Adult-Gerontology Nurse Practitioner (AGNP) Student Handbook

2014-2015

Degrees Conferred:
Master of Nursing, Adult-Gerontology Nurse Practitioner – Acute Care
Master of Nursing, Adult-Gerontology Nurse Practitioner – Primary Care
Graduate Certificate in Adult-Gerontology Nurse Practitioner – Acute Care
Graduate Certificate in Adult-Gerontology Nurse Practitioner – Primary Care
THE BOISE STATE UNIVERSITY MASTER OF NURSING ADULT-GERONTOLOGY NURSE PRACTITIONER DEGREES ARE ACCREDITED BY THE ACCREDITATION COMMISION FOR EDUCATION IN NURSING (ACEN), (FORMERLY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION) 2010 – 2015

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

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

http://www.acenursing.org

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
# Table of Contents

(Click to Go to Page)

**AGNP Student Handbook Overview** ................................................................. 1

**School of Nursing** .............................................................................................. 2

- Vision, Mission, Philosophy, and Values ............................................................. 2
- School of Nursing Overview .............................................................................. 9
- Characteristics of eCampus Courses ................................................................. 11
- American Nurses Association Code of Ethics for Nurses ............................ 12
- Sigma Theta Tau (STTI) Nursing Honor Society ........................................ 13

**Policies Governing all Nursing Students**

- Academic Integrity ................................................................. 16
- Student Behaviors and Actions ................................................................. 17
- Challenging Nursing Courses ................................................................. 21
- Communication/Notification Policy ......................................................... 24
- Confidentiality Policy ................................................................. 25
- Student Background Check Policy ......................................................... 26
- Drug and Alcohol Testing Policy .............................................................. 31
- Identification in Clinical/Community/Lab Settings ........................................ 34
- Injury/Exposure Sustained in the Clinical Setting ........................................ 35
- Instructional Technology Testing Lab ......................................................... 38
- Jury Duty ......................................................................................... 39
- Policy for Latex Sensitivity ....................................................................... 40
- Learning Centers .................................................................................... 42
- Role of Student Representatives ............................................................... 44
- Personal Electronic Devices ....................................................................... 45
- Problem Solving & Conflict Resolution in the School of Nursing .......... 47
- Student Expectations/Responsibilities in Classroom/Clinical/Skills Lab Settings 49
- Student Travel ....................................................................................... 52

**Specific to the Adult-Gerontology Nurse Practitioner (AGNP) Program** 54

- History ........................................................................................................ 55
- Purpose and Conceptual Interface ............................................................... 56
- Instructional Philosophy ............................................................................. 58
- Student and Faculty Expectations ............................................................... 59
- Program Objectives ................................................................................... 61
- AGNP Curriculum Overview ..................................................................... 62
- Catalog Description of Courses ................................................................. 63
- Curriculum Progression ............................................................................. 66
AGNP Program Policies

Files and Records Management Policy ............................................................... 72
Clinical Health Requirements .............................................................................. 73
Grading ............................................................................................................... 75
Policies and Processes for AGNP Program Preceptors .................................... 76
Clinical Lab Dress Code Policy ........................................................................... 83
Progression Policy .............................................................................................. 84
Reentry and Readmission Policy ........................................................................ 86

Quick Content ........................................................................................................ 87

School of Nursing:  http://hs.boisestate.edu/nursing/
AGNP Program:   http://hs.boisestate.edu/nursing/agnp
Student Handbook: http://hs.boisestate.edu/nursing/agnp/resources/
School of Nursing Directory: http://hs.boisestate.edu/nursing/about-us/faculty-staff/
Cost of Program: http://hs.boisestate.edu/nursing/agnp/costs/
Computer Resources on Campus: http://oit.boisestate.edu/classroomlabtech/classroom-and-lab-technologies/computer-labs-and-kiosks
University Catalogs:  http://registrar.boisestate.edu/undergraduate
                      http://graduatecatalog.boisestate.edu
Idaho State Board of Nursing: http://ibn.idaho.gov/IBNPortal
AGNP STUDENT HANDBOOK OVERVIEW *

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

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

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

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

*Adapted from the University of Arizona College of Nursing Graduate Student Handbook
SCHOOL OF NURSING

Vision

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

Mission

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

Philosophy

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

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

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

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

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

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

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

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

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

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

Belief Statements

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

**Narrative Descriptors and Program Outcomes**

**Clinical Reasoning and Critical Inquiry**

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

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

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

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

**Experiential Learning**

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

Experiential Learning may include, but is not limited to:

- Student-focused learning using reality-based situations and problems
- Faculty and student interactions to construct meaningful interpretation of events and ideas
- Teaching-learning techniques, such as active learning, cooperative learning, collaborative learning, self-directed and student-focused learning, and clinical simulations
- Authentic field experiences and partnerships (acute, immediate, long-term, public health and community agencies)
- Civic engagement and service-learning experiences
- Advocacy and policy development experiences
- Cultural immersion through global nursing and health experiences
- Mentoring in research, evidence-based practice, and scholarly projects

**Communication**

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

**Global Worldview**

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

This approach may include, but is not limited to:

- Diverse communities
- Intercultural issues
- Student and faculty foreign exchange opportunities
- Intercultural and international program development
- Faculty/institutional support services
- Service-learning programs

**Professionalism and Leadership**

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


Revised May 2013
Revised Fall 2013
School of Nursing Overview

Boise State University is recognized throughout the Northwest for a commitment to service and excellence in nursing education. The School of Nursing is strongly committed to building an academic community of excellence that values diversity. Its programs prepare students to become leaders in nursing, ready to provide caring, holistic, and quality nursing services to diverse populations. Students have opportunities for international exchange and access to faculty who have a background in international research and travel.

The School of Nursing is home to 39 full-time faculty plus the full-time school director, 2 part-time faculty, and 15 professional and classified staff. The School can also claim the first fully endowed nursing chair in the state of Idaho, the JoAnna "Jody" DeMeyer Endowed Chair, which is the only fully endowed chair at Boise State University. Of the 39 full-time faculty members, 24 are tenured, 21 hold doctoral degrees with an additional 9 currently enrolled in doctoral programs. The School of Nursing faculty members demonstrate a commitment to high educational standards and clinical, leadership, and research expertise with 3 Full Professors, 16 Associate Professors, and 20 Assistant Professors.

The Bachelor of Science Program received initial NLNAC accreditation in 1980 and has maintained continuous accreditation since that time, with the most recent re-accreditation review in 2010. The Bachelor of Science Program has two tracks. The Undergraduate (pre-licensure) track admits students who are not currently registered nurses. The RN-BS Online/Distance Completion track admits registered nurses who want to complete a BS degree in nursing.

Averages of 140 students matriculate in the pre-licensure option each year. In fall 2014 the incoming student body had an average age of 26 years, a 3.84 GPA, and a 13/87 percent composition of males and females. In addition, 13.3% of these students self-declared culturally and ethnically diverse origins. In comparison, the Boise State University student body has an average age of 27.5 years, a freshman GPA of 3.35, and a 45/55 percent composition of males and females, with 12.9% from self-declared cultural and ethnically diverse origins.

The RN-BS Online/Distance Completion Track admits an average of 200 students per year. Thus far, students in this program had an average age of 36.6 years, a 3.12 GPA, and 18 percent composition of males and 82 percent females; with 11.8% from diverse origins. To date, 200 students have successfully obtained their Bachelor of Science degrees via the RN-BS Online/Distance Completion Track.

The Boise State Nursing Graduate Program design combines master-level core curriculum and population nursing focused courses. Population Nursing is the practice of advanced nursing skills and knowledge to partner with populations in promoting health, preventing disease, and addressing health inequities. This practice is guided by the population’s identified determinants of health and results in outcomes ranging from relevant policymaking to optimal health and well-being.
When the University expressed a desire to establish a graduate program in nursing, the State Board of Education was clear that the School could not duplicate a degree already offered in the state. The College of Health Sciences has a strong foundation in public health; thus, it was a natural extension to offer a graduate nursing program in public health or population health. Focus groups demonstrated that community partners were interested in a program whose graduates could redefine practice while assuming key roles in health care delivery using a population-based framework. Partners were interested in a graduate program that could produce effective leaders who could impact policy and advocate for health care programs and resources using evidenced-based findings. Thus, the regional community supported the development of a population-focused nursing master’s program.

The Boise State University Master's in Nursing, Nursing of Populations, Program uses online, web-based methods for distance education delivery. Surveys of senior nursing students, alumni, and stakeholders completed in 2005 indicated that delivering the core curriculum as a distance education program better suited the needs of the southwest region of Idaho. Through the development of online core courses, the goal of offering this specialized degree statewide was realized.

