Undergraduate (Pre-licensure) Nursing Student Handbook

2015-2016

Degree Conferred:
Bachelor of Science
THE BACHELOR OF SCIENCE NURSING PROGRAM AT BOISE STATE UNIVERSITY ACCREDITED BY THE COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE).

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http://www.aacn.nche.edu/ccne-accreditation
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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Cost of Undergraduate (Pre-Licensure) Nursing Track:  http://hs.boisestate.edu/nursing/bachelors/
Computer Resources on Campus:  http://oit.boisestate.edu/classroomlabtech/classroom-and-lab-technologies/computer-labs-and-kiosks
Testing Center Policies:  http://ctl.boisestate.edu/idea/tools-and-facilities/online-testing-center/
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Graduate College Forms:  http://graduatecollege.boisestate.edu/forms
Graduate College Policies:  http://graduatecollege.boisestate.edu
Idaho State Board of Nursing:  http://ibn.idaho.gov/IBNPortal
STUDENT HANDBOOK OVERVIEW*

Introduction
The purpose of the Student Handbook is to facilitate student mentoring/advising by providing information to students and faculty members. Upon admission to the School of Nursing, each student is assigned a faculty mentor who interacts with the student as a colleague and mentor throughout the student’s program of study. Additionally, the College of Health Sciences Student Services and Academic Advising provides guidance regarding degree requirements and access to University and School resources.

General Information
This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Nursing reserves the right to change any provision or requirement at any time without notice. This material supplements the Boise State University Undergraduate Catalog. The Student Handbook is designed as a resource for students and faculty advisors. Included are pertinent policies and procedures of Boise State University, the Undergraduate Nursing Program 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 Student Handbook (see School of Nursing website). Most communication regarding policy and policy changes will be communicated through Blackboard and your Boise State University Student email. Students should check both often for announcements and important information such as changes in policies.

Relationship to Other Documents
The School of Nursing Student Handbook is intended to be used in conjunction with other University documents such as the Boise State University Undergraduate Catalog. The Student Handbook contains policies and procedures specific to each School of Nursing program.

*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 in 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
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.
**PERFORMANCE STANDARDS FOR NURSING STUDENTS**

Applicants accepted into the Boise State University School of Nursing will need cognitive ability, emotional stability and physical endurance to successfully complete the Program. When determining suitability for professional nursing, the applicant must be able to measure, calculate, reason, analyze, integrate, synthesize and evaluate in the context of undergraduate nursing study. He/she must not pose a significant risk to the health and safety of themselves or others.

<table>
<thead>
<tr>
<th>Performance Requirement</th>
<th>Description</th>
<th>Standard</th>
<th>Examples of Actions (Not inclusive)</th>
<th>Student’s Initials</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Ability to problem solve</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Ability to collect data, analyze, integrate and generalize information and knowledge to make clinical judgments and management decisions that promote positive outcomes.</td>
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<td>Communication</td>
<td>Communication skills sufficient to speak, comprehend and write (print and cursive) in English.</td>
<td>Communication sufficient for accurate verbal, nonverbal and written professional interactions.</td>
<td>Ability to explain procedures, initiate health teaching, document and interpret nursing actions a patient/client responses.</td>
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<td>Interpersonal Skills</td>
<td>Ability to relate to others</td>
<td>Interpersonal ability sufficient to provide safe care of populations of individuals, families, groups and other health care professionals.</td>
<td>Identify needs of others, establish rapport with patients, families and colleagues, engage in successful conflict resolution.</td>
<td></td>
</tr>
<tr>
<td>Emotional/Behavior</td>
<td>Emotional and mental stability</td>
<td>Demonstrates appropriate behavior to function effectively under stress and assume accountability for one’s actions.</td>
<td>Demonstrate the ability to function effectively under stress. Communicate empathy, recognize that his or her values, attitudes, beliefs, emotions and experiences affect his or her perceptions and relationships with others.</td>
<td></td>
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<tr>
<td>Mobility/Endurance</td>
<td>Physical ability, strength, stamina</td>
<td>Ability to execute movements required to provide general care and treatment to patients in all</td>
<td>Stand for at least one hour at a time and may be required to stand for a total of 5 or more hours during a shift. Lift at least 20 pounds and occasionally may be</td>
<td></td>
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<tr>
<td>Performance Requirement</td>
<td>Description</td>
<td>Standard</td>
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<td>health settings,</td>
<td>required to lift up to 50 pounds.</td>
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<td>including functioning in emergency situations and providing basic life support.</td>
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<td>Motor Skills</td>
<td>Physical ability, coordination, dexterity</td>
<td>Fine and gross motor functions to provide safe effective nursing care.</td>
<td>Be able to walk, stand, turn, twist, bend, stoop, pull, push, reach for extended periods and maneuver is small spaces. Lift, transfer, ambulate and position patients Manipulate small equipment and containers such as syringes, vials and medication packages.</td>
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<td>Hearing</td>
<td>Use of auditory sense</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
<td>Ability to hear alarms and other emergency signals, normal speaking level sounds, cries for help, and auscultatory sounds on assessments.</td>
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<tr>
<td>Visual</td>
<td>Use of sight</td>
<td>Visual ability sufficient for observation and assessment.</td>
<td>Observe patient condition and responses to treatments. Ability to detect changes in physical appearance. Read medication labels, calibrations on syringes and written communication accurately.</td>
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<tr>
<td>Tactile</td>
<td>Use of touch</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Ability sufficient to perform physical assessments including palpation, pulses, changes in skin temperature and anatomical abnormalities.</td>
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<td>Professional Conduct</td>
<td>Ability to reason morally and practice nursing in</td>
<td>Possess attributes that include compassion,</td>
<td>Provide care to all patient populations including children.</td>
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<tr>
<td>Performance Requirement</td>
<td>Description</td>
<td>Standard</td>
<td>Examples of Actions (Not inclusive)</td>
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<td>an ethical manner</td>
<td>empathy, altruism, integrity, honesty, responsibility and tolerance.</td>
<td>adolescents, adults, developmentally disabled persons, medically compromised patients and other vulnerable adults.</td>
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</table>

**Reasonable Accommodation for Disabilities**

Upon admission, an applicant who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability and to collaborate with Student Disability Services. The School is not required to make modifications that would substantially alter the nature or requirements of the program or provide accommodations that present an undue burden to the School. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions either with or without accommodation.
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 Storgé, Tharsos and Timé meaning "love," "courage" and "honor." STTI became incorporated in 1985 as Sigma Theta Tau International Inc., a nonprofit organization with a 501(c)(3) tax status in the United States.

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, 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.
UNDERGRADUATE (PRELICENSURE) PROGRAM OVERVIEW

Boise State University School of Nursing prepares graduates to be leaders in transforming health care. Students are prepared to become leaders in nursing, ready to provide caring, holistic and quality nursing services to diverse populations. In addition, students have opportunities for international exchange and access to faculty who have a background in international research and travel.

The Undergraduate Bachelor of Science Program is an innovative program for students who want to become a registered nurse. The curriculum is forward thinking and prepares graduates for nursing positions now and well into the future.

Approximately 60 students are admitted into the Nursing Major each Spring and Fall semester. In Fall 2014, the incoming student body had an average age of 26 years, a 3.84 GPA, and was 13% male and 87% female. In addition, 13% of these students self-declared as being of culturally and ethnically diverse origins.

ACADEMIC DEGREE CONFERRED
The Undergraduate Nursing Program confers a Bachelor of Science. The Major is Nursing. This Program admits students who are not currently registered nurses (i.e., pre-licensure students). There are two application cycles a year for entrance into the School of Nursing Undergraduate (pre-licensure) Program. Only 60 students are accepted per application cycle.

The four year Bachelor of Science Degree in Nursing consists of a three semesters of pre-requisite courses (open to any student admitted to Boise State) and a five semester professional component (sophomore, junior and senior years).

Nursing courses in the program of study are sequential and need to be taken each of the Program’s five semesters in the order they are listed.

Students are strongly recommended to seek out advising through the College of Health Sciences Student Services and Academic Advising office (SSAA) to plan an appropriate course of study for the additional non-nursing courses needed for graduation with a Bachelor of Science Degree in Nursing.

PROGRAM HISTORY
In 1955, while Boise State University was still known as Boise Junior College, the first Nursing Program was established as a three-year program that resulted in an Associate of Science (AS) Degree. The Program changed to a two-year program in 1957 and was endorsed by the National League for Nursing (NLN). Due to rapidly expanding student enrollment, Boise Junior College became Boise State College in 1965, and finally Boise State University in 1974. The Nursing Program grew rapidly as well, becoming fully accredited by the NLNAC in 1971 and becoming its own separate University Department within the College of Health Sciences and with a student enrollment of 191 by 1973. Grant funding provided the initiation of a RN completion program for a Bachelors of Science (BS) Degree in 1975 which grew over time and paved the way to start a full-time BS Undergraduate Program in 1987. The strength of the Undergraduate Program fostered the addition of a Master of Science Program in 2007, as the AS program was amicably transitioned to a local community college. By 2009, Boise State University became the largest institution of higher education in Idaho and Nursing grew to become its
own School of Nursing within the College of Health Sciences. The School continues to build upon all of the advancements since 1955 and is currently providing three graduate programs.

