>
<td>Educational activities</td>
<td>Extensive research study that is reported in a dissertation or through the development of linked research papers</td>
<td>Integrative practice experiences and an intense practice immersion experience resulting in final scholarly project report</td>
</tr>
<tr>
<td>Doctoral project: synthesis of student’s work provides foundation for future scholarship</td>
<td>Original knowledge-generating research project, completion and defense of a dissertation or linked research papers</td>
<td>Demonstrated mastery of an advanced specialty within nursing practice. Completion of a practice application-oriented DNP project and report, with an evaluation and findings dissemination plan, is an integral part of the integrative practice experience</td>
</tr>
</tbody>
</table>
History of the DNP Program

Historically, planning for the School’s DNP Program began in late fall, 2011. The State Board of Education included DNP 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 Pam Strohfus, DNP, R.N., Coordinator of the DNP Program, the Idaho Board of Education approved the Doctor of Nursing Practice Program (DNP) (February 21, 2013). The inaugural classes began in fall, 2013.

Competencies: Each course has been designed with competencies interfacing with the program objectives and nationally recognized documents. The curriculum design was based on criteria and standards from two documents: 1) The American Association of Colleges of Nursing’s The Essentials of Doctor of Nursing Practice Education for Advanced Practice Nursing (2004) and 2) National League for Nursing Accrediting Commission, 2008, Accreditation Manual.

Updating: Curriculum integrity will be ongoing to reflect new editions of nationally recognized documents such as the 2008 National League for Nursing Accrediting Commission’s Accreditation Manual. With student input, the faculty will continue to assess and revise the curriculum to reflect changes in health care and nursing.
DNP Curriculum Overview
Course Descriptions

A. **NURS 601 Scholarly Project I.** Assessment and identification of nursing practice issue focused on a population of interest that lays the groundwork for development of the culminating scholarly project while investigating the DNP role. This course includes at least 16 hours of formalized discussion with Faculty Project Mentor per semester.

B. **NURS 602 Advanced Principles of Population Health Nursing.** Analyzes impact of social, cultural, ecological, & systems of care delivery factors on health care disparities across population groups. Evaluates the DNP role in disease prevention and health promotion for populations, utilizing a social, justice framework; explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs.

C. **NURS 603 Scholarly Project II.** Immersive practice experience with a population of interest that includes planning of the culminating scholarly project and examination of DNP role within a health care system. Includes at least 16 hours of formalized discussion with Faculty Project Mentor per semester. An oral proposal of the project must be approved by the supervisory committee to satisfactorily complete the course.

D. **NURS 604 Designing Models of Health Care Delivery.** Synthesizes evidence, theories, and scientific principles to create new individual, aggregate, and population health care delivery models and approaches. Comprehensive program planning knowledge and analytical skills will be used to evaluate and ameliorate the interactions between complex practice, organization/system, population, policy, economic, and political issues affecting diverse populations and practice settings.

E. **NURS 605 Scholarly Project III.** Immersive practice experience with a population of interest that includes implementation of scholarly project and role of the DNP. Includes at least 16 hours of formalized discussion with Faculty Project Mentor per semester.

F. **NURS 606 Constructing Leadership for the DNP.** A comprehensive examination of leadership theories and styles, understanding of ethical, principled leadership skills, and an analysis and application of innovative leadership techniques and strategies. Uses reflection and leadership development strategies to actualize the DNP leadership role.

G. **NURS 608 Health Care Policy and Advocacy.** Prepares students to analyze, influence, develop, and implement health related policies at all levels. Focused on principles and strategies to influence policymakers, lead stakeholder teams, and engage in advocacy efforts for health care consumer populations, providers, systems of care, and other stakeholders in policy and public forums.

H. **NURS 609 Health Care Policy & Advocacy application.** Provides the student the opportunity to experience leadership and professional development alongside an experienced local, regional or national health care policy leader.

I. **NURS 610 Leadership for Organizations, Systems, and Populations.** Prepares the DNP student to assume an advanced leadership role in complex health care systems, to assess and transform practice environments, and enhance the quality of inter-professional health care delivery systems. Examines the impact of cultural, ethical, and economic factors on leading change in health care organizations.

K. **NURS 614 Outcomes Management Analysis.** Analysis and application of epidemiological, bio-statistical, environmental, and other data related to individual, aggregate, and population health. Emphasis on business and economic processes for analysis of cost effective health care outcomes.

L. **NURS 616 Health Care Technology, Information Systems, and Quality.** Prepares students to use evidence and advanced knowledge of technology to lead improvements in communication and the monitoring, collection, management, analysis, and dissemination of information that enhances health and health care safety and quality. Focused on design, selection, use, and evaluation of legal, ethical, just, and cost-effective information-management processes to evaluate health and practice outcomes in diverse, aggregate-focused, advanced practice settings.

M. **NURS 618 Quality Improvement and Evaluation Methodology.** Appraises the study, understanding, and challenges of quality care measurement and improvement to assure high quality health care outcomes in practice, systems of care, organizations and communities, and populations. Uses evidence, research, and outcome information to improve nursing practice, care-delivery models, and health care systems.

N. **NURS 620 Scholarly Inquiry and Advanced Evidence-Based Practice.** Examines foundational and philosophical aspects of nursing science related to the role of the DNP. Uses applied research methods and design of health care research and evidence-based practice related to advanced clinical scholarship to examine relevance to nursing and health care practice.

O. **NURS 621 Scholarly PROJECT IV.** Culminating immersive practice experience with a population of interest that includes evaluation of the scholarly project, written report of completed work and appraisal of the role of the DNP. An approval of supervisory committee at end of course.

P. **NURS 622 Financial Strategies for Nurse Leaders.** Examines advanced application of health care financial strategies for nurse leaders including key financial principles and analysis, cost benefit analysis, and budgeting.

Q. **NURS 623 Scholarly Experience.** Course with variable credits for those students who need additional hours to satisfy American Association of Colleges of Nursing (AACN) 1000 hour requirement for DNP education.
### Curriculum Box

**Doctor of Nursing Practice**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601 Scholarly Project I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 602 Advanced Principles of Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603 Scholarly Project II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 604 Designing Models of Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>NURS 605 Scholarly Project III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 606 Constructing Leadership for the DNP</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608 Health Care Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 609 Health Care Policy &amp; Advocacy Application</td>
<td>2</td>
</tr>
<tr>
<td>NURS 610 Leadership for Organizations, Systems, and Populations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612 Translation, Integration, and Dissemination of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Outcomes Management Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616 Healthcare Technology, Information Systems, and Quality</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Quality Improvement and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 621 Scholarly Project IV</td>
<td>2</td>
</tr>
<tr>
<td>NURS 622 Financial Strategies For Nurse Leaders</td>
<td>1</td>
</tr>
<tr>
<td>NURS 623 Scholarly Project Experience</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**TOTAL**                                                          | **40**  |
### Curriculum Grid by Semester

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 602 Advanced Principles of Population Health Nursing</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>NURS 606 Constructing Leadership for the DNP</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NURS 604 Designing Models of Health Care Delivery</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NURS 601 Scholarly Project I – Phase 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Outcomes Management Analysis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Quality Improvement and Evaluation Methodology</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NURS 610 Leadership for Organizations, Systems, and Populations</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NURS 622 Financial Strategies for Nurse Leaders</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>NURS 616 Healthcare Technology, Information Systems, and Quality</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NURS 603 Scholarly Project II – Phase 2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>• Oral Proposal of Scholarly Clinical Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 605 Scholarly Project III – Phase 3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>NURS 608 Health Care Policy and Advocacy</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>NURS 609 Health Care Policy &amp; Advocacy Application</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>NURS 612 Translation, Integration, and Dissemination of Evidence</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>NURS 621 Scholarly Project IV – Phase 4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>• Final Scholarly Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 623 Scholarly Project Experience</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>• Additional clinical hours as needed to meet 500 clinical doctoral hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
## Culminating Assignments

Students will complete a Scholarly Project as a culminating assignment for completion of their DNP degree. The following is a suggested timeline for completion of certain stages within specific semesters:

### Suggested Timeline for Completion of Scholarly Project

<table>
<thead>
<tr>
<th>Role</th>
<th>Fall Semester 1</th>
<th>Spring Semester 2</th>
<th>Summer Semester 3</th>
<th>Fall Semester 4</th>
<th>Spring Semester 5</th>
<th>Summer Semester 6</th>
<th>Fall Semester 7</th>
<th>Spring Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair or Coordinator</td>
<td>Appointment of Faculty Project Mentor</td>
<td>Review Program Plan with Faculty Project Mentor</td>
<td>Review Scholarly Proposal and Course work with Faculty Project Mentor</td>
<td>Review Scholarly Proposal and Course work with Faculty Project Mentor</td>
<td>Review Final Scholarly Project and Course work with Faculty Project Mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Project Mentor</td>
<td>Discuss and Define Scholarly Project with Student</td>
<td></td>
<td></td>
<td>Form 1: Complete Scholarly Project Proposal Approval</td>
<td>Form 2: Committee to Approve Final Scholarly Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Discuss potential for Scholarly Project with Faculty Project Mentor</td>
<td>Refine Scholarly Project question or project emphasis and potential methods</td>
<td>Develop, plan, organize Scholarly Project</td>
<td>Develop Scholarly Project proposal with Faculty Project Mentor</td>
<td>Submit and Present Scholarly Project Proposal</td>
<td>IRB Submission</td>
<td>Complete data analysis</td>
<td>Oral Presentation of Scholarly Project</td>
</tr>
<tr>
<td></td>
<td>Define Scholarly Project &amp; Problem statement</td>
<td>Continue literature review</td>
<td></td>
<td></td>
<td>Complete Scholarly Proposal</td>
<td>Once receive IRB approval, implement Scholarly Project. Begin data analysis</td>
<td></td>
<td>Bind Scholarly Project (See Graduate College Guidelines). Present a copy of the final product to Faculty Project Mentor</td>
</tr>
<tr>
<td></td>
<td>Begin literature review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Form 1: Scholarly Project Proposal</td>
</tr>
</tbody>
</table>

Form 3: Scholarly Project Proposal
DNP Program Purpose and Conceptual Interface

**Purpose:** The DNP is a doctoral degree in practice nursing for those with existing graduate degrees. The post-master’s DNP focuses on evidence-based nursing practice, enhancing development of interventions that impact health outcomes and complex healthcare systems. Graduates from the DNP Program will be expert nurse leaders who can address the pressing issues and challenges in today’s complex health care arena. This program is offered entirely via distance education.