The graduate program admitted its first student cohort in fall 2007 (n=5), and was awarded NLNAC Accreditation in fall 2010. As of fall 2012 a total of 28 students were progressing through the curriculum. Student demographics include an average age of 44 years, 4 males and 24 females; 3 non-Idaho residents, and 4% from self-reported diverse origins. As of May 2013 a total of 13 students will have successfully graduated from the Master's of Nursing program.

With the addition of the Doctor of Nursing Practice (DNP) in fall 2013 and the Adult Gerontology Nurse Practitioner Program (AGNP) in spring 2014, the School of Nursing is on track to help students at all levels of education meet their educational and career goals.

Our College offers high quality undergraduate degree programs in nursing, radiologic science (including specialties in medical sonography, magnetic resonance imaging, computerized tomography, PACS administration - Picture Archiving and Communication System medical imaging technology, and general administration), respiratory care, environmental and occupational safety and health, health informatics and information management, health science studies, kinesiology and pre-professional emphases. Graduate offerings include a Master of Health Science in health promotion, health policy, environmental health, health services leadership, and health research as well as graduate certificates in health services leadership, addiction studies, and gerontological studies.
**DEFINITION OF 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 at a distance using educational technology to deliver or convey the class content and communication between the instructor and students. However, several learning frameworks are used to mediate these courses. These frameworks fall into 2 main categories: synchronous and asynchronous.

**Asynchronous**

Asynchronous refers to activities that do not require participation at the same time. Asynchronous courses still have deadlines, and may include some synchronous activities. 95% of Boise State eCampus classes are delivered asynchronously [online through the Internet](http://example.com).

**Synchronous**

Synchronous refers to activities conducted in real time or at specified times. At Boise State most of these classes require or offer attendance at physical sites other than the main campus. Synchronous classes are delivered through [telecourse and videoconferencing](http://example.com).
American Nurses Association Code of Ethics for Nurses

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

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations or social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

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

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Sigma Theta Tau (STTI) Nursing Honor Society

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. Learn more about STTI's founders.

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.
• Chapter Leader Emphasis - a biannual newsletter sent to more than 4,000 chapter leaders.
• STTIconnect - 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.
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

CHS: None.
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://www.boisestate.edu/osrr/scp/student_code.html
Student behaviors and/or performance should promote a healthy environment and not present a danger (or reasonable assumption of danger) to a student/person/client/patient or jeopardize the license of a faculty or individual working with the student.

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 ANA Standards of Nursing Practice, the Idaho Nurse Practice Act, and ANA Code of ethics. Students are expected to behave responsibly and they do not have the right to engage in behaviors that may harm and endanger other people, including patients/clients.
1. If a student demonstrates unsafe/unethical practice, the faculty member making the assessment will meet/discuss with the student to talk about the situation; generally within 3 working days of the incidence occurrence. Faculty must notify the appropriate Associate Chair of the incident and Program Director. Based on the severity of the incident, the faculty member making the assertion in consultation with the Associate Chair/Chair, and with permission from the Associate Dean/Dean may choose to remove the student from class or clinical for up to 2 days while the incident is investigated.

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

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

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

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

- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop a learning contract with the student.
- Decision to refer the student to OSRR for further assessment
- Recommendation for dismissal of the student from the nursing program. The Nursing School's dismissal policy will be followed which includes an impartial hearing for the student and faculty member making the behavioral allegation. See School of Nursing policy: Dismissal F-VI-200.

**Process for Code of Conduct Violation**

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

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

2. The faculty member making the assertion may choose to invite the Program 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) may be invited to attend as a neutral participant. A discussion of the behavior occurs among all parties. The student is provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting are taken and a copy is distributed to all parties, and a copy placed in the student file.

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

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

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

1. If a student demonstrates such behaviors, the faculty member will contact Program Director, the appropriate Associate Chair, and if indicated the Office of Student Rights and Responsibilities for consultation. A C.A.R.E.S. report may be filed as well. https://boise-advocate.symplicity.com/care_referral/index.php/pid633606?au=&ck=

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

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

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

**Related Forms/Policies**

Student Expectations/Responsibilities in Clinical/Skills Lab (S-IV-302)
Approved: August, 2007
Revised: Spring 2011
Revised: Spring 2014

CHS: None (CHS 307 archived)
BSU: Policy 2020 Student Code of Conduct
    [http://www.boisestate.edu/osrr/scp/student_code.html](http://www.boisestate.edu/osrr/scp/student_code.html)
    Procedure for