In 2010, the School of Nursing moved into the Norco Nursing Building complete with a 12-bed practice lab and state-of-the-art simulation equipment. The Simulation Center includes an interactive six bed suite with high-fidelity manikins, debriefing rooms, and a digital video/audio data capture system that provides easy retrieval of indexed videos for debriefing. The Simulation Center gives undergraduate learners the opportunity to practice skills, decision making, and the application of critical thinking in designed learning activities in a safe, controlled environment. The Simulation Center was awarded accreditation by the Society for Simulation in Healthcare’s Council for Accreditation of Healthcare Simulation Programs in 2013 in the area of Teaching and Education; it is the first simulation center west of St. Louis, Mo. not affiliated with a major medical institution, to become accredited.

The School of Nursing’s Bachelor of Science Program received initial NLNAC accreditation in 1980 and has maintained continuous accreditation of all tracks since that time, with the most recent re-accreditation review in 2010. The School of Nursing is currently awaiting final approval for accreditation by the Commission on Collegiate Nursing Education (CCNE).
UNDERGRADUATE NURSING PROGRAM COURSE DESCRIPTIONS

Lower Division:

NURS 105 INTERPROFESSIONAL PATIENT CARE SKILLS LAB (0-6-2)(F/S). An interprofessional team approach is used to teach basic patient care skills and interventions to restore and protect health. (Pass/Fail). PREREQ: Admission to program.

NURS 108 STEP INTO NURSING (1-0-1)(F/S). Introduction to the nursing program, career options, expectations of students, and the knowledge, skills and attitudes required for success in the nursing program.

NURS 226 ESSENTIALS OF COMMUNICATION IN PROFESSIONAL NURSING (3-0-3)(F/S)(CID). Introduction to concepts of Professional Nursing related to communication, writing, management of health information, and roles in health delivery systems. PREREQ: Admission to the nursing program. COREQ: NURS 228.

NURS 228 HEALTH ASSESSMENT (2-0-2)(F/S). Through lecture and technology, introduces nursing process and health assessment across the life span including concepts of health promotion and preventive care. PREREQ: Admission to the nursing program. COREQ: NURS 229.

NURS 229 HEALTH ASSESSMENT LAB (0-3-1)(F/S). Application of concepts from NURS 228 through practice and simulation. (Pass/Fail). PREREQ: Admission to the nursing program. COREQ: NURS 228.

NURS 230 DOSAGE CALCULATIONS FOR NURSES (1-0-1)(F/S). Application of algebra, mathematical ratios and proportions in medication administration. COREQ: NURS 105, NURS 228.


NURS 233 FOUNDATIONS OF NURSING CARE LAB (0-3-1)(F/S). Clinical application of assessment, therapeutic communication, patient care skills, and other components of concurrent courses and prior courses in acute and chronic health care setting. (Pass/Fail). PREREQ: Admission to the nursing program. COREQ: NURS 232, NURS 226.

Upper Division:

NURS 306 E-LEARNING PREPARATION FOR THE RN (1-0-1). Prepares RNs in understanding how to be successful in the online/distance completion option in the School of Nursing at Boise State University. PREREQ: Licensed RN and Admission to Boise State University.


NURS 335 BEHAVIORAL HEALTH NURSING LAB (0-3-1)(F/S). Clinical lab focused on applying and implementing concepts related to chronic and complex behavioral health issues within the community and acute care settings. Integrates concepts and theory from NURS 334. (Pass/Fail). PREREQ: NURS 232. COREQ: NURS 334.


NURS 343 NURSING IN HEALTH AND ILLNESS II LAB (0-9-3)(F/S). Clinical experiences in acute and chronic health settings. Include focus on application of knowledge and skills from concurrent and prior courses. Include emphasis on care planning, prioritization, delegation. (Pass/Fail). PREREQ: NURS 330, NURS 332. COREQ: NURS 342.

NURS 344 CHILD AND FAMILY NURSING (4-0-4)(F/S). Nursing assessments, interventions and critical thinking for health promotion for families across the life span. Builds on growth and development theory to focus on family assessment, child health and reproductive health. PREREQ: NURS 330, NURS 332. COREQ: NURS 345.


NURS 350 PROFESSIONAL TRANSITIONS IN NURSING FOR THE RN (3-0-3) (F/S). Designed to meet the learning needs of registered nurses who want to continue their professional education and receive a baccalaureate degree in nursing. Focus on concepts of community based nursing, advanced concepts of role transition, and change theory. Required for A.A.S., A.D.N. or Diploma in Nursing RNs only. PREREQ: Admission to the RN-B.S. Completion Option.
NURS 370 HOLISTIC NURSING CARE (2-0-2)(F/S). Theoretical frameworks and evidence-based practice for mind-body-spirit wellness/healing. Supervised practice in holistic therapeutic nursing interventions. PREREQ: Admission to nursing or PERM/INST.

NURS 375 EMERGENCY NURSING CARE (2-3-3)(F/S). Develop knowledge and skills in emergency nursing care. PREREQ: NURS 342 or PERM/INST.

NURS 376 CARING FOR THE DIVERSE COMMUNITY (3-0-3)(F/S). Examining cultural belief systems and utilizing a variety of assessment models during encounters in the community to broaden nursing skills and practice through a variety of applications.

NURS 377 RURAL NURSING (1-2-3)(SU). An introduction to rural nursing theory, research, and clinical practice. PREREQ: NURS 332, NURS 333 and PERM/INST.

NURS 379 NURSING CARE FOR NICU, L & D, OR PEDIATRIC PATIENTS AND THEIR FAMILIES (1-3-2)(F/S). Provides students with the opportunity to expand their experiences in the specialized areas of perinatal, post-partum, or pediatric clients. PREREQ: NURS 303 or NURS 342 or PERM/INST.

NURS 392 NURSING RESEARCH AND EVIDENCE BASED PRACTICE (3-0-3)(F/S). Introduction to the research process. Emphasis on defining researchable problems, analyzing steps in the research process, and utilizing research in the practice setting. PREREQ in BS Prelicensed Option: MATH 254. PREREQ in RN-BS Completion Option: A statistics course.

NURS 407 NURSING PROJECT ELECTIVE (Variable 1-3)(F/S). Synthesis of nursing concepts into developed projects within various health care venues. May be repeated once for credit. (Pass/Fail.) PREREQ: NURS 302 and NURS 303, or PERM/INST.

NURS 409 CLINICAL NURSING ELECTIVE (0-6-2)(F/S). Precepted course. Provides students with experience in the management of nursing care of clients in various community sites. (Pass/Fail.) PREREQ: NURS 302 and NURS 303, or PERM/INST.

NURS 414 CRITICAL THINKING SYNTHESIS (1-0-1)(F/S). Critical thinking related to licensure, delegation, and dilemmas in practice. Success on predictor examination required. PREREQ: NURS 342, NURS 344, NURS 392.


NURS 420 POLICY, POWER, AND VOICE (RN-BS Completion Option)(3-0-3)(F/S) (CID). Use of personal power to plan career goals. Exploration of nurses’ personal and collective power and voice to participate as leaders and advocates in health policy process. PREREQ: NURS 392.
NURS 422 CARE COORDINATION AND RESOURCE MANAGEMENT (3-0-3) (F/S). This course focuses on health care coordination and resource management, using the principles of collaborative interprofessional practice and health information management to deliver safe and appropriate patient care. PREREQ: for B.S. Prelicensed Option: NURS 392. PREREQ: for RN-B.S. Completion Option: Admission to the RN-B.S. Completion Option.


NURS 425 NURSING LEADERSHIP AND MANAGEMENT LAB (0-6-2)(F/S). Clinical application of leadership and management concepts, tailored to student expertise and professional goals. COREQ: NURS 424.


NURS 428 NURSING ROLES IN HEALTHY AGING (2-0-2)(F/S). Focuses on the role of the nurse from a holistic perspective in promoting healthy aging and healthy adaptation to disease processes and issues common to the older adult. COREQ: for B.S. Prelicensed Option: NURS 424/425. PRE/COREQ: for RN-B.S. Completion Option: UF 300 or NURS 350.