**Conceptual Interface with School’s Guiding Documents:** The DNP 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 concept* of the nursing paradigm, the curriculum provides multiple opportunities for the DNP student to interface with, or on behalf of, a population or organization/system, 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 populations, organizations/systems, or government, 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 doctoral level.

For the *environment and health concepts* of the paradigm, the curriculum focus is on multidimensional theoretical knowledge applicable to populations and organizations/systems, 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 DNP Program. For example, courses in advanced nursing populations, systems and organizations, scholarly inquiry, policy and health care systems, and advanced nursing leadership are foundational to specialty practice at the doctoral level. Curriculum for nursing practice includes advanced role development, concepts, and theoretical components applicable for populations or organizational systems through the Scholarly Project. Integrated content includes health care policy, ethics, human diversity, social issues, and health promotion and disease prevention. Theoretical concepts are integrated with practice in ways intended to be practical and useful for adult learners in advanced nursing roles.

*Clinical reasoning and critical inquiry* are integral to the curriculum, focusing on applying theoretical knowledge, evidence and skills at the population or systems level. Critical inquiry is the mainstay of doctoral education. At the doctoral level, skilled *communication* is used in developing and maintaining partnerships, negotiating, marketing, advocacy roles, and in utilizing a variety of technological modalities.
The integrated components of *engagement and experiential education* are particularly strong. This DNP Program is designed with evidence-based experiential education providing a measurable medium for evaluating the DNP Scholarly Project experience. Students are actively engaged with organizational and health care systems; the outcomes that are produces are measurable and sustainable which summarizes the student’s growth in knowledge and expertise” (AACN, p. 20).

The *global worldview* is addressed through assignments, discussion and literature that lead the DNP 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 at Boise State University 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 doctoral 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.
**DNP Program Objectives**

At the end of the DNP Program, the graduate will:

**Critical Inquiry/Clinical Reasoning**

1. Use theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations and communities to improve population-based outcomes.

2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes.

**Communication**

3. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations and communities.

4. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies.

5. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations.

**Experiential Learning**


7. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations.

**Global World View**

8. Design, implement, and analyze innovative policies and processes to enhance the health of local, regional, national, and global populations.

9. Create, implement, and evaluate cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations.
Professionalism and Leadership

10. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes.

11. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes.

12. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice.

13. Employ empirical and culturally-sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change.

DNP Faculty, Student, and Learning

Courses are built to be learner centered and directed

<table>
<thead>
<tr>
<th>Faculty are facilitators, guides, content experts, mentors, role models, and educators.</th>
<th>Students are focused on higher level learning that is collaborative &amp; self-directed. Discussion groups facilitate cross learning and collaboration from faculty and peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>online learning community</strong> is supportive, collaborative, interactive, engaging and promotes critical thinking and inquiry, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Levels of interaction</strong> include: Student-to-Content, Student-to-Instructor, Student-to-Student.</td>
<td></td>
</tr>
<tr>
<td>Content and activities are solely online. Full engagement by faculty and students. Faculty directed, media rich, identified for curriculum integrity.</td>
<td></td>
</tr>
</tbody>
</table>
**Technology Skills and Computer Requirements**

**Technology Skills:** Boise State University emphasizes the ability to utilize technology skills along with various software packages in the educational setting. Computer skills needed to succeed in the nursing program include word processing, use of the Internet, e-mail and Excel for spreadsheets; skills include the following:

**Basic computer skills**
- Locate, open, and close files
- Use a mouse
- Toggle or switch between two open applications and/or files
- Open and download documents/programs from course sites

**Basic word processing skills**
- Format pages
- Cut, paste, and copy text from one document to another
- Number pages
- Add headers and/or footers
- Save and rename files
- Use “track changes” functions in documents
- View and insert “comments” in documents
- Uses and has access to **Microsoft Word**

**Send and receive e-mail**
- Send documents as attachments to e-mail
- Open and save e-mail attached documents to own computer

**PowerPoint**
- Prepare a basic slide presentation
- Insert pictures and text into slides
- Insert audio files or record audio in presentations
Excel Spreadsheets

Perform basic spreadsheet formatting

Enter a basic formula for calculations

Uses and has access to **Microsoft Excel**

Microsoft Word, Chrome, Firefox and/or Internet Explorer (8.0 or greater) are recommended. Chrome and Firefox are especially recommended for compatibility with the Internet course delivery program, *Blackboard*, which is used at Boise State University. If you have any questions regarding the computer requirements or questions on minimum system requirements to run Blackboard program, please see information at [http://at.boisestate.edu/lmshelp/student-help/](http://at.boisestate.edu/lmshelp/student-help/) or contact Tech Support at email: helpdesk@boisestate.edu

Students must check their Boise State email accounts, because Boise State e-mail is used for communication by School of Nursing personnel. Students can set their *Broncomail* e-mail accounts to forward to another preferred e-mail address, if desired. Assistance can be accessed through the help desk at BOISE STATE UNIVERSITY (426-HELP (4357) [http://helpdesk.boisestate.edu](http://helpdesk.boisestate.edu).)

All university information is disseminated via the Internet. Students are responsible for accessing all information posted by the University and the School of Nursing. Students are also responsible for assuring that their e-mail, software, hardware, and technology equipment are in working order. E-mail or equipment failure does not release the student from course and communication expectations and/or responsibilities.
Institutional Review Board (IRB) and Human Subject Requirements

Compliance with Human Subject Research Regulations

DNP Nursing Students will need to obtain approval from the Office of Research Compliance in the University’s Division of Research and Economic Development before beginning scholarly project where clinical information may be publicly disseminated. Please read the following information and seek consultation from Faculty Project Mentors and the Office of Research. Developing proposals will require adequate time to meet requirements and schedules for the IRB. Please note the requirements for faculty signature and sponsorship of research/EB scholarly projects.

Regulations Outlined for Human Subjects Research

All research projects in which human participants participate, whether funded or unfunded, are participant to the federal regulations governing such research, and to the policies and procedures outlined in the Boise State University Policy No. 6505-B "USE OF HUMAN PARTICIPANTS" http://www.boisestate.edu/policy/policy_docs/5050_useofhumansubjects.pdf. It is always the responsibility of the principal investigator to obtain IRB approval prior to initiation of any research activity involving the use of human participants. For more information about IRB and policies, please go to the following link: http://www.boisestate.edu/research/compliance/irb.shtml

The Office of Research Compliance has two documents to help students and faculty decide if IRB approval is needed. A copy of these forms can be found in the appendix.

- Does IRB review apply?
- Does my class assignment require IRB approval?

Social Behavioral and Biomedical IRB

Boise State University has two Institutional Review Boards: a Social & Behavioral IRB and a Biomedical IRB. Both committees review and approve human subjects research in accordance with the Department of Health and Human Services (DHHS) regulations (45 CFR 46). The Social & Behavioral IRB will review research involving surveys, interviews, observation, focus groups, etc. The Biomedical IRB will review research that involves any physical activity, venipuncture, x-rays, or the collection of blood samples, or physiological statistics. The Office of Research Compliance offers assistance in determining which IRB committee will review the protocol. Please email HumanSubjects@boisestate.edu with any questions.
The Boise State Institutional Review Board (IRB) requires all principal investigators (PIs) and co-investigators conducting human subject research to successfully complete the Collaborative Institutional Training Initiative (CITI) on-line training program (https://www.citiprogram.org) prior to submitting a protocol for consideration. This requirement applies to undergraduate, graduate and DNP Students, and instructors who teach research methods and design courses or assign research as part of course requirements. Please note that human subject research includes, but is not limited to: surveys, analyzing prior collected data, observations of classrooms, interviewing, collection of biological specimens, videotaping, tape recording, observations of human behavior and cultures, collection of historical data, questionnaires or research that will be used, shared, presented at conferences, or published for purposes outside the Boise State campus. If course assignments are to be used for internal evaluation only, they do not qualify as research and do not require IRB review.

The IRB will not permit students to serve as PIs on human subject protocols except in the cases of thesis and dissertation research activities. Students working on their thesis or dissertation may be designated as the project PI as long as their advisor is identified as the co-investigator. In all other circumstances, a faculty member and/or course instructor must be designated as the PI and the student as the co-investigator on all human subject research protocols.

**Review and Signature of Faculty Supervisor (Student Research Only):** All student-initiated research involving human participants whether dissertation, thesis, or other research projects, must be supervised by a faculty member. The faculty members’ signature on the student research protocol form attests the research procedures comply with federal and university policies with regard to the protection of human participants.

For thesis or dissertation research, the signature of the Faculty Project Mentor is required, unless there appears to be a conflict of interest (e.g., the advisor is also the chair of the unit review committee.) If the Faculty Project Mentor is unable to sign, another member of the student’s committee may sign.

**It is always the responsibility of the principal investigator to obtain IRB approval prior to initiation of any research activity involving the use of human participants.** Failure to do so may result in restrictions on the research activities of such individuals, as well as potentially endanger all federal funding to the University.

http://research.boisestate.edu/compliance/institutional-review-board-irb-home/
Considerations in Developing Your Program of Study

Expectations of DNP Students

DNP Students should have strong motivation to advance within the health care field. Excellent communication skills, both written and verbal, are essential for professional success. DNP 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 DNP 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. One of the assumptions of on-line learning is the student actively engages and participates in the learning process. In many graduate courses, faculties serve as facilitators to student learning. Therefore, the students take on the responsibility of self-directed learning, so that within each course, the subject matter of study can be aligned with their particular area of interest. Clinical course content is delivered on-line with community partner, faculty, and student designing the practicum which provides flexibility for the student.

On-line Teaching and Learning

The mechanism of delivery for the Boise State University Nursing DNP Program will be primarily as an on-line/distance education program in which students do not have to be online together at the same time for their classes (asynchronous learning). In some instances, however, students may be asked to attend a learning session or participate in class activities requiring them to meet online together at the same time (synchronous learning). Advanced notice of these situations will be given so students can plan schedules accordingly.

Participating in an on-line course requires you to have access to a computer and be able to send and receive e-mail. Your instructor must be able to correspond with you through e-mail and may require you to communicate with your classmates through e-mail. The address assigned to you by Boise State is the official email for communication.

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.
Scholarly Project Policy

Purpose
To describe the Scholarly Project requirements and procedures necessary to obtain the DNP degree.

The following are described in this policy:

1. Definition(s) of Scholarly Project
2. DNP Scholarly Project Committee
3. Faculty Project Mentor
4. Community Member
5. Chair & DNP Project Committee Responsibilities
6. Scholarly Project Proposals and Final Reports
7. Scholarly Project Guidelines
8. Manuscript based on Scholarly Project
9. Institutional Review Board (IRB) and Human Subject Requirements
10. Policies for Graduate Level Courses Involving Organizational Collaboration

Definition(s)

1. A **Scholarly Project** is a professional endeavor generally carried out in cooperation with a community partner that results in a formal paper, presentation and Scholarly Project completion. This definition is consistent with the Boise State University Graduate Catalog. Doctoral education in nursing practice is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work. A Scholarly Project may involve assessment, evaluation, and/or analysis of data and may require IRB approval. Other Scholarly Projects could be practice change initiatives, research utilization projects, grant applications, or program evaluations. Scholarly Projects link the use of evidence to improve either practice or patient outcomes. Students who successfully complete a Scholarly Project and the required curriculum are awarded a Doctor of Nursing Practice (DNP) degree.
Scholarly Projects are rigorous. All requirements established by the Graduate College and the School of Nursing regarding Scholarly Projects must be followed.

2. Scholarly Project DNP Project Committee

Each student will work with a DNP Scholarly Project Committee to plan and complete a Scholarly Project. The DNP Scholarly Project Committee will consist of a minimum of two Graduate Faculty members, including a Faculty Project Mentor, who will be appointed in the first semester of the program and will also serve as the DNP Scholarly Project Committee chair for the student.

Once a Faculty Project Mentor is agreed upon, the student works with the chair to complete a plan of study and to further refine the Scholarly Project focus and problem statement. Once the topic is better refined, the student in consultation with the Faculty Project Mentor and Coordinator/Director will select other DNP Project Committee member(s) who are eligible for Graduate Faculty status and earned a minimum of a doctoral degree.

3. Faculty Project Mentor:
   a. Serves as the DNP Scholarly Project Committee chair for the student
   b. Serves as the primary mentor of the student
   c. Must be endorsed to chair the committee
   d. Must be accepted as Graduate Faculty

4. Community Member

In some cases, a community member may be asked to consult as a content expert or organizational liaison.

5. Chair & DNP Project Committee Responsibilities

   Responsibilities of Faculty Project Mentor (F) include:
   • Serving as the student’s primary mentor through the project phases (F)
   • Directing the student in planning and implementing the Scholarly Project (F)
• Providing ongoing guidance and timely feedback in the writing of the proposal, the Scholarly Project and final report. The Faculty Project Mentor is expected to review drafts and provide feedback to the student within at least a 2 week timeframe. (F)

• Assuring that DNP Scholarly Project Committee member(s) have reviewed the Scholarly Project Proposal and final Project before it is in final form and that the student has incorporated all necessary changes (F)

• Managing conflict/disagreement that may arise within the Scholarly Project Committee (F)

Responsibilities of Faculty Project Mentor and Student (F S) include:

• Assessing and continuing the Scholarly Project plan with the student (F S)

• Consulting to select DNP Project Committee member(s) (F S)

• Calling necessary meetings and working effectively with the student to set realistic timelines for completion of the Scholarly Project (F S)

• Schedule a meeting once a semester at the minimum with the student prior to the proposal and final presentation (F S)

• Seeing that a high standard of writing quality is maintained throughout the Scholarly Project (F S)

• Maintaining communication with other DNP Scholarly Project Committee members, and receiving feedback regarding the Scholarly Project (F S)

• With the student, assuring that all School and Graduate College deadlines have been met (F S)

• Scheduling and facilitating the project proposal and final project presentations (F S)

Responsibilities of Students (S):

• Work with the Faculty Project Mentor to determine a Scholarly Project

• Completion of the Initial Approval Form for the Scholarly Project and submit to the Faculty Project Mentor for approval prior to enrollment in Scholarly Project credits

• Determine, in consultation with the Faculty Project Mentor, roles of the Faculty Project Mentor and DNP Scholarly Project Committee member(s), needs of the
Faculty Project Mentor in working through the approval process, and the timelines and deadlines for submitting written work for approval

- Understand that there will be multiple drafts, edits and revisions prior to final acceptance of the DNP Scholarly Project Committee
- Appropriately format the final paper
- Adhere to the Boise State University Graduate College Standards and Guidelines for Thesis & Dissertation or the School of Nursing Handbook for Scholarly Project completion
- Present the Scholarly Project Proposal and Final Presentation in an open forum prior to final approval(s)
- Understand that final acceptance of the Scholarly Project final report is determined by the student's faculty DNP Scholarly Project Committee, the Thesis & Dissertation Office, and the Dean of Graduate College. Posting of the final degree is dependent on clearance by all of the above parties.
- Understand that final acceptance of the Scholarly Project is determined by the student's faculty DNP Scholarly Project Committee and posting of the final grade is dependent on clearance by the above parties.
- Assist in conflict management/resolution that may arise in the Scholarly Project phases

**Responsibilities for DNP Scholarly Project Committee member(s) include:**

- Reading selected drafts of the proposal, Scholarly Project and the final report when deemed appropriate by the Faculty Project Mentor and providing timely feedback. DNP Scholarly Project Committee members are expected to review drafts and provide feedback within 2 weeks
- Attending the proposal presentation and giving feedback and approval
- Being available to discuss the Scholarly Project to provide expertise
- Attending the Final Presentation of the work and giving final approval.
6. Scholarly Project Proposals and Final Reports

A written proposal outlining the background and plans for the Scholarly Project must be approved by consensus of the entire DNP Scholarly Project Committee before the IRB application is submitted, data collected, or Scholarly Project begun.

APA format is to be followed in the proposal and final product. The following Scholarly Project format requirements of the School of Nursing document must be adhered to. A bound copy of the Final Report is provided to the Faculty Project Mentor and DNP Scholarly Project Committee member(s), the School of Nursing, and Boise State University Albertson’s Library.

7. Scholarly Project Guidelines

School of Nursing Scholarly Project Report Outline

I. The Evidence Based Problem
   a. Introduction
   b. Statement of the problem and population to be addressed
   c. Significance to Nursing

II. Literature Review and Conceptual Framework

III. Systematic and/or integrative review of the relevant literature
   a. Conceptual/theoretical framework
   b. Statement of the purpose
   c. Research questions and/or hypotheses
   d. Conceptual and operation definitions
   e. Assumptions

IV. Methodology
   f. Evidence based evaluation and research design
   g. Setting, population and sampling method
   h. Data collection procedures & instrumentation
i. Protection of Human Subjects

V. Results
j. Description of the subjects/participants
k. Results/findings according to research questions/hypotheses

VI. Evaluation
l. Evaluation plan
m. Implementation evaluation
n. Completion evaluation
o. Evaluation of outcomes

VII. Discussion and Conclusions
p. Interpretation of Results/Findings (in relation to conceptual framework and previous research)
q. Limitations
r. Implications for nursing practice, theory development, policy, and education
s. Recommendations for further research
t. Summary

VIII. Dissemination and Sustainability
u. Dissemination
v. Sustainability

8. Manuscript based on Scholarly Project

The final product of a Scholarly Project may be a publishable manuscript. Discussion should occur early with the Faculty Project Mentor as to whether the work is publishable and how the work might be disseminated. It is acceptable for the student to choose to ask the chair of the DNP Scholarly Project Committee to be a second author on the work and other DNP Scholarly Project Committee members to be third or fourth authors as appropriate. It is unacceptable for the faculty to pressure students to be included as co-authors on student publications.

9. Institutional Review Board (IRB) and Human Subject Requirements

10. Policies for Graduate Level Courses Involving Agency Collaboration
Partner Agency Relationships

The DNP degree curriculum is usually health care related, allowing many agencies, facilities, and organizations to become venues for practicum opportunities. There will be instances where students will partner with specific agencies or institutions. The following policies guide the development of partnerships useful to the DNP Student.