NURS 430 CURRENT TRENDS IN NURSING (V-0-V)(F/S). Examines a variety of timely and relevant trends in nursing-related issues and practice. Topics will be rotated to reflect current issues and interest. PREREQ: NURS 392 or PERM/ INST.
## UNDERGRADUATE PROGRAM LEVEL OBJECTIVES

### Sophomore Level Objectives

#### Clinical Reasoning and Critical Inquiry:
At the end of the Sophomore level, the graduate will:

- Apply previously learned knowledge from sciences and humanities to nursing care.
- Define and discuss clinical reasoning and clinical inquiry related to nursing.
- Demonstrate safe basic nursing practices of assessment and skills.
- Utilize theoretical and evidence-based knowledge in providing nursing care to individuals.

#### Communication:
At the end of the Sophomore level, the graduate will:

- Explore various strategies for effective professional communication.
- Demonstrate techniques of appropriate therapeutic communication.
- Demonstrate appropriate, accurate management of health information.

#### Experiential Learning:
At the end of the Sophomore level, the graduate will:

- Recognize the role nursing plays in health care.
- Function effectively as a beginning nursing student in simulations and with clients, to build relationships and deliver nursing care.
- Explain the evidence bases and theories for health promotion education.
- Explore and begin participation in activities for self-development in the profession of nursing.

#### Global World View:
At the end of the Sophomore level, the graduate will:

- Explore the role of professional nursing in global health.
- Define and recognize diversity in clients.
- Explore one’s personal cultural awareness.
- Discuss issues related to access to health and health disparities.
- Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery and practice.

#### Professionalism and Leadership:
At the end of the Sophomore level, the graduate will:

- Identify and discuss professional nursing roles.
- Explore the roles of interprofessional team members.
- Demonstrate personal and professional accountability in the role of a nursing student.
- Describe historical and contemporary influences of nursing on healthcare.
- Identify professional organizations and their roles in the professional nursing.

### Junior Level Objectives

#### Clinical Reasoning and Critical Inquiry:
At the end of the Junior level, the graduate will:

- Integrate and interpret theoretical and evidence-based knowledge from sciences, humanities and nursing when planning and providing care in collaboration with individuals, families and groups.
- Apply clinical reasoning and clinical inquiry to the nursing care of diverse individuals, families and groups.
- Demonstrate the use of thoughtful, focused reflection and reasoned judgment in the delivery and evaluation of nursing care.
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<tr>
<th>Level Objectives</th>
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<tr>
<td><strong>Communication:</strong> At the end of the Junior level, the graduate will:</td>
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<tr>
<td>- Communicate effectively and respectfully in written, verbal, electronic, and other appropriate technologies.</td>
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<tr>
<td>- Apply client-centered communication skills with diverse clients, families, and interprofessional team members in providing nursing care, while maintaining appropriate confidentiality of information.</td>
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<td>- Select appropriate information systems to effectively plan, deliver and document care to diverse clients, families and groups.</td>
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<td><strong>Experiential Learning:</strong> At the end of the Junior level, the graduate will:</td>
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<tr>
<td>- Demonstrate various nursing roles in selected practice settings.</td>
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<td>- Participate effectively in professional relationships with diverse clients, families and interprofessional teams.</td>
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<td>- Apply evidence-based principles in health promotion education with diverse clients, families and groups.</td>
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<td>- Participate in activities that contribute to self-development in the profession of nursing.</td>
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<td><strong>Global World View:</strong> At the end of the Junior level, the graduate will:</td>
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<tr>
<td>- Articulate the role of nursing in global health.</td>
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<td>- Discuss impact of global health issues on nursing practice.</td>
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<td>- Demonstrate cultural sensitivity in providing care for diverse clients.</td>
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<tr>
<td>- Practice nursing care strategies essential to health promotion, disease prevention, safe environments, and illness management with diverse individuals, families, and groups across the lifespan and continuum of care.</td>
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<td><strong>Professionalism and Leadership:</strong> At the end of the Junior level, the graduate will:</td>
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<td>- Work interdependently with the health-care team and collaborate in joint decision making and the coordination of care.</td>
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<td>- Demonstrate personal and professional accountability for legal, ethical, and cost-effective care delivered within accepted standards of practice.</td>
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<td>- Deliver nursing care with an awareness of social and political issues that can affect access and utilization of healthcare services.</td>
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<td>- Describe the role of professional organizations in affecting the healthcare of individuals, families and groups.</td>
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<th>Senior Level Objectives</th>
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<td><strong>Clinical Reasoning and Critical Inquiry:</strong> At the end of the Senior level, the graduate will:</td>
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<tr>
<td>- Synthesize theoretical and evidence-based knowledge from the sciences, humanities and nursing when planning and providing care in collaboration with individuals, families, groups, and communities.</td>
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<tr>
<td>- Apply critical inquiry and clinical reasoning, as a generalist, when providing care to diverse individuals, families, groups, and communities across the lifespan, in a variety of community-based and institutional settings.</td>
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<td>- Synthesize thoughtful, focused reflection and reasoned judgment in the delivery and evaluation of nursing care.</td>
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<td><strong>Level Objectives</strong></td>
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<tr>
<td><strong>Communication:</strong> At the end of the Senior level, the graduate will:</td>
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<tr>
<td>• Evaluate and revise effective and respectful communication strategies (written, verbal, electronic, and other appropriate technologies).</td>
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<tr>
<td>• Evaluate the effectiveness of client-centered communication skills with groups and organizations, while maintaining appropriate confidentiality of information.</td>
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<tr>
<td>• Use information systems effectively to manage and evaluate care for diverse clients, families and groups and communities.</td>
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<td><strong>Experiential Learning:</strong> At the end of the Senior level, the graduate will:</td>
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<td>• Analyze the roles nursing plays in the larger social community.</td>
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<td>• Participate actively in effective relationships with diverse clients, interprofessional teams, community agencies, and other stakeholders.</td>
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<tr>
<td>• Serve as a health educator for the purpose of developing attitudes, knowledge, skills, and behaviors to promote, protect, and restore health and assist the client in making informed health care choices.</td>
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<tr>
<td>• Institute activities to prepare for licensure and professional nursing practice.</td>
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<td><strong>Global World View:</strong> At the end of the Senior level, the graduate will:</td>
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<td>• Analyze the role of nursing in global health, and the effects of global health issues on nursing practice</td>
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<td>• Demonstrate cultural competence when providing care for diverse individuals, families, groups and communities.</td>
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<td>• Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.</td>
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<td><strong>Professionalism and Leadership:</strong> At the end of the Senior level, the graduate will:</td>
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<td>• Manage nursing care in collaboration with clients and an interprofessional team through coordination, delegation, consultation and referral.</td>
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<td>• Model the professional nursing role based on acceptable standards of practice, including accountability for one’s personal and professional behaviors and development.</td>
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<tr>
<td>• Analyze the financial, legal and ethical implications of professional decisions involving individuals, groups, communities and organizations.</td>
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<td>• Express informed positions on professional issues and trends, opportunities for advocacy, and strategies for social and political action for health and well being.</td>
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<tr>
<td>• Explain the leadership role of nurses in addressing global health issues.</td>
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<tr>
<td>• Participate in practice settings, professional organizations, communities and government to improve nursing practice, nursing education, client care and the health care delivery system.</td>
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HEALTH REQUIREMENTS

Health Requirements for Attending Clinical Courses
The College of Health Science and the agencies where enrolled students participate in clinical experiences require those students to meet various requirements before participating in courses involving the direct delivery of patient care services. As per contractual agreements with our clinical partners, certain health assessments and vaccinations are required.

These requirements include, but are not limited to:

A. **Pre-Entrance Health Assessment** must be completed on the School of Nursing’s form prior to entrance into the Program. This includes, but is not limited to, a physical examination documented and signed by a licensed health care provider which certifies that the applicant is physically and emotionally healthy enough to actively participate in theory and clinical nursing courses. This may also be required prior to any re-admittance to the Program.

B. **Verified negative TB skin test** (Mantoux Test or Quantiferon, NOT Tine Test) or negative chest X-ray report obtained within the past six months. The School of Nursing will not interpret these results. **The report submitted by the student must state that the student is negative for TB.**

C. **Mumps, Rubeola, Rubella**: Documentation of two MMR vaccinations or documentation of positive titers (a blood draw rather than an immunization) for each – Mumps, Rubeola ("hard measles"), Rubella (German Measles) which indicates the student is protected against Mumps, Rubeola, and/or Rubella (serologically immune). These titers are three separate and distinct tests; if any of the titers are "equivocal" or indicate that the student is not protected, immunization and follow-up titers or proof of 2 MMR vaccinations are required by the deadline date. **NOTE: It frequently takes 4 to 6 weeks to get titer results back so this requirement should be started early.** [Pregnancy - Students should not receive the Rubella or Rubeola vaccines (MMR) if pregnant or they plan to become pregnant in the following 3 to 4 months. Students are to make an appointment with the Undergraduate Nursing Program Coordinator to discuss this issue **BEFORE the deadline.**]

D. **Varicella (chicken pox)**: One of the following is required: proof of one vaccination or a positive antibody titer (a blood draw rather than an immunization for Varicella) which indicates the student is protected against Varicella (serologically immune). *If the titer is "equivocal" or negative an immunization is required.** Documentation that indicates or assumes that a student had chicken pox as a child is not acceptable.