Description: The purpose of Scholarly Projects will be across care settings and geographic boundaries. Partner agencies/facilities/organizations are those with collaborative relationship with the DNP student to accomplish Scholarly Projects goals and objectives.
**Student Responsibilities:** Student responsibilities in preparing for and implementing their Scholarly Project experiences are:

**Partner Agencies**

Students are responsible for establishing positive partner relationships with all organizations involved with Scholarly Projects. The work to establish collegial and mutually beneficial partnerships is part of the leadership and skill development of nurses with advanced degrees in nursing. As professionals, the steps include:

- Maintain current RN licensure and student health requirements.
- Meet all professional standards and any additional standards set by partner agencies.
- Maintain confidentiality for all agency, client encounters, and records.
- Perform in the best interest of the client and agency during all partner agency experiences.
- Use talking points, as relevant, with agency representatives and community partners in courses with the Scholarly Project
  - Course emphasis is in assessment, planning, intervention and evaluation.
  - When clinical activities involve data gathering from human subjects that may be used in research and publication, Institutional Review Board (IRB) approval will be needed from Boise State University and/or partner agencies. If the partner agency does not have an IRB per se, written approval must be sought through the standard administrative approval mechanisms in the agency.
References


Revised May 2013

Revised August 2014
Purpose
To identify the different types of files available in the School of Nursing, how long they are kept by the School and student access to their files.

Descriptions

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

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

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

Access to Student Files

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

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

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

Related Policies/Forms
DON S-V-203

Adopted: Fall 1993
Revised: Fall 2008
Reviewed: Spring 11
Reviewed: Spring 2014

Search Terms: Files, Graduate, Student, Applicant
Purpose
To define the grading criteria required for progression in the nursing program.

Scope
Students enrolled in the Doctor of Nursing Practice Program in the School of Nursing.

Responsible Parties
Full and part-time Faculty, including adjuncts.

Policy
The following grading scale is utilized in the School of Nursing. A student must receive an 83% as a final grade in courses with an NURS designation for progression in the nursing program. A final course grade of 82.9% will NOT be rounded up to 83%.

A = 93-100
A- = 90-92
B+ = 88-89
B = 83-87
B- = 80-82
C+ = 78-79
C = 75-77
D+ = 70-74.999
D = 68-69
D- = 63-67
F = < 63

Related Policies/Forms: Progression, Incompletes

Approved: March 2002
Revised: Spring 2006
Reviewed: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014

CHS: None.
BSU: 2200 (Computation of the Grade Point Average)
http://www.boisestate.edu/policy/policy_docs/2200_computationofGPA.pdf
2210 (Grade Exclusion Policy)
http://www.boisestate.edu/policy/policy_docs/2210_gradeexclusion.pdf
2230 (Changes in Awarded Grades)
http://www.boisestate.edu/policy/policy_docs/2230_changesinawardedgrades.pdf
2190 (Course Repetition – GPA Relationship)—under revision

Search Terms: Grading, progression
Purpose

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Open, respectful dialogue between and among students and faculty is critical to the enrichment of the learning experience. In order to facilitate open communication between and among students and faculty, the School of Nursing has outlined a line of communication to resolve academic issues that may arise in the classes, healthcare settings or other organizations related to the academic experience. 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 ►
Faculty Project Mentor ►
Coordinator of the DNP Program ►
Chair of the DNP Program ►
Director of the School of Nursing ►
Dean of the College of Health Sciences
Progression Policy

Purpose: Progression in the Boise State University Doctor of Nursing Practice (DNP) 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 objectives. Students in the DNP program will progress through the curriculum upon successful completion each semester of all course objectives.

Within the curriculum, most courses are sequential and must be taken as outlined in the DNP Program of study. Students are responsible for monitoring their progression in the DNP Program and ensuring progression requirements are met.

1. To progress in the DNP Program the student must:
   a. Maintain a minimum passing grade of “B” in all DNP required courses
   b. Successfully “Pass” each DNP clinical course with a minimum of 83% (3.0).
   c. Adhere to nationally accepted nursing practice standards (American Association of Colleges of Nursing, 2006).
   d. Complete and/or renew health requirements by the renewal deadline. Refer to the School of Nursing, DNP Program Policy for Health Requirements
   e. Adhere to all Boise State University Graduate College, School of Nursing, and DNP program policies
   f. Maintain professional conduct, patient safety, current and unencumbered nursing license, and legal-ethical behavior

2. Students who withdraw in the first semester of the DNP Program, for any reason, must apply again for admission to the DNP Program (see DNP Program Reentry Policy).

3. Students who receive a grade of B- or lower in a required DNP nursing course:
   a. Will not progress and will be placed on Academic Probation by the Boise State University School of Nursing
   b. Will develop a plan for academic success and meet with the DNP Program Coordinator to review that plan. The plan will include:
      i. Steps taken to resolve factors related to the failing grade
ii. Description of what the applicant has done to maintain currency in nursing knowledge and skills at the competency

iii. A detailed plan and timeline for successful completion of the DNP Program
   c. Will be given only one opportunity to retake only one course to achieve a grade of B or better, depending on space availability
   d. Will not be eligible to progress in the DNP program unless a course grade of B or better has been successfully achieved at the level required to pass previous DNP coursework

4. An earned grade of B- or lower in the repeated DNP course will result in dismissal from the DNP Program and ineligibility for re-admission to the DNP Program.

5. An earned grade of B- or lower in two DNP required courses will result in dismissal from the DNP Program and ineligibility for re-admission to the DNP Program.

6. A student may be dismissed from the DNP Program at any time for:
   a. Academic dishonesty
   b. Breach of professional ethics and/or practice standards
   c. Unsafe clinical practice
   d. Impairment from alcohol or drug use
   e. Failure to maintain a current, unencumbered RN license

7. 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.

8. If the student wishes to “drop a class” or “withdraw” from a course, refer to the University Policy.

9. Students who withdraw from or voluntarily stop progression in the DNP program will be eligible for re-entry or re-admission as outlined in the School of Nursing Graduate Program Readmission and Reentry Policies.

10. All requirements for a doctoral degree (including courses completed at another college or university) must be started and completed within an interval as outlined in the Boise State University Graduate College Catalog and Policies.

A student may appeal an academic action, sanctions for misconduct, and/or dismissals. The academic appeals process is described in the Graduate Student Handbook.
Purpose

The Doctor of Nursing Practice (DNP) Program Readmission Policy describes the process and establishes priorities for readmission to the DNP program. Readmission is determined on an individual basis and is contingent on space available. The DNP Program Reentry Policy describes the processes for students who successfully complete one or more academic semesters of the DNP program courses, who stop progression for a maximum of one academic semester and wish to reenter for degree completion.

Definitions

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

Reentry: Students who successfully complete one or more academic semesters of graduate nursing courses and who stop progression for a maximum of one academic semester will be considered under the Graduate Reentry Policy.

All requirements for a doctoral degree (including courses completed at another college or university) must be started and completed within an interval of no more than seven years. Reentry or readmission may lengthen program of study. Students are held to Graduate College standards for completing program in specified length of time.

Readmission Process:

To be eligible for readmission the student will:

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

5. Be readmitted into the current DNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.

Reentry Process:

To be considered for reentry into the DNP Program the student must:

1. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing policies.

2. Have completed the most recent graduate nursing courses(s) within 1 year of the anticipated date to reenter DNP coursework. All DNP courses must have been successfully completed with a grade of “B” or better.

3. Submit a letter to the DNP Program Coordinator requesting reentry into the DNP Program. The “Request to Reenter” letter must be received by March 1st to be considered for readmission for the subsequent summer or fall semester or by October 1st to be considered for reentry for the subsequent spring semester.

4. The letter of request must contain the following information:
   a. Steps taken to resolve factors that necessitated leaving the program
   b. Description of what the applicant has done to maintain currency in DNP nursing knowledge and skills at the competency level required to pass previous coursework
   c. A detailed plan and timeline for successful completion of the DNP Program
   d. The semester for which reentry is being requested

5. Schedule an appointment with the DNP Program Coordinator, or designee, to discuss the student’s plan for academic success and program completion, and readiness to return to the DNP Program.

6. Be readmitted into the current DNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.

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.

The DNP Program Coordinator and/or Graduate Program chair will approve all requests for readmission or reentry on an individual, space available basis.
Academic Integrity

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

Scope
All students are required to adhere to Boise State University’s Student Code of Conduct on Academic Honesty. Assignments submitted must be original work and cannot be used in other courses. Falsification of academic records will result in dismissal from the program. Please refer to Student Code of Conduct Articles 2, 4 and 6 on Academic Dishonesty, Cheating, Classroom Misconduct, and Plagiarism:

Definitions: Academic Dishonesty, Cheating, and Plagiarism
(https://osrr.boisestate.edu/scp-codeofconduct-article2/#18)
Proscribed Conduct: Academic Dishonesty
(https://osrr.boisestate.edu/scp-codeofconduct-article4/#1)
Procedures for Academic and Classroom Misconduct
(https://osrr.boisestate.edu/scp-codeofconduct-article6/)

Responsible Parties
Faculty and students are responsible to ensure students follow the policies.

Policy
Students must be present at scheduled testing times. Exceptional circumstances must be discussed with the course coordinator/faculty prior to the scheduled testing date. Student seating during tests may be assigned so as to minimize opportunities for dishonesty/cheating. When tests begin, all communication among students will stop. Students will monitor their own behavior so as not to arouse any suspicion on the part of the faculty or test monitor.

http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf

Related Policies/Forms
None Approved: Fall 2007

Reviewed: Fall 2008
Reviewed: Spring 2010
Revised: Spring 2014
CHS: None.
BSU: 2020 (Code of Conduct)
3130 (Academic Grievance Board)
http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf

Search Terms: Academic integrity, plagiarism, dishonesty
Purpose
Boise State University strives to provide a culture of civility where its members feel safe to express themselves free from discrimination, harassment, threats, and intimidation. (See Boise State Student Code of Conduct)  http://deanofstudents.boisestate.edu/student-code-of-conduct

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

Scope
All students in the School of Nursing.

Responsible Parties
All students, faculty, administrators and staff in the School of Nursing.

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

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

If this behavior is noted off campus at a healthcare facility, the policy of that institution should be followed.

If danger is suspected but not imminent, a Boise State notification to alert others of a potential problem may be made by filing a C.A.R.E.S. report at:  https://boise-advocate.symplicity.com/care_referral/index.php/pid633606?au=&ck

Process for Unsafe Practice/Unethical Behavior
At all times, student behavior and/or performance must be safe, ethical, and must not present a danger (or reasonable assumption of danger) to a person/client/patient or jeopardize the license of a faculty or nurse working with the student. Safe practice is judged by standards and codes such as the American Nurses Association (ANA) Standards of Nursing Practice, the Idaho Nurse Practice Act, and ANA Code of ethics. Students are expected to behave responsibly and they do not have the right to engage in behaviors that may harm and endanger other people, including patients/clients.
1. If a student demonstrates unsafe/unethical practice, the faculty member making the assessment will meet/discuss with the student to talk about the situation; generally within 3 working days of the incidence occurrence. Faculty must notify the appropriate Program Coordinator of the incident and the Program’s Chair. Based on the severity of the incident, the faculty member making the assertion in consultation with the Chair, and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to two days while the incident is investigated.

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

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

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

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

• Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
• Decision to develop a learning contract with the student.
• Decision to refer the student to OSRR for further assessment

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

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

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

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

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

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

1. If a student demonstrates such behaviors, the faculty member will contact the Program Director and, if indicated, the Office of Student Rights and Responsibilities for consultation. A C.A.R.E.S. report may be filed as well.

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

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

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

Related Policies/Forms
Student Expectations/Responsibilities in Clinical/Skills Lab (SP-23)
CHS: None (CHS 307 archived)
BSU: Policy 2020 Student Code of Conduct
   http://deanofstudents.boisestate.edu/student-code-of-conduct/
   Procedure for Academic and Classroom Misconduct (Article 7)
   https://deanofstudents.boisestate.edu/scp-codeofconduct-section7/
   Sanctions (Article 7)
   https://deanofstudents.boisestate.edu/scp-codeofconduct-section7/

Approved: August 2007
Revised: Spring 2011
Revised: Spring 2014
Revised: Spring 2015

Search Terms: Mental illness, chemical abuse, chemical dependency, unsafe behaviors
Challenging Nursing Courses

Purpose
To identify the criteria and process for challenging nursing courses in the Nursing Programs at Boise State University.

Scope
Students in the School of Nursing wishing to challenge a nursing course.

Responsible Parties
Faculty and students in the School of Nursing.

Policy
Refer to University catalogue: “You may not challenge a course to improve a previous grade earned in that course.”

1. Students must have been accepted into the Nursing Program before they are allowed to challenge a course in the School of Nursing curriculum.
2. A student may receive up to one-third of the total credits required for graduation through either challenge examinations or experiential learning. (See Boise State University catalog on Credit for Prior Learning.) A challenge examination measures course competencies as stated in the current course syllabus. Successfully passing the challenge examination is comparable to receiving a grade for the course being challenged. The grade must be 75% or better.
3. Nursing content that a student may challenge includes knowledge gained from:
   o Continuing education courses.
   o Employment in a field of nursing and/or health care.
4. The challenge process must be completed by the semester add/drop date.
5. While the challenge is being processed, the student must register for and attend the challenged class and complete all assignments/exams until the challenge process is completed.
6. A challenge examination of a nursing course must be taken in the sequence that the courses are scheduled in the nursing curriculum.
7. A challenge examination for a nursing course may be taken only one time.
8. The faculty of the nursing course being challenged may require successful completion of a theory challenge examination prior to taking a practicum challenge examination, as these courses are co-requisites.
9. Elective nursing courses (Special Topics) may vary from semester to semester and may not be challenged.
10. A student may petition the faculty for an exemption to the policy for challenge examination, choosing instead to challenge a course with a Prior Learning Portfolio (PLP). A PLP should present evidence that equivalent preparation (i.e. work experience, self-study, continuing education, traditional or non-traditional education) fulfills the learning outcomes and/or
objectives of the course being challenged. (See Boise State University catalog on Prior Learning Portfolio.)

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

12. It is the responsibility of the faculty teaching the course being challenged to:
   a. Determine the content and/or process of the challenge examination.
   b. Describe the process for challenging the course.
   c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   d. Evaluate the student's challenge examination performance or PLP against the current course outcomes and grading criteria.

13. Prior to initiating the challenge process, the students must satisfy any pre-requisites for the course being challenged.

Process
To challenge a nursing course, the student will:

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

2. It is the responsibility of the faculty teaching the course being challenged to:
   a. Determine the content and/or process of the challenge examination.
   b. Describe the process for challenging the course.
   c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   d. Evaluate the student's challenge examination performance or PLP against the current course outcomes and grading criteria.

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

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

5. Student will take the challenge exam.

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

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

Related Policies/Forms
Credit for Prior Learning Form
Team: Admission & Progression
CHS: None
BSU: 3040 (Credit for Prior Learning)
http://policy.boisestate.edu/academic-affairs-student/prior-learning
3070 (Requests for Academic Adjustments of Undergraduate Requirements)
http://policy.boisestate.edu/academic-affairs-student/policy-title-requests-for-academic-adjustments-of-undergraduate-requirements/

Adopted: Spring 2006
Revised: Spring 2008
Revised: Fall 2008
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014
Revised: Spring 2015

Search Terms: Challenge, prior learning.
Communication/Notification Policy

Purpose
When it is necessary throughout the school term and beyond, School of Nursing (SON) administrators, faculty and staff need to get pertinent, time sensitive information to students. The purpose of this policy is to describe the process of communication and notification of students by SON.

Scope
Students in the School of Nursing.

Responsible Parties
Students, administrators, faculty and staff.

Policy
Students are expected to keep their addresses, phone numbers, and email addresses up to date at http://myboisestate.edu.

When it is necessary for information to be sent out, staff will post the information on the SON Blackboard site and email the information to all students in the Nursing Program. If the information is for a particular group of students, all efforts will be made to only contact that group and not have the message sent to every student.

Students are requested to check the SON Blackboard site periodically (weekly is suggested) during the school term as well as during summer and academic breaks.

While students may forward their @u.boisestate.edu account to a personal email, it is the student’s responsibility to make sure they are receiving the information.

Select SON staff and faculty may access the Blackboard course site to assist with quality improvement, faculty supervision, and student support.

Related Policies/Forms
BSU: Policy 2280 Student Email Communications
http://policy.boisestate.edu/student-affairs/policy-title-student-e-mail-communications/
Confidentiality Policy

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

Scope
Students enrolled in the School of Nursing.

Responsible Parties
Students and faculty enrolled in the School of Nursing.

Policy
A breach of confidentiality includes the following:
1. Revealing information about a client to another person who is not involved with the direct provision of care to the identified client.
2. Revealing events or partial information about a client or clinical experience to another person (such as a relative or friend) who, by virtue of knowing other information, is then able to identify the client and circumstances being discussed.
3. Revealing information about a client or clinical situation to other persons involved in that client’s care in an area where the discussion may be overheard by others (such as other health care workers, visitors or client’s family members).
4. Revealing privileged information about an agency’s performance, personnel or practices.
5. The use of social networking that breaches any aspect of confidentiality regarding patients or families, agency staff, peers, faculty, etc. Social media use is ubiquitous and inappropriate posts by nurses or student nurses have resulted in licensure and legal repercussions, or dismissal from the School. Refer to the National Council of State Boards of Nursing website: [https://www.ncsbn.org/347.htm](https://www.ncsbn.org/347.htm)

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

Related Policies/Forms
Student Non-Disclosure Statement (CHS 311)
Student Expectations/Responsibilities in Clinical/Skills Lab

Approved: Spring 2006
Reviewed: Spring 2006 Reviewed: Spring 2010
Revised: Spring 2012
Revised: Spring 2014
Revised: Spring 2015

Search Terms: Confidentiality
Student Background Check Policy

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

Scope:
The College of Health Science requires a Background Check (BGC) as defined below on all students enrolled in courses involving the direct delivery of patient care services. BGCs are required by the agencies where students participate in clinical experiences. All students in the College of Health Sciences enrolled in courses that involve the direct delivery of patient care services are covered under this policy. Students are expected to have and maintain a clean background, with no record of conviction of any of the crimes identified in Section III of this policy and no pattern of behavior deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk, as they progress through programs and courses that include the direct delivery of patient care services. Such determinations related to behavior or risk are in the sole discretion of the responsible party.

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

Definitions:

Clean Background Check or BGC: No convictions of crimes listed in Section III, and no pattern of behavior deemed to be unprofessional (that is believed to put patients, faculty and/or students at risk).

Conviction, for purposes of this policy, shall mean:

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

Note: Dismissals and acquittals are not considered convictions, but may be considered in the assessment of patterns of behavior.
I. Policy Statement

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

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

C. Once admitted into a program or while participating in courses which include the direct delivery of patient care:
   1. Students will have a BCG conducted approximately every six months
   2. Students are required to immediately report ALL ARRESTS for any misdemeanors or felonies to the appropriate Department/School Chair regardless of type and match to those listed in Section III.
   3. Departments/Schools may check arrest records of students without notification.
   4. Failure to immediately (within 48 hours of arrest) notify the Department/School of an arrest, is grounds for dismissal.
   5. Failure to undergo the BGC will result in dismissal from the program.

II. Procedure

A. The BGC will be performed by and results obtained from the company selected by the College and will include the following:

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

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

C. Each department will access the BGC and secure a copy of each student’s checks. The checks will be reviewed by the Department/School Chair (or designee).
D. If the BGC result contains no convictions, or only minor misdemeanor charges (as determined in the sole discretion of the responsible party), and no pattern of behavior deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk the student will be fully admitted to and retained in the program/course.

E. If a BGC result contains convictions for an offense or offenses listed in Section III, or demonstrates a pattern of behavior deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk, the student will be notified in writing that his/her admission to the program/class has been withdrawn. If the student wishes to grieve this decision and continue the admission process or retain admission to the program, the student must:

1. Meet with the Department/School Chair (or designee) and present in writing why the potential student believes he or she did not demonstrate an unprofessional pattern of behavior, or should not be considered a risk to patients, faculty and/or student safety.