E. **Hepatitis B vaccinations**: Documentation of having received the three vaccination series for Hepatitis B or a positive Hepatitis B titer. If a new student just starting the vaccination series, the student must have the first vaccination of the series completed before submitting their Intent to Enroll form to the School of Nursing, and provide documentation of having completed the second vaccination of the series no later than the announced specified deadline date. Students will need to complete all three vaccinations and have a positive titer by an announced specified date which is usually before entering the second semester of the Program.
F. Proof of current TDAP (tetanus, diphtheria, and pertussis) vaccination received within the past seven years.

G. Current CPR Certification: Students in the Program must provide proof of Health Care Provider CPR certification that does not expire before May 30 (or December’s graduation date if the student is graduating from the Program during the fall semester). Class content is to include CPR for clients of all ages; ventilation with a barrier device, a bag-mask device, and oxygen; relief of foreign-body airway, and use of an automatic external defibrillator (AED). Certification cannot expire during the academic year (unless graduating in December as stated above). Any student employed at a facility that provides CPR certification and renewals will still have to recertify by the deadline date if their CPR card expires before the School of Nursing’s due dates.

H. Proof of current seasonal flu vaccination given between September 1 and October 30.

I. Other requirements and deadlines as may become contractually required by clinical agencies.

Responsibility for Costs
Students are responsible for requesting and paying for the health requirements and directly handling any disputed results.

Health Requirement Deadlines
Students are responsible to submit their documentation for specific health requirements prior to each semester by specific announced deadlines, as announced through acceptance letters, Blackboard, email notifications to students, etc. Students are responsible to periodically check these notification tools in order to stay informed on changes or updates. All health requirements, drug screenings and background checks must be completed (not pending) and posted by announced due dates.

Late Fee
New students who fail to complete, submit and allow review of required documentation by the specific announced due dates will be dismissed from the Program.

Continuing students who fail to do so by the specific announced due dates will be barred from attending clinical classes until requirements are completed and will be fined a late fee of $100.00 by the School of Nursing. (See Late Fee Policy.)

Pregnancy and other health-related issues
If students are unable to have any one or more of the vaccinations listed due to pregnancy or any other health related issue, students must provide a letter from their physician to confirm the reason for declination and, if pregnant, a date when the vaccination can be received. Students must also make an appointment with the Undergraduate Program Coordinator to review the issue and provide all requested documentation.
TECHNOLOGY/SKILLS/COMPUTER REQUIREMENTS/ACCESS ISSUES
Students are expected to have good computing skills, beyond the basic create, save, and modify skills. Microsoft Office products are used at Boise State University. Students must submit electronic documents in Microsoft Office format or as a PDF if approved by faculty.

Requirements:
PC/MAC/Laptop/Tablet with Windows 7 or newer
Adobe Reader
Microsoft Office 2010 or newer
Up-to-date virus software of choice
Internet provider with excellent reliability

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Research Assistant

Students interested in research may contact the Jody DeMeyer Endowed Chair for Nursing recipient regarding available opportunities to take part in nursing research projects. Positions are limited and are part-time paid positions that may continue over multiple academic years. Students become ineligible after graduating from the Undergraduate Program.

Student Nurses’ Association

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

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

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

During the year, a variety of activities are held. Locally, there are at least two fundraising activities that include stethoscope and t-shirt sales. BSUSNA holds monthly meetings to promote professional development and involvement of student nurses, through political awareness, community participation, and continuing education.
Information about SNA can be found at www.bsusna.com and is also emailed to new Undergraduate students before orientation. For more information, please ask at the School of Nursing’s Administrative Office for the Boise State University SNA President’s or Membership Chair’s contact information.

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

**Teaching Assistant**

Students interested in serving as a teaching assistant may be contacted by one of their previous didactic instructors regarding available opportunities to assist with grading student papers and other clerical tasks. Positions are limited but are part-time paid positions that may continue over multiple semesters. Students become ineligible after graduating from the Undergraduate Program.

**Top Ten Scholars Award**

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

**Travel Opportunities**

Information about student travel to educational workshops, research conferences, or for projects will be announced by faculty and coordinators as opportunities are discovered. (See Travel Policy.)

**GRADUATION**

Students should apply for graduation the semester prior to their planned graduation date (see Boise State University Undergraduate catalog/web site for information about processes and fees). The Registrar’s Office will notify the student of his/her eligibility for graduation in writing after the 10th day of the semester of graduation. If the student is notified of ineligibility for graduation, the student has two weeks from the date of the letter to contact their advisor and submit any appropriate Academic Adjustments.
Participation in the University’s Commencement ceremony as a graduate of the College of Health Sciences School of Nursing is strongly encouraged. Graduating students may purchase or rent caps and gowns for commencement at the campus bookstore.
Purpose
The School of Nursing at Boise State University believes academic advising is a vital student centered and learner driven part of the educational process. Through intention and design, advising facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development towards academic success and lifelong learning (NACADA, 2004).

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

Responsible Parties
School of Nursing Chairs, faculty, Academic Advising.

Advising Mission Statement
Advising is an intentional and collaborative process in which advisors use their knowledge of the University and School of Nursing to enhance students’ educational and career opportunities for professional development throughout their educational experience. Academic advising exists to:
- Ensure students are aware of required classes for graduation and educational interests through support advising and to
- Support career development and progression in the program through faculty advisors/mentors.

Policy

Faculty Advisor/Mentor Responsibilities in the Advising Process
Faculty advisors/mentors help students with career choices and facilitate progression in the Nursing Program.

Academic Advisor (through College of Health Sciences Student Services and Academic Advising)
Responsibilities in the Advising Process Academic advisors help students with course selection and ensure students have completed forms and documentation of required courses for graduation

Upon admission to the Nursing Program Each student is assigned to a faculty advisor/mentor based upon his/her progression within the Program. Faculty advisor/mentors will notify students of their office hours and availability.

Advising Forums Student Advising Forums for the Nursing Program are held 1-2 times each semester.
During the forums students will be given information on:
- Course selection and registration.
- School issues and expectations for the following semester.

**Students' Rights in Advising Process** Each student has the right to:
- Access faculty advisor/mentors that are knowledgeable about the advising process, Nursing Program requirements, and student's goals.
- Academic advising that supports the Program’s educational goals and the student's personal educational goals.

Students are responsible for updating their student files with any changes to their address, email address, and/or phone number by going to myboisestate.edu

Related Policies/Forms:
Second Degree Seeking Form
Academic Adjustments Form
Credit for Prior Learning Form

Approved: Spring 2008
Reviewed: Fall 2013
Revised: Spring 2014

CHS: None.
BSU: 4010, 4020, 4030.
Search Terms: Advising, Mentor, Learning Outcomes
Student Community Project Support Policy

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

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

Responsible Parties
Students requesting support for community projects.

Policy
1. Nursing students must be providing nursing related teaching or research for a community group and have faculty support.

2. Nursing students must have sought other avenues for support for materials, i.e., donations from companies or health care agencies, other related nursing organizations (Sigma Theta Tau, AWHONN, March of Dimes, or other), or other students support organizations (University student body funding, Boise State SNA, or other).

3. School of Nursing support will be limited to:
   (a) In-kind printing (black and white)
   (b) Limited $ funding – up to $200 per project.

4. Posters and displays will remain the possession of the Boise State School of Nursing and will be stored in the LRC/Equipment Supply room unless they are maintained and displayed at a partnering agency. Materials will be available for use by other students/faculty after the initially funded presentation or project completion.

Process
1. Complete a “Request for Community Project Support Funds” form for that includes:
   a. Student name/s
   b. Faculty sponsor
   c. Contact information
   d. Identified Community Project
   e. Amount requested
   f. Dissemination Plan
   g. Other identifies funding sources
   h. Attached detailed budget for project
2. Submit funding request with budget to Undergraduate Program Coordinator by first day of the month.

All expenditures must meet Boise State University’s purchasing policies. See Management Assistant for questions.

Related Policies/Forms
Request for Community Project Support Funds: I:\Resources\Forms\request for Community Project Support.doc

Approved: Spring 2008
CHS: None.
BSU: None.

Search Terms: Community project.
Request for Community Project Support Funds
Date Submitted: ___________

REQUESTOR INFORMATION
Name: _______________________________ Student #__________________________
Program: Undergraduate _____, BS Completion __________, Graduate _______

   Faculty sponsor: _______________________________________________________
   Names of other students in group: _________________________________________

Contact information: ______________________________________________________

Funding Use: Teaching event:
   Research Project:

Amount Requested: $ _______________

Type of Request: Please explain in detail what you are requesting to be funded including a statement on dissemination of research project findings.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other funding sources and expected amounts funded
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Detailed Budget: Attached.