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

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

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

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

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

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

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

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

### III. Conviction Categories, Crimes and Time Periods

A. A pattern of behavior deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk, will result in dismissal from the program or class which
has a direct patient care requirement. As stated in the Scope, such determinations related to behavior or risk are in the sole discretion of the responsible party.

B. Felony or misdemeanor convictions, as defined in this policy, for any crimes listed in this section will result in notification to the student that his/her admission to the program/class has been withdrawn. If the student wishes to grieve this decision and continue the admission process or retain admission to the program, the student must follow the process outlined in Section II.E.

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

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

D. The time period for these crimes is the past seven years:

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

E. The time frame for these crimes is the past 5 years:

1. Misdemeanor theft (all categories, including willful concealment).
2. More than one, felony, or misdemeanor driving under the influence (DUI) which is not a first offense.
F. The time frame for these crimes is the past 3 years:

   1. First offense DUI.

IV. Additional BGCs required by affiliated clinical agencies

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

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

   C. Students may be required to obtain an additional BGC or obtain a copy of the agency BGC to continue in the program. Additional information discovered will be considered in determining if the student may continue in his/her program.
Drug and Alcohol Testing Policy

314.0 STUDENT DRUG AND ALCOHOL TESTING POLICY

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

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

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

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

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

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

I. Policy Statement:
A. All students in the College of Health Sciences who will be enrolled in or participate in courses, experiences or internships that involve the direct delivery of patient care services are covered under this policy.
B. Prior to admission into a program or course involving the delivery of direct patient care, all students will sign a Consent to Drug and Alcohol Testing form, submit to and return a negative drug and alcohol test. The drug and alcohol tests must be completed prior to admission and then annually thereafter for clinical experiences or internships involving the direct delivery of patient care services. A student will be suspended from all clinical activities until the negative test results are received by the College. Any suspension may jeopardize programmatic progression. Negative test results will allow the student to participate in clinical activities.

C. Conduct sufficient to provide grounds for dismissal from courses, experiences, or internships and/or the program include:
   1. Failure to report for a test in a timely manner; or
   2. Refusal to take a test; or
   3. Tampering with a test specimen; or
   4. Receiving a positive test result; or
   5. Failing to provide an adequate specimen volume without a verified medical explanation

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

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

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

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

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

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

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

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

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

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

If a drug or alcohol test is positive, the student will be notified in writing that his/her admission to the program has been withdrawn. If the student wishes to grieve this decision and remain in the program, the student must:
1. Meet with the Department/School Chair (or designee) and present in writing why the drug and/or alcohol test was inaccurate.
2. After the meeting, the Chair (or designee) will write an admission recommendation. The recommendation, information presented by the student, and the drug and/or alcohol test result will be forwarded to the College of Health Sciences Academic Leadership Council (ALC). The ALC will make the final admission decision. The ALC will notify the student of the final decision.
3. This process must be completed within 10 business days of receipt of notification of withdrawn admission.
4. A representative from University Health Services (UHS) or the Office of General Counsel may provide consultation on appeals as a non-voting member.
5. Results of drug and/or alcohol tests will be securely maintained. Departmental/School Records (if printed) will be destroyed 6 months after an applicant is dismissed from a program or when a student graduates.

6. Results of a drug and/or alcohol test performed for hire at a local health care agency may not be used for affiliation with Boise State University.

7. Students who are out of progression or leave the program, regardless of reason, will need to repeat the drug and alcohol tests before being readmitted.

Related Policies/Forms

Approved: Fall 2013
Revised: Spring 2014
Identification in Clinical/Community/Lab Settings

**Purpose**
To make known the expectations of the School of Nursing (SON) as to students wearing SON identification badges in clinical/community/lab settings (CCLS).

**Scope**
Students enrolled in the School of Nursing. This policy is not applicable to the DNP Program and RN to BS Online Completion Track.

**Responsible Parties**
SON Faculty and students.

**Policy**
Students in the Nursing Program shall wear photo identification badges provided by the SON during all CCLS rotations. Additional identification such as the student’s full Boise State University Identification card, may be necessary in some instances and students should have them available at all times. In addition, some programs in the SON will mandate the wearing of official Boise State name pins (to be provided by the SON).

**Related Policies/Forms**
SON – Dress Code

CHS – none
Boise State – none

Revised: Spring 2015
Purpose
Students participating in Boise State University College of Health Sciences Programs may be at risk for injury or exposure to communicable diseases or hazardous materials in a variety of clinical situations. The goal of the faculty is to preserve the health and safety of students, clients and faculty in any clinical setting. The purpose of this policy is to provide guidance to both the student and the clinical faculty regarding procedures, rights and responsibilities in the event of student injury/exposure in the clinical setting.

Scope
All students in the School of Nursing.

Responsible Parties
Faculty, administrators and students.

Policy

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

**Process**
All contaminated needle sticks or bloody body fluid splashes to mucous membranes or open skin should be treated as if there is a potential risk of pathogen exposure. Should a puncture wound or other bloody body fluid exposure to mucous membrane/open skin area occur, the student should implement the following procedures:

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

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

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

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

**This assessment should be performed within one hour of the injury.**

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

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

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

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

8. The student may seek counseling and referral regarding implications of the exposure, risks and/or treatment from the following agencies:
   - Boise State University Counseling Center - phone 426-1459 for an appointment
   - Boise State University, University Health Center - 1-800-322-9569 for urgent care (not requiring an emergency room)
   - Private provider of choice

**Rights & Responsibilities**

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

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

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

Related Policies/Forms
CHS: 304, 305, 306
BSU: None
Incident/Accident Injury Report Form: http://vpfa.boisestate.edu/process/uforms/
Worker's Compensation Supervisors Accident Report: http://vpfa.boisestate.edu/process/uforms/

Approved: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014

Search terms: Rights, responsibilities, injury, exposure, clinical agency, safety, OSHA.
Instructional Technology Testing Lab

Purpose
To provide guidelines for the Instructional Technology Testing lab.

Scope
Students enrolled in the Undergraduate/Pre-Licensure Program in the School of Nursing.

Responsible Parties
Students, Faculty and Administrators in the School of Nursing.

Policy/Process
1. Students taking tests through the Instructional Technology Testing Lab must comply with all of the following expectations as well as the policies of the lab. When the instructor notifies students that he/she will be administering an exam through the testing lab, it is the student’s responsibility to sign up or make an appointment to take the exam as directed by the faculty.

2. Do not wait until the last day to schedule a time slot. Failure to schedule an exam early may result in inconvenient time to take the test or waiting for a reserved student to finish before you may take the exam. Students who have a reserved testing time have priority.

3. Students are to take their exam at the scheduled time. If students miss their reserved time by more than half-hour, they are to call the lab to reserve an additional/alternative time slot.

4. Students must finish their exam prior to the close of each day. Refer to the Instructional Technology Testing Lab hours to view closing times. It is the student’s responsibility to allot enough time to finish the exam. The lab reserves the right to cancel or postpone any test due to time depletion. The lab also reserves the right to stop a student from beginning a test; this usually occurs at least one hour before the lab closes.

Related Policies/Forms

Approved: Spring 2009
Reviewed: Spring 2010
Revised: Spring 2015
Search terms: Testing, technology, exam, computerized.
Purpose
Boise State University expects students to participate in responsibilities of citizenship. This policy outlines the school’s process for students called into jury duty.

Scope
Students enrolled in the Undergraduate/Pre-Licensure Program in the School of Nursing.

Responsible Parties
Student and Faculty in the School of Nursing.

Policy
Students must first contact their instructors, informing them of their jury commitment. Students are responsible for the following:
1. Furnishing instructors with concrete evidence of their jury duty assignments immediately.
2. Furnishing instructors with concrete evidence (date, time, and court) of their service immediately upon serving.
3. Making arrangements to obtain course notes and assignments from other students. (This is not the instructor’s responsibility.)
4. Taking responsibility for all course work or make-up work, including missed clinical experiences.
5. Students can, at their discretion ask for an extension from the courts to serve at another time. A letter may be obtained from the School of Nursing Administration Office explaining the need for an extension.

Related Forms
None

Approved: Spring 2002
Reviewed: Fall 2008
Revised: Spring 2009
Reviewed: Spring 2010
Reviewed: Spring 2011

CHS: None.
BSU: 7250 (Court or Jury Service): [http://policy.boisestate.edu/human-resources/court-or-jury-service/](http://policy.boisestate.edu/human-resources/court-or-jury-service/)
Search Terms: Jury Duty
Policy for Latex Sensitivity

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

Policy:
1. All students accepted into the participating program will complete a CHS screening document to detect possible latex sensitivities. The procedure and process for implementation of this screening activity will follow individual department policy. (NOTE: A CHS document will be provided.)

2. Any student suspected to be latex-sensitive, either through initial screening or through identification of symptoms that may develop after admission to the Program, will be encouraged to see an allergy specialist or the Student Health Center, to be evaluated for potential latex sensitivity. The student is responsible for any costs incurred during the evaluation and any necessary treatment.

3. Reasonable accommodation will be provided for learning in latex-reduced environments. Educational materials will also be provided to assist the student with understanding the potential progression of, and symptoms for, latex-induced reactions. The student will continually self-evaluate for any changes or increases in symptoms of latex sensitivity, with direct reporting to Program officials. The student should obtain and wear, at all times, a medic alert bracelet concerning allergic status.

4. If the student, in consultation with his/her physician, decides it is necessary to withdraw from the Program, the Program’s Coordinator/Director/Department Chair will make every effort to assist with reimbursement of current semester fees from the institution.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
</table>
| YES | NO | 1. I have food allergies, especially to bananas, passion fruit, kiwi, potato, tomato, avocado, chestnuts  
Explain:                                                                                                                                  |
| YES | NO | 2. I have developed a skin reaction to latex products, such as gloves, bandaids, rubber balloons, etc.  
Explain:                                                                                                                                  |
| YES | NO | 3. I have developed swelling of the lips, tongue, or skin after dental treatment, blowing up a balloon, or contact with latex or rubber products.  
Explain:                                                                                                                                  |
| YES | NO | 4. I have developed a runny nose, itchy eyes, hives, or scratchy throat after contact with rubber or latex.  
Explain:                                                                                                                                  |
| YES | NO | 5. I have had difficulty breathing or a severe reaction that required a visit to the emergency room after contact with latex or rubber.  
Explain:                                                                                                                                  |
| YES | NO | 6. I have spina bifida or have had multiple surgeries.  
Explain:                                                                                                                                  |
| YES | NO | 7. I think I have a sensitivity or allergy to latex.  
Explain:                                                                                                                                  |
| YES | NO | 8. I have been diagnosed with a latex allergy or sensitivity to the components included in some latex products.  
Explain:                                                                                                                                  |

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

Signature: ___________________________________________ Date: ____________________________

Print Name: __________________________________________________________________________
Learning Centers

Purpose
The School of Nursing Learning Centers consists of three unique areas designed to support the nursing students with skill and theory development. Staff members are usually available to assist students with access to resources and equipment. Mechanical or technical problems with any equipment should be reported to the staff immediately. Please do not attempt to fix problems without their instruction.

Scope
All students in the School of Nursing (SON).

Responsible Parties
SON faculty and staff including Simulation/Labs staff.

Process
The Student Center, Norco Nursing and Health Services Building (NNHS) 302, provides students and faculty with physical assessment equipment, teaching materials, study facilities, and very limited audiovisual and computer hardware/software. Printers are on the first floor of the NNHS for students’ use directly related to course work and the Nursing Programs.

The Skills Labs (NNHS 311 & 313) provide students with an opportunity to learn and practice clinical nursing skills with current equipment in a simulated environment. To allow practice outside of scheduled classes additional lab times may be scheduled with Lab Managers. The practice of invasive procedures (injections, IV starts, etc.) will only be done on manikins and/or task trainers.

The College of Health Sciences Simulation Center (NNHS 340) provides students a state-of-the-art facility that includes an interactive six bed suite with three debriefing rooms, a centrally located technology control room, and high-fidelity manikins. Additionally, a digital video/audio data capture system is available to provide efficient management of digitized video recordings and easy retrieval of indexed videos for debriefing. The Simulation Center gives students the opportunity to participate in designed learning activities and assessments in a safe, controlled environment. This allows students to practice skills, decision making, and the application of critical thinking. Additional policies/procedures guide the operations of the Simulation Center.

Please demonstrate your respect for the learning environment by:
- keeping conversations, noise and distractions to a minimum
- not bringing food, drinks or cell phones into the Skills Labs, Student Center, or Simulation Center
- cleaning up all trash, computer paper, and personal items when you leave the area.

EQUIPMENT CHECKOUT
1. Specific equipment may be checked out from the NNHS 302 by students after they fill out a Student Equipment Request form. The following is a list of equipment available for check out.

   The following is a guideline only:
   
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stethoscopes</td>
<td>3 days</td>
</tr>
<tr>
<td>Blood pressure cuffs</td>
<td>3 days</td>
</tr>
<tr>
<td>Health Assessment Bags</td>
<td>3 days</td>
</tr>
<tr>
<td>Tuning forks</td>
<td>3 days</td>
</tr>
<tr>
<td>Reflex hammers</td>
<td>3 days</td>
</tr>
<tr>
<td>Blacklight</td>
<td>For presentation/get day before</td>
</tr>
<tr>
<td>Sneeze Video</td>
<td>For presentation/get day before</td>
</tr>
</tbody>
</table>

2. Due to limited supplies, students need to return equipment within the above timeframe. Students who do not return equipment on the date/time due will receive a call from the Student Center Coordinator or a Lab Manager reminding them of the checkout policy. Those students who return equipment damaged will be responsible for the charges incurred to repair/replace the equipment. Students who continue to return equipment late and/or damaged will have their checkout privileges revoked.

3. Students who request the student laptop and projector must make special arrangements with the Student Center Coordinator and their faculty from the course. This equipment must stay in the Norco Building, except for special presentations, and faculty has notified the Coordinator. A student may borrow the laptop to take minutes at a meeting within the Nursing School or within the Student Center. Faculty may reserve the student equipment for presentation practices.

4. Any persons outside the School of Nursing requesting group work equipment will be referred to the Student Center Coordinator.

   Related Policies/Forms
   CHS: None
   BSU: None
   Student Equipment Request form (available in the Student Center)

   Approved: Spring 2008
   Reviewed: Spring 2010
   Revised: Spring 2011
   Revised: Spring 2014

   Search Terms: Learning Resource Center, Skills Lab, check-out
Role of Student Representatives

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

Scope
Students in the School of Nursing.

Responsible Parties
Students and faculty in the School of Nursing.

Policy

Description of Students' Role:
Students may be elected by peers or volunteer to serve on a committee or team.

Each student representative is responsible to:
A. Develop a mechanism for soliciting student input and providing information after meetings to the students they represent
B. Send agenda items to the team/committee leaders as appropriate
C. Be an active committee/team member and communicate with the team/committee leader regarding committee/team issues
D. Assist in the orientation of students who replace them as the student representative
E. Communicate regularly with the Student Nursing Association

Description of Committee/Team Leader's Responsibilities:
A. The chair of each committee/team is responsible for orienting student representatives to the function and processes of the team/committee. Orientation includes:
   1. Description of the School by-laws,
   2. Discussion of committee objectives, and
   3. Voting responsibilities.
B. Agendas and minutes are sent to student representatives.

Related Policies/Forms
Department Bylaws
Adopted: Spring 1986
Reviewed: Fall 2000
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014
Personal Electronic Devices

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

The Personal Electronic Device Guidelines for Boise State University School of Nursing (SON) are used in conjunction with the Social Networking Protocol and Talking Points for Nursing Students (see Related Policies/Forms below).

Scope
All students and faculty in the SON.

Responsible Parties
All students and faculty in the SON.

Handheld Devices in the Clinical Setting
1. Handheld devices may be used in the clinical setting as directed by faculty for the purposes of providing patient care. Personal use of electronic devices are not to be used during any clinical sessions, unless authorized by faculty.
2. All faculty and students will adhere to agency policy regarding the use of electronic devices in the clinical setting. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPPA) guidelines in the clinical or other settings.
3. Personal health identifiers (PHI) must be removed from any patient data collected on electronic devices. Confidentiality further extends to families, healthcare workers, and organizations. Additionally, students must use a password to protect access to information on their electronic device. This password must be kept confidential and will not be shared with others.
4. Using the internet for personal, non-school related functions is strictly prohibited.

Using Social Media Sites
On-line social networking refers to a community of individuals where people can connect and communicate with others via the internet. Examples of social networking sites include Facebook, Twitter, Linkedin, and personal blogs. It is important to remember that information posted on the internet is often obtainable by others regardless of privacy settings and after it has been removed by the original poster.
The SON highly recommends that students refrain from posting any photos, personal information, or any other materials you would not want to be seen by classmates, faculty, or potential employers. Students are also strongly urged to refrain from posting insulting, disrespectful, or disparaging comments about any member of the Boise State University campus community. Nursing students must adhere to the Boise State University Statement of Shared Values, the Boise State University Student Code of Conduct, the American Nurses Association (ANA) Code of Ethics, and other similar codes which include policies governing veracity (truth telling) and non-maleficence (do no harm). These codes and standards can be applied to classroom and hallway discussions, virtual learning environments, text messaging, and on-line social networking sites.

The SON encourages all nursing students to read the “White Paper: A Nurse’s Guide to the use of Social Media” published by the National Council of State Boards of Nursing.

Professional Boundaries
On-line boundaries between nursing students and others should be maintained as they would in any other context. For more information, please review the School of Nursing’s Confidentiality Policy located in the Student Handbook.

Device Hygiene
Like any tool used in the clinical setting, electronic devices, can serve as a vector for the spread of infection. Students are encouraged to review the manufacturer guidelines for cleaning their device. General recommendations include the following:
1. Wash hands before using device.
2. Store device in a clean area.
3. Avoid setting device down in any area that might be contaminated, e.g. laying the device down on bedside tables or bringing it into an isolation room.
4. Wipe down handheld devices using solutions recommended by manufacturer or per agency policy.

Related Policies/Forms
SON: Undergraduate Student Handbook  
http://hs.boisestate.edu/nursing/bachelors/handbooks/

COHS: --
BSU: Statement of Shared Values  http://osrr.boisestate.edu/sharedvalues/ 
Student Code of Conduct  http://osrr.boisestate.edu/scp-codeofconduct/
ANA: Code of Ethics  http://www.nursingworld.org/
National Council of State Boards of Nursing: Social Media Guidelines for Nurses  
https://www.ncsbn.org/347.htm

Adopted: Spring 2013
Revised: Spring 2014
Revised: Spring 2015
Problem Solving & Conflict Resolution in the School of Nursing

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

Scope
Students enrolled in the School of Nursing.

Responsible Parties
Students and faculty in the School of Nursing.

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

Student Procedure
A student may request changes in faculty decisions or exceptions to program policies through the use of a petition. Students should contact their faculty advisor/mentor for guidance as soon as a problem and/or conflict has been identified. An example of an item that may be petitioned is admissions/progression requirements.

All petitions must be submitted to the committee responsible for the Program policy. The petition must be typed, double spaced, and signed. A petition consists of:
   a. A clear statement of the problem
   b. Supporting data
   c. A proposal of one or more acceptable solutions and
   d. An identified time frame with potential costs and benefits for each solution.