________________________________________________________________________

OFFICE USE ONLY
Funded amount $ ___________ Dispersed on _____________(Date) By: ___________

Multiple dispersements:
   Date__________ Amount ________ Balance ______
   Date__________ Amount ________ Balance ______ Date__________
   Amount ________ Balance ______

FINAL DISPOSITION
Approved as Requested Approved for $ _____________

Notes:
________________________________________________________________________
________________________________________________________________________

Reviewed By: _______________________________ Date: __________________
Dress Code

Purpose
The School of Nursing requires that students adhere to a dress code when they are in an on-campus or off-campus clinical setting.

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

Responsible Parties
Students and faculty in the School of Nursing.

Policy
Student Uniform worn in on-campus and off-campus clinical settings include:

- Galaxy blue colored scrub top with Boise State University Nursing logo. The scrub top for women must be Cherokee Style # 2968. Maternity top must be Cherokee Style # 2892. The scrub top for men must be Cherokee Style # 4876.
- Plain black scrub pants of choice and may be cargo pants, drawstring or elastic waist. No hip-hugger, leggings or low-rise styles.
- A galaxy blue colored warm-up jacket Cherokee Unisex Style # 4350 with the Boise State University Nursing logo may be worn over uniforms. They must be kept clean and may not be worn into isolation areas.
- White or black short-sleeved or ¾ length sleeve t-shirts are permitted provided they are worn under the uniform top.
- Shoes are a safety factor as well as an important consideration in your health and comfort. Select a well-fitting shoe, either a tie or a slip-on with a heel strap. Shoes must be black in good repair, clean and with matching shoestrings. The following shoe types are not allowed: open toe shoes, canvas shoes, half heeled shoes, and “CROCS,” or shoes with holes in the tops of the shoe.
  - All uniforms must be clean, pressed, and in good repair.
  - Uniform Accessories
- Boise State University Student Photo ID badge
- A watch that can indicate seconds
- Black ink pen
- Bandage scissors (optional – per instructor)
- Stethoscope
- Penlight flashlight (optional - per instructor)
- Kelly Clamp (optional - per instructor)

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

2. Students will purchase the Cherokee uniforms of appropriate style numbers and color at your uniform vendor of choice. The embroidering of the Boise State University School of Nursing Logo can only be done at approved licensing embroidery vendors.

3. In some clinical or observational experiences, dress may vary. Students will be notified by the faculty of the specific dress requirements for these situations.

4. Students are expected to be neat and well-groomed when in the clinical site at any time prior, during, or after class.

5. Hair must be kept clean, neat and well groomed. Hair should be pulled back away from the face when in on-campus and off-campus clinical settings with neutral colored bands, headbands, etc. Hair must be of a natural hair color.

6. Make-up may be used appropriately and moderately.

7. Fingernails should be kept clean, rounded and short to moderate in length. Nail polish, pierced or artificial nails are not permitted in the clinical setting.

8. Perfume, aftershave, or other scented cosmetics are not permitted in the clinical setting.

9. Use of antiperspirants or deodorants is suggested as necessary to prevent offensive odors.

10. Male students may have beards and/or mustaches provided they are well groomed and trimmed conservatively. Surgical hoods maybe required in certain clinical areas to cover facial hair.

11. Tattoos are to be covered while in the clinical setting according to agency policy.

12. Earrings will be limited to two (2) pairs, posts only, no dangling or hoops allowed. All earlobe plugs must be capped with plastic cap.

13. No visible body piercings such as noses, lips, and eyebrows or tongues are allowed. Also, body piercings whether visible or not are a hazard in areas with an MRI machine

14. Student safety issues in certain areas will include not wearing wedding or engagement rings with stones, as they make rip sterile gloves.

15. Chewing of gum, tobacco, and candy is unacceptable behavior in the clinical setting.

16. Students are not to wear uniforms outside of the on-campus or off-campus clinical sites. If students need to run errands, go grocery shopping, etc. after or before clinical time, please bring a change of clothing.

17. Students are encouraged to purchase at least two sets of the uniform. It is always a good idea to bring both to the clinical setting, should there be a need to change from a soiled uniform.

18. Faculty will advise students of the specific dress requirements for community-based experiences and Boise State University School of Nursing sanctioned functions including but not limited to some courses, SNA events, workshops, and meetings. In general, the student should dress in professional attire using the following principles:

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

Related Policies/Forms
CHS: 307, 304
BSU: None
Approved: March, 2007
Revised: Spring 2009
Reviewed: 2010
Revised: Spring 2011
Revised: Spring 2014
Revised: Fall 2014
Revised: Spring 2015

Search terms: dress code, uniform, clinical
Files and Records

Purpose
To identify the different types of files available in the School of Nursing and how long they are kept by the school.

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

Responsible Parties
School of Nursing Staff, Faculty and Administrators.

Policy

Student Files
Student files are stored electronically on a secure server at Boise State or are kept in locked file cabinets, depending on the Program. Students may review their file in the presence of their mentor/advisor or appointee by appointment. Student files include admission data, communications to and from the student, communications about the student's academic status, anecdotal notes, clinical performance evaluations and health records. Copies of articles in students’ files may be made for students upon request. Depending upon the reason given for needing copies, a charge for copying may be assessed.

Applicant Files
Files of unsuccessful applicants are placed in individual folders (either secured electronically or in locked file cabinets) and are destroyed after the next application cycle.

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

Related Policies/Forms
BSU: 2250 (Files and Records) https://policy.boisestate.edu/student-affairs/student-records/

Adopted: Fall 1993
Revised: Fall 2000
Revised: Spring 2009
Reviewed: Spring 2010
Revised: Spring 2014

Search Terms: Files, Graduate, Student, Applicant
Grading

Purpose
To define the grading criteria required for progression in the Nursing Program.

Scope
Students enrolled in the Undergraduate/Pre-Licensure 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 a 75% as a final grade in courses with an NURS designation for progression in the nursing program. A final course grade of 74.9% will NOT be rounded up to 75%.

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

Related Policies/Forms
Progression, Incompletes
CHS: None
BSU: 2200 (Computation of the Grade Point Average)
https://policy.boisestate.edu/student-affairs/computation-of-the-grade-point-average/
3160 (Grade Exclusion Policy)
http://policy.boisestate.edu/academic-affairs-student/policy-name-grade-exclusion/
3180 (Changes in Awarded Grades)
http://policy.boisestate.edu/academic-affairs-student/policy-title-changes-in-final-grades/
3190 (Course Repetition – GPA Relationship)
http://policy.boisestate.edu/academic-affairs-student/policy-name-course-repetition-gpa-relationship/

Approved: March 2002
Revised: Spring 2006
Reviewed: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011
Revised: Spring 2014
Revised: Spring 2015

Search Terms: Grading, Progression, Mandatory on campus (program specific), Program Specific Policies
Incompletes

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

**Scope**
All students in the School of Nursing.

**Responsible Parties**
Full and part-time Faculty.

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

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

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

**Related Policies/Forms**
Progression, Grading Policy

Revised: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011

CHS: None
BSU: 3180 (Changes in Awarded Grades)

Search Terms: Incompletes
Late Fee for Student Health/Background/Drug Testing Requirements

Purpose
Establish guidelines for charging a late fee for student health/background/drug testing and other requirements as necessary.

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

Responsible Parties
School of Nursing Staff.

Background
When students do not meet the deadline for turning in health requirements, staff members spend an inordinate amount of time and effort to follow up with students who are not in compliance. During summer 2012 and summer 2013, staff spent a minimum of 250 hours trying to collect late requirements.

If a student “slips” through with unmet health requirements and is allowed to attend an off-campus clinical experience at one of our agencies, the School is in breach of our Clinical Agreements and the agency can withdraw its support of Boise State’s use of their clinical sites. Furthermore, students who do not meet the requirements are in danger of contracting and spreading mumps, measles, rubella, varicella, tuberculosis, pertussis, influenza, and hepatitis B to other individuals, including patients. The School of Nursing did not want the fee to be paid through student financial aid or for the charge to be connected to a particular course, as that would affect enrollment into the course. The fee is not charged through University finances, but rather through the School of Nursing.