Student Process
(Steps 1 and 2 allow for resolution of conflict before grievance is filed.)
1. When a student disagrees with clinical or didactic evaluations, assignment/project grades, or other actions not related to the final course grade the student must initiate within 10 days the following:
   a. Write a statement explaining his/her disagreement and attach any supporting documentation and provide the documents to the instructor
   b. Meet/discuss with the instructor involved
   c. Initiate above process within 10 working days of identified conflict.

2. If the above process does not resolve the issues, the student must:
   a. Discuss the process with the Program Coordinator, within 15 working days of the identified problem. The role of this person is one of facilitation.
3. The next step in the process is to meet/discuss the situation with the Program Chair who will be a facilitator of the resolution.
4. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may meet with the Director of the School of Nursing.
5. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may initiate the University Grade Appeal process.

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

1. Course Faculty
2. Faculty Mentor/Advisor
3. Program Coordinator
4. Program Chair
5. Director, School of Nursing
6. Dean of appropriate College
7. Boise State Provost
8. Boise State President
9. State Board of Education

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

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

Related Policies/Forms
BSU: 3130A & B (Academic Grievance)
http://academics.boisestate.edu/undergraduate/appeals/
1060 (Policy on Nondiscrimination and Affirmative Action)
http://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/
3000 (Academic Probation and dismissal)
http://policy.boisestate.edu/academic-affairs-student/academic-probation-and-dismissal/
Student Mediation Program:
http://deanofstudents.boisestate.edu
Student Code of Conduct:
http://deanofstudents.boisestate.edu/student-code-of-conduct/
Policy 7090 Student & University Personnel Grievance Board
https://deanofstudents.boisestate.edu/student-grievance/

Approved: Spring 2008
Student Expectations/Responsibilities in Classroom/Clinical/Skills Lab Settings

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

Scope
All students in the School of Nursing.

Responsible Parties
Students, faculty and School of Nursing administrators.

Policy

Description of Student Responsibilities
All nursing students must adhere to the following policies:
2. American Nurses Association Code for Nurses
3. School of Nursing Confidentiality Policy
4. School of Nursing Student Behaviors and Actions policy

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

Conduct that violates these policies may, in the professional judgment of the faculty, be determined to be unsafe or unacceptable practice. Conduct in violation of these policies will lead to a faculty evaluation of the student’s performance and possibly failure of a course and/or dismissal from the Nursing Program.
Student Responsibilities Regarding Injury/Illness

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

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

Student Expectations for Classroom Experiences:

1. Students are expected to behave in a professional manner to all clients, staff, faculty and other students. This behavior includes courtesy, honesty, ethical actions and responsible interpersonal communication skills. Behavior that interferes with agency/University/staff/faculty relationships or inhibits learning may be cause for dismissal from the Program.
2. The faculty may remove a disruptive student at his or her discretion.
3. Pagers or cell phones may only be used on silent or vibrate mode, and should only be utilized during breaks, unless the instructor designates otherwise. School, faculty and staff telephones are not to be used by students.
4. Children will not be allowed in the classroom except in extreme circumstances and with prior permission of the faculty.

Student Expectations for On-campus/Off-campus Clinical Experiences:

1. Students will perform nursing care only under the direction of the faculty or assigned agent of the faculty. In a preceptorship class, the student may perform nursing care under the supervision of the preceptor or the assigned agent of the preceptor. Students are responsible to seek the assistance of the faculty to clarify expectations regarding scope of student experience, or when faced with new or unique clinical situations.
2. Students participating in any clinical experience must be prepared to provide responsible, safe nursing care or they will be asked to leave the clinical area. Performance that endangers patients may be cause for dismissal from the Program.
3. When in on-campus/off-campus clinical experience settings, personal telephone calls must be limited to breaks. Pagers and portable telephones may be used only on silent or vibrate modes, and should only be utilized during breaks, unless the instructor designates otherwise. Additionally, students must comply with the clinical agency's policies regarding the use of cellular telephones. Students must use public telephones or personal telephones to return personal calls.
4. At no time are children allowed in the on-campus/off-campus clinical experience.
5. Falsification of patient charts or records will result in dismissal from the Program.
Students entering a clinical site and believed to be under the influence of a substance that could endanger patient safety will be asked to leave the clinical area. This will jeopardize the student’s ability to successfully complete the Program.

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

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

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

**Unsafe, Unethical or Other Unprofessional Practices in Clinical or Internship Patient Care Settings**

Any student may be temporarily and eventually permanently dismissed from the Program for conduct involving his or her attitude or competency that jeopardizes patient care or safety, or whose personal behavior prevents desirable relationships within the health care facility or the Department of Nursing programs.

In the event that a licensed student (LPN or RN) is dismissed from the Program for unsafe practice, the incident may be reported to the Idaho State Board of Nursing.

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

**Pre-Licensure Students:** Students who do not meet deadlines given for health requirements, background and drug testing, clinical agency forms, and other requested documentation or information, will be subject to a $100 fine, payable in the form of a money order made out to Boise State University. The deadline for paying the fine will be stipulated in the communication sent to the student. If this fine is not paid by the deadline, a $50 additional fine will be added and another date set for payment. Students may only petition the removal of any fine due to an error being made on the part of the School of Nursing. Petitions must be received in the School of Nursing Student Services Office no less than 1 week before the fine is due.

**Related Policies/Forms**

CHS: None (CHS 307 archived)
BSU: 2020 (Code of Conduct)

3120 (Official Student Absence)

3000 (Academic Probation and Dismissal)
[http://policy.boisestate.edu/academic-affairs-student/academic-probation-and-dismissal/](http://policy.boisestate.edu/academic-affairs-student/academic-probation-and-dismissal/)

4190 (Faculty Initiated Withdrawal)
[https://policy.boisestate.edu/academic-affairs-faculty-administration/policy-title-faculty-initiated-withdrawal/](https://policy.boisestate.edu/academic-affairs-faculty-administration/policy-title-faculty-initiated-withdrawal/)
Nurse Practice Act
FAQ- American Nurses Association (ANA) Code of Ethics
Student Behaviors and Actions (SP-22)

Approved: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014

Search Terms: ANA, expectations, responsibilities, classroom, clinical
Student Travel—Undergraduate and Graduate

Purpose
These guidelines are to explain the processes for all student travel, whether or not funding is requested. When traveling as part of the School of Nursing (SON), students are to follow these guidelines and are expected to maintain a professional demeanor and attitude which reflects positively upon Boise State University and the SON.

Scope
All students in the School of Nursing.

Responsible Parties
Students and faculty in the School of Nursing.

Policy/Process
1. SON reviews requests for travel funding from faculty, staff and students. Funding allocations are made based upon the purpose of the travel, funding availability and student eligibility. Not all travel requests are approved and not all travel is fully funded. Request travel form from Nursing Administration.
2. Undergraduate PreLicensure students must have achieved acceptable scores on all previous Health Education Systems, Inc. (HESI) exams and have an acceptable GPA in order to receive funding.
3. Each applicant must complete a “Request for Student Travel Funding” and forward to the sponsoring faculty member. Attach submitted abstract and all relevant documents that describe the event.
4. Requests for funding are due within seven days of submission of the abstract. Students who are submitting an abstract for a conference must begin the process when the abstract is first submitted and then must submit the application to the SON within the aforementioned seven day deadline.
5. SON will review the application and subsequently notify the student and sponsoring faculty member of the decision and amount funded if the request was approved. If the request is denied, a rationale of the decision will be provided. Approval is contingent on abstract acceptance.
6. Travel arrangements will be managed by the designated staff member. At no time is the student to make his/her own reservations or purchase tickets without pre-approval of the staff member.
7. Once approved, the staff member will initiate contact with the student and determine a meeting date to discuss expenses and determine appropriate conveyance and lodging. It is the responsibility of the staff member to comply with the University’s policy regarding travel and expenses, thus times of departure and lodging arrangements are not at the sole discretion of the traveler. For example, if several students are attending the same conference/event, policy requires the individuals to share lodging arrangements.
8. Failure to meet with the staff member in a timely manner may result in the approved travel funding being revoked.
9. Arrangements for the printing of a poster, if applicable, will also be arranged and authorized by the staff member at the same meeting when travel arrangements are discussed. Unauthorized poster printing will not be funded.

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

Related Policies/Forms

Approved: Spring 2008
Revised: Spring 2014
Revised: Fall 2014
Boise State University Notice of Non-Discrimination

It is the policy of Boise State University to comply with all federal, state and local authorities requiring nondiscrimination, including but not limited to Title VI of the Civil Rights Act of 1964, the Civil Rights Restoration Act of 1987, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Age Discrimination Act of 1975, and Executive Orders 12898 (Environmental Justice) and 13166 (Limited English Proficiency). Boise State is an equal opportunity employer.

The University does not exclude from participation in, deny the benefits of, or subject any individual to discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, limited English proficiency, or any other status protected under applicable federal, state or local law.

For more information or if you believe you have been subject to discrimination on the basis of sex, sexual orientation, gender identity, or disability, please contact Boise State’s Title IX, ADA, and 504 Coordinator:

Annie Kerrick
Director of Title IX/ADA/504 Compliance
Administration Building, Suite 305
1910 University Drive, Boise, ID 83725-1500
(208) 426-1258
reportdiscrimination@boisestate.edu

For more information or if you believe you have been subject to discrimination on any other basis, please contact:
Alicia Estey
Title VI Coordinator/Executive Director, Institutional Compliance
Administration Building, Suite 305
1910 University Drive, Boise, ID 83725-1500
(208) 426-1258
aliaestey@boisestate.edu

You may also file a complaint with:
U.S. Department of Education
Office of Civil Rights (OCR)
810 3rd Avenue #750
Seattle, WA 98104
(206) 607-1600
OCR.Seattle@ed.gov

The following website is also available as an additional reference: http://operations.boisestate.edu/generalcounsel/noticeofnon-discrimination/