Policy
This policy applies only to continuing nursing students as newly admitted students who are delinquent in remitting the requirements are automatically dismissed from the program.
1. Students will be notified a minimum of two times prior to the date health requirements are due.
2. After the due date, students who are not compliant will be notified by the Undergraduate Chair by email and postal mail that the $100 late fee has been assessed. A copy of the email will be placed in the student’s file.
3. The email will state that the late fee must be paid by a given date. An “Affidavit of Graduation” will not be sent to the State Board of Nursing for any student who owes any fees.
4. The delinquent student will be given another due date by which health requirements must be met at the discretion of the Program Coordinator or Chair. Should the student miss the date of the extension, the student’s clinical placement and position in the Program will be in jeopardy due to a pattern of poor (professionalism) decision making/behavior.
5. If for any reason a student cannot complete the requirements by the due date, the student will contact the Nursing Student Services to request an extension. If an extension is given prior to the original due date and the student meets the due date given in the extension, no late fee will be assessed. Extensions will be given only for the most dire of extenuating circumstances. If the student does not contact Nursing Student Services prior to the original due date, an extension may be given; however, the late fee will be assessed.

6. A late fee may be assessed for any mandated requirement, including health, drug/alcohol and completion of clinical agency requirements.

7. A student may petition to have the late fee removed if they feel it was assessed in error, but not because they feel they shouldn’t be held accountable for being late for any reason. In order to petition for the fee to be removed, the student must give a written explanation as to why they feel an error has been made. After investigating the circumstances, the Program Coordinator and Chair will determine the outcome of the petition. The student must petition by the end of the first week of classes in the current semester to be eligible for consideration.

8. An additional fine of $50 will be assessed if the student does not pay the late fee by the date stipulated in the original notice.

Related Policies/Forms

Approved: Fall 2013
Preceptor Policy For Undergraduate Program

Purpose
The purpose of this policy is to clarify the roles of the student, faculty member, and preceptor in the clinical education of pre-licensure bachelor degree students.

Scope
All students enrolled in the Undergraduate/Pre-Licensure Nursing Program.

Responsible Parties
Faculty, students and preceptors.

Partner Agency Relationships for Bachelor of Science Students

Description:
Partner agencies/facilities/organizations (off-campus clinicals) are those with primary commitment to, and investment with students to accomplish clinical objectives. A partner agency provides a preceptor contact for ongoing oversight during clinical experiences. Partner agencies/facilities/organizations are hereafter identified in this policy as a partner agency(ies). Partner agencies differ from other collaborating agencies or entities where contacts for networking or information-gathering are sporadic, intermittent, or brief. The nature of the relationship between the student and partner agency is longer-term and integral to the clinical experience.

Only agencies/facilities/organizations that have a contract in place prior to the semester beginning can be used as a clinical placement as contracts can take months to complete and cannot be developed quickly.

Student Responsibilities: Once a clinical placement at a contracted agency is secured, student responsibilities for preparation and implementation of their off-campus clinical experiences are:

- Assuring that Boise State School of Nursing has received current immunization information and updated CPR certification, background check and drug screening as per announced processes and deadlines.
- Developing a workable schedule is set with any assigned preceptor as soon as possible.
- Notifying faculty immediately of any and all schedule changes.
- Being on time.
- Dressing appropriately.
- Arriving prepared for the clinical.
- Communicating openly with staff and patients.
- Providing safe and effective care.

Selection of Preceptors: Preceptor selection for on-campus and off-campus clinical experiences entails collaboration between students, course faculty and appropriate administrators or personnel from...
partner agencies associated with the student’s learning objectives. Such an agency or entity may range from a defined organization to a loosely configured or informal group.

Preceptor Qualifications: When possible, preceptors should hold a Bachelor’s or higher degree in nursing. Judgment will be used in conjunction with preceptor education and experience to determine the best preceptor match for the student experience. Ultimately, the goal is to enable student progress in achieving outcomes within course parameters. In some situations, faculty may serve as preceptors.

Preceptor Responsibilities: The clinical preceptor has an integral role in the student’s education as a future registered nurse. The preceptor serves as a role model, resource person and facilitator of partner agency experiences. The preceptor assists the student to find and structure appropriate and meaningful experiences that will meet the student’s learning needs and ensure the achievement of educational objectives. The preceptor creates an environment that fosters the student’s self-direction and autonomy. Progress toward objectives is regularly monitored, and constructive feedback is given throughout the student’s experience. The preceptor provides evaluative input to students and faculty throughout and at the end of the laboratory experience. The preceptor carries out the following steps—

- Negotiate dates and times for clinical partner agency experiences with the student; be present, if needed, or act as a liaison to assist in providing student entry and/or access to experience in order to accomplish objectives.
- Arrange alternate experiences for the student, if necessary.
- Review course and personal objectives of student and determine feasibility of meeting them.
- Negotiate objectives and experiences to aid student to meet objectives.
- Provide opportunities for the student through facilitated practice experiences.
- Monitor skill development and progress in meeting objectives. Provide feedback to the student on a regular basis.
- Contact faculty about any problems or questions with the student’s performance.
- Provide feedback and/or recommendations to the faculty related to student’s performance.
- Meet with the student at the end of the experience for an evaluation.

Faculty Responsibilities: Guiding and evaluating the student learning is the responsibility of the faculty. Faculty responsibilities are as follows:

- Facilitate skills development and progress in meeting learning contract goals; discuss progress and achievement with the student on a regular basis.
- Communicate with the preceptor and student at agreed-upon intervals to discuss progress and to receive feedback.
- Faculty or a designee will be available by pager or cell phone.
- Faculty are required to ensure student(s) have met any additional screening procedures required by clinical partner agencies such as background checks, drug screens, and/or fingerprinting prior to permitting students in the agencies.
- Encourage the student in his/her development in the role and identification of the scope of practice of nursing.
- Provide opportunities for the student through guided practice.
- Provide evaluation guidelines and tools for evaluation of course.
• Assure the student’s final evaluation is complete and communicates with the student regarding performance.

Related Policies/Forms

Approved: Fall 2010
Revised: Spring 2014
**Progression Policy**

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

**Scope**
Students enrolled in the Undergraduate/Pre-Licensure Program in the School of Nursing (SON).

**Responsible Parties**
Chair of the Undergraduate Program, SON Admissions and Progression Governance Team, students and SON faculty.

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

**Process**
1. To progress in the Nursing Program the student must:
   a. Maintain a minimum passing grade of 75% in each nursing course. A grade of 74.9% in a nursing course will NOT be rounded up.
   b. Adhere to nationally accepted nursing practice standards.
   c. Complete and/or renew health requirements by renewal deadline (See School of Nursing Policy for Health Requirements).
   d. Maintain a level of professional conduct, patient safety and appropriate legal-ethical behavior.
2. Students who fail a nursing course or withdraw in the fourth semester (first semester of the Program) must reapply for admission in the Nursing Program.
3. If progression is interrupted due to failure (a grade below 75%) of a required nursing course, other than the first semester, or failure (a grade below 70%) in a required support course by the required progression semester, the student is dismissed from the Program.
   a. Student must meet with his or her faculty advisor/mentor and the faculty of the course in which they were unsuccessful.
   b. Submit a letter of intent with a timeline to the chair of Admission and Progression Team.
   c. Review the Readmission Policy and submit according to application deadlines.
d. Once a student has been readmitted, the student may retake a failed nursing course one time. If the student successfully completes the second attempt, he/she continues with progression.

4. A student may be dismissed from the Program at any time for proven academic dishonesty, breach of professional ethics, unsafe clinical practice or impairment from alcohol or drug use. If dismissed, the student will receive a grade of “F” in all nursing courses. Students who are dismissed from the Program due to the above stated reasons will not be considered for readmission to the Nursing Program.

STUDENTS ARE RESPONSIBLE FOR MONITORING THEIR OWN PROGRESSION IN THE NURSING PROGRAM AND ENSURING PROGRESSION REQUIREMENTS ARE MET. ALL NURSING AND REQUIRED SUPPORT COURSES MUST BE SUCCESSFULLY COMPLETED IN EACH SEMESTER PRIOR TO PROGRESSION TO THE SUBSEQUENT SEMESTER. If a student fails to progress, they must be readmitted to the Program on a space available basis. (Refer to the Readmission Policy). All core electives may be taken at any time prior to graduation. Graduation requirements are based on the catalog year which the student entered the Nursing Program.

SOPHOMORE LEVEL (Semester 4)
Students must have been admitted to the nursing major and must have successfully completed all courses listed in the curriculum sequence for semesters 1-3.
Semester 4:
Nursing Courses
- NURS 226 Introduction to Professional Nursing
- NURS 228 Health Promotion and Assessment
- NURS 229 Health Promotion and Assessment Lab
- NURS 230 Dosage & Calculation for Nurses
- NURS 105 Patient Care Skills Lab
- NURS 232 Foundations of Nursing Care
- NURS 233 Foundations of Nursing Care Lab
- NURS 330 Applied Pharmacotherapeutics for Nurses

Nursing courses must be successfully completed before progressing to Semester 5.

JUNIOR LEVEL (Semesters 5 & 6)
Semester 5:
Nursing Courses
- NURS 332 Nursing in Health & Illness I
- NURS 333 Nursing in Health & Illness I Lab
- NURS 334 Behavioral Health Nursing
- NURS 335 Behavioral Health Nursing Lab
- NURS 392 Nursing Research and Evidence-Based Practice

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

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

SENIOR LEVEL (Semesters 7 & 8)

Semester 7:
Nursing Courses
- NURS 416 Community and Public Health Nursing
- NURS 417 Community and Public Health Nursing Lab
- NURS 420 Policy, Power, and Voice
- NURS 422 Nurse as Collaborator, Advocate, and Resource Manager
- NURS 430 Trends in Nursing

Semester 8:
Nursing Courses
- NURS 400 Interprofessional Capstone
- NURS 414 Critical Thinking Synthesis
- NURS 424 Nursing Leadership & Management
- NURS 425 Nursing Leadership & Management Lab
- NURS 428 Nursing Roles in Healthy Aging
- NURS 427 Clinical Preceptorship

Core Electives
- Any core electives not completed

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

Related Policies/Forms
General Admission Health Requirements, Grading, Academic Advising, Degree Progress Report, Readmission Policy
CHS: None.
BSU: 2100-B, 2010-B

Approved: Fall 2006
Revised: April 2007
Revised: April 2011
Revised: Spring 2014

Search Terms: Progression, grading, courses, requirements.
# Baccalaureate Program Grid

for unlicensed students applying for admission to School of Nursing beginning in Fall’13 for admission in Sp’14

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101 (3)</td>
<td>ENGL 102 (3)</td>
<td>NURS 226 (3) Introduction to Professional Nursing <em>(CID)</em></td>
<td>NURS 342 (3) Nursing in Health and Illness II</td>
<td>NURS 416 (3) Community and Population Health Nursing</td>
<td>NURS 414 (3) Critical Thinking Synthesis</td>
<td>HLTHST 400 (1) Interprofessional Capstone</td>
<td></td>
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<tr>
<td>PSYCH 101 (3) General Psychology <em>(DLS)</em></td>
<td>Select 1 SOC 101 (3) SOC 102 (3) SOC 230 (3) <em>(DLS)</em></td>
<td>NURS 228 (2) Health Assessment (1st 10 weeks) NURS 229 (1) Health Assessment Lab</td>
<td>NURS 332 (3) Nursing in Health and Illness I</td>
<td>NURS 343 (3) Nursing in Health and Illness II Lab</td>
<td>NURS 417 (3) Community and Population Health Nursing Lab</td>
<td>NURS 424 (3) Nursing Leadership &amp; Management</td>
<td></td>
</tr>
<tr>
<td>BIOL 227 (4) Human Anatomy &amp; Physiology <em>(DLN)</em></td>
<td>BIOL 228 (4) Human Anatomy and Physiology</td>
<td>BIOL 205 (4) Intro to Microbiology</td>
<td>NURS 230 (1) Dosage Calculations for Nurses NURS 105 (2) Interprofessional Patient Care Skills (1st 10 weeks)</td>
<td>NURS 333 (3) Nursing in Health and Illness I Lab</td>
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<td>NURS 420 (3) Policy, Power and Voice</td>
<td>NURS 425 (2) Nursing Leadership &amp; Management Lab</td>
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<tr>
<td>CHEM 101/101L (4) or CHEM 111/111L (4) <em>(DLN)</em></td>
<td>Math 254 Statistics (3) <em>(DLM)</em></td>
<td>UF 200 (3) Civic And Ethical Foundations</td>
<td>NURS 232 (3) Foundations of Nursing Care</td>
<td>NURS 334 (3) Behavioral Health Nursing</td>
<td>NURS 345 (2) Child and Family Nursing Lab</td>
<td>NURS 422 (3) Care Coordination and Resource Management</td>
<td>NURS 428 (2) Nursing Roles in Healthy Aging</td>
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<td>UF 100 (3) Intellectual Foundations</td>
<td>HLTHST 300 (4) Pathophysiology</td>
<td>NURS 233 (1) Foundations of Nursing Care Lab (3rd 5 weeks)</td>
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<td>NURS 430 (3) Clinical Preceptorship (3-4)</td>
<td>NURS 430 Current Trends in Nursing (1)</td>
<td>Elective (3-4) (To meet the program requirement of 120 credits)</td>
<td></td>
</tr>
<tr>
<td>HLTHST 207 (3) Nutrition <em>(DLV)</em> (3)</td>
<td>NURS 330 (3) Applied Pharmacotherapeutics for Nurses</td>
<td>NURS 392 (3) Nursing Research and Evidence Based Practice</td>
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Readmission Policy

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

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

Responsible Parties
Students and faculty in the School of Nursing.

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

Policy/Process
1. If the Program curriculum has changed since the first acceptance, the student will need to meet the most current curriculum requirements.
2. To be eligible, the student will:
   a. Not have been out of progression for more than three semesters.
   b. Have a Program GPA of 3.0 or higher. A Nursing Program GPA of 3.0 or higher is defined as all courses identified in the Bachelor of Science Nursing Curriculum Advising Grid which is available on the School of Nursing website.
   c. Submit an application letter to the Admission and Progression Team Chair/designee containing the following information:
      i. A copy of the Student Success Plan that was developed when progression in the Program was interrupted. Prospective student must describe the steps taken to address and resolve issues discussed in the Student Success Plan.
      ii. Address any other factors that necessitated leaving the Program.
      iii. Describe what the applicant has done to keep current in nursing.
      iv. Identify the semester in which the student wishes to be readmitted. Provide current student contact information and letters of recommendation from two faculty who taught in the semester in which the student was unsuccessful, or from which the student withdrew.
3. Letters requesting readmission must be received by March 1st to be considered for readmission for the subsequent fall semester or by October 1st to be considered for readmission for the subsequent spring semester.
4. The Admission and Progression Team will:
a. Review all readmission requests and supporting documents to determine eligibility for readmission.
b. Determine space availability in any given semester

5. After currently enrolled nursing students wishing to continue have been placed, the Admission and Progression Team will approve requests for readmission on a space available basis, using the following prioritization:
   a. Returning students who left the program in good academic standing, including medical withdrawal.
   b. Returning students who left the program for academic reasons, including withdrawal, failing, or violation of any School, College or University policy.
   c. Transfer students in good standing.

6. All students selected from the preceding groups will be ranked within their grouping according to the Nursing Program GPA. If two or more applicants are equally qualified for limited available spaces in the Nursing Program, random selection will be implemented.

7. Students who stopped progression in the 5th semester, or any subsequent semester, will be required to:
   a. Repeat the entire semester in which the failure occurred.
   b. Meet the benchmark score (850) on any HESI exam given that semester in order to progress to the next semester.

8. Students who have been selected for readmission will be notified.

9. Readmitted students will need to renew all required health and background check requirements by a designated deadline.

Related Policies/Forms
CHS: None
BSU: None

Adopted: Spring 2002
Revised: Fall 2002
Revised: Fall 2003
Revised: Spring 2004
Revised: Fall 2005
Revised: Spring 2006
Revised: Fall 2006
Revised: Spring 2008
Revised: Fall 2008
Reviewed: Spring 2010
Revised: Spring 2011
Revised: Spring 2014

Search Term: Readmission
Purpose
To ensure the allocation of Boise State University scholarship funds to undergraduate nursing students is in alignment with the School of Nursing’s mission, vision and philosophy.

Scope
Students enrolled in the Undergraduate/Pre-Licensure Program and the RN-BS Completion Option in the School of Nursing.

Responsible Parties
School of Nursing Scholarship Team, administrative staff and students.

Policy
The scholarship application and selection process will be conducted by the Scholarship Team comprised of a work group of faculty, staff and students as follows:

PHILOSOPHY:
The scholarship awards process demonstrates responsibility to the:
1. Donors, through careful stewardship of award money. Careful stewardship implies fiscal as well as academic accountability to utilize objective indicators for potential success and financial need of recipients whenever possible.
2. University scholarship awards process, through compliance with University policies regarding scholarship awards.

The priorities of the scholarship awards process is:
1. Recognition of students with academic success as indicated by the individual’s cumulative GPA and consistent with the Program’s policy for full-time students.
2. Assistance to students who demonstrate financial need and strong academic GPA.
3. Continued funding support for existing and new Honors Scholarship candidates.
4. Support of qualified students through the distribution of School of Nursing University general fund scholarship money to achieve total individual awards not less than $200 annually.
5. Encouragement for Baccalaureate Degree completion through scholarship awards in agreement with Program intent and as funding allows.

Application Submission:
1. The application deadline, mid-January, will be clearly published in the announcement of the scholarship process. No late applications will be accepted.
2. The scholarship application and selection process will occur each Spring in conjunction with the University financial aid application process. Spring scholarships are awarded for the following academic year (Fall and Spring semesters). Scholarships are awarded for a single academic year.
Finalizing Awards:
1. The Financial Aid office will verify the recipients’ eligibility. Financial Aid will notify recipients and require them to indicate acceptance of the award.
2. Notification to recipients regarding awards will be via email and include the name of the award, the amount and duration of funding, expectations regarding acknowledgment of award and continued eligibility for the award if applicable.
3. Notification of students not selected for awards will be done via email.

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

Related Forms
School of Nursing Scholarship Application

Approved: Spring 2007
Revised: Spring 2009
Reviewed: Spring 2010
Reviewed: Revised Fall 2013
Revised: Spring 2014

CHS: None.
BSU: None.
Search Terms: Scholarship
Student Transfer Policy

Purpose
The Transfer Policy describes the process for a student requesting to transfer from another nursing program into the Undergraduate Pre-Licensure Nursing Program at Boise State University School of Nursing (SON). Selection of eligible candidates will be based on Admission and Progression Governance Team (A&P) review and on space availability using the following priority:
1. Returning Boise State University students who left the program in good standing.
2. Returning Boise State University students who left the Nursing Program for academic reasons, or violation of any School or University policy.
3. Transfer students in good academic standing.

Scope
Students applying to transfer from their current nursing program to the School of Nursing.

Responsible Parties
The Admission and Progression Governance Team and the transferring student.

Policy/Process
1. All prospective students must apply and be accepted to Boise State University prior to applying to the School of Nursing as either a new student or a transfer student.
2. To be considered for admission as a transfer student from another nursing program, the student will make an appointment with the A&P Chair or designee. The student will provide the following at this appointment:
   a. A letter requesting consideration for entry into the Nursing Program. This letter needs to be submitted to the A&P Chair by September 15 for entrance into the spring semester and by February 15 for entrance into the fall semester.
   b. Academic transcripts from all colleges and universities.
   c. Catalog descriptions and course syllabi for all completed nursing and nursing prerequisite support courses.
      Note: Nursing theory and clinical courses must have been successfully completed within two years of the date requested for admission. Nursing courses, clinical courses, and support courses must have been completed with a grade of C or better.
   d. Proof of good standing at previous program. To be considered for admission, a student transferring from another nursing program must have left the program in good standing and be eligible to continue in that program.
   e. Meet the Boise State University School of Nursing’s admission and application criteria.
3. After reviewing all documents, the A&P Chair and/or appropriate semester faculty will make a determination if the student is eligible for requesting admission into the Boise State University Undergraduate Nursing Program.
4. Acting on input from the faculty, the A&P Chair will determine the appropriate semester for the student’s placement in the Nursing Program, if accepted.

5. The A&P Chair will:
   a. Notify the student in writing of their possible admission status and, if applicable, specific semester placement.
   b. In the above communication to the student, notification will be included about any content areas that will require additional study or coursework.

6. If the transfer student is accepted into the Nursing Program, the A&P Chair will:
   a. Send a written letter of acceptance to the transfer student.
   b. Notify the appropriate School of Nursing Administrative staff and appropriate Semester Leader of a possible admission and semester placement.

7. Within the timeframe noted in the acceptance letter, the student will respond regarding their intent to accept the terms established for admission and placement, and their intent to enroll. This response must be received by the established deadline. Failure of the student to accept in writing or the failure to enroll will jeopardize any future attempts to transfer into the Program.

8. If accepted, the transfer student will be assigned a faculty advisor/mentor and will make an appointment with that faculty member to develop a plan of study and to obtain help in registering for classes in the Nursing Program.

9. If the transfer student is determined as ineligible for admission, the A&P Chair will notify the student in writing.

Related Policies/Forms
General Admission Health Requirements, Background Check
CHS: None.
BSU: (Prior Learning) http://policy.boisestate.edu/academic-affairs-student/prior-learning/

Adopted: Fall 2004
Revised: Spring 2005
Revised: Fall 2006
Revised: Spring 2009
Revised: Fall 2010
Revised: Spring 2011
Revised: Spring 2014

Search terms: Transfer
Withdrawal Policy

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

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

Responsible Parties
Students, faculty, and School of Nursing administrators.

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

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

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

Other information pertaining to withdrawal from the Nursing Program:

1. Students who withdraw from the Program after the first semester may apply for readmission to the level they did not complete if space is available. (See Readmission Policy.)
2. Students may repeat (one time only) a nursing course from which they have withdrawn or have been withdrawn.
3. A second withdrawal from any nursing course ends the student's progression in the Nursing Program. The student will be eligible to re-apply to the Nursing Program in two years.
Related Policies/Forms
Progression Policy (SP-17)
CHS: None
BSU: 4190 (Faculty Initiated Withdrawal): http://policy.boisestate.edu/academic-affairs-faculty-administration/policy-title-faculty-initiated-withdrawal/
3110 (Student Complete Withdrawal from the University): http://policy.boisestate.edu/academic-affairs-student/policy-title-student-complete-withdrawal-from-the-university/
3170 (Limit on the Number of “W’s”): http://policy.boisestate.edu/academic-affairs-student/policy-title-limit-on-the-number-of-withdrawals/
3010 (Student Program Changes): http://policy.boisestate.edu/academic-affairs-student/policy-title-student-program-changes/
Readmission Policy (SP-19)
Student Withdrawal Checklist: R:\College of Health\Nursing\Resources\Forms\Failed or Withdrawn Student Checklist

Team: Admission & Progression

Approved: Spring 2002
Revised: 2003
Revised: Spring 2004
Revised: Spring 2007
Revised: Fall 2007
Reviewed: Spring 2009
Reviewed: Summer 2010
Reviewed: Spring 2011
Revised: Spring 2014

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

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
Student Behaviors and Actions

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
Procedure for Academic and Classroom Misconduct (Article 7)
  [https://deanofstudents.boisestate.edu/scp-codeofconduct-section7/](https://deanofstudents.boisestate.edu/scp-codeofconduct-section7/)
Sanctions (Article 7)
  [https://deanofstudents.boisestate.edu/scp-codeofconduct-section7/](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
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:
   - Continuing education courses.
   - 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 corequisites.
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
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.
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 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
Injury/Exposure Sustained in the Clinical Setting

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

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. Some 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

- Incident Report Form: R:\College of Health\Nursing\Resources\Forms\Incident Report Policy form.doc
- CHS: 304, 305, 306
- BSU: None
- Incident/Accident Injury Report Form: [http://vpfa.boisestate.edu/process/uforms/](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
BSU: 2080 (Testing Students with Disabilities):
http://www.boisestate.edu/policy/policy_docs/2080_testingstudentswithdisabilities.pdf

Search terms: Testing, technology, exam, computerized.
Jury Duty

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

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/)
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 medical alert bracelet concerning allergic status.

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

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

Signature: ____________________________________________ Date: ____________________

Print Name: ______________________________ ______________________________

**NOTE:** If the student answers “Yes” to any of the above statements, the student is encouraged to see an allergy specialist or the Student Health Center to be evaluated for potential latex sensitivity.
School of Nursing
Boise State University
Approved: Spring 2008

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 schedule 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>Timeframe</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. 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 School of Nursing Staff 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 School of Nursing Staff.

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

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**


COHS: --

BSU: Statement of Shared Values [http://osrr.boisestate.edu/sharedvalues/](http://osrr.boisestate.edu/sharedvalues/)

Student Code of Conduct [http://osrr.boisestate.edu/scp-codeofconduct/](http://osrr.boisestate.edu/scp-codeofconduct/)


National Council of State Boards of Nursing: Social Media Guidelines for Nurses [https://www.ncsbn.org/347.htm](https://www.ncsbn.org/347.htm)

Adopted: Spring 2013
Revised: Spring 2014
Revised: Spring 2015
School of Nursing
Boise State University
Approved: Spring 2008

SP-16 (Problem Solving and Conflict Resolution)
All Programs
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
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.
6. Students entering a clinical site and believed to be under the influence of a substance that could endanger patient safety will be asked to leave the clinical area. This will jeopardize the student’s ability to successfully complete the Program.
7. A pattern of noncompliance with ethical or legal behavior outlined in the above statements will be cause for dismissal from the Program.
8. If a student witnesses behavior in the clinical setting by students or staff that is illegal, unethical or unprofessional, the student must report it immediately to the faculty. The faculty has the responsibility to assist the student to plan the proper course of action in response to the situation.
9. Students are not permitted to be in the clinical setting in the role of a student except during assigned clinical hours or by permission of instructor.

Unsafe, Unethical or Other Unprofessional Practices in Clinical or Internship Patient Care Settings
Any student may be temporarily 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)
http://deanofstudents.boisestate.edu/student-code-of-conduct/

3120 (Official Student Absence)

3000 (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/

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
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 PreLicesure students must have achieved acceptable scores on all previous Standardized 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
aliciaestey@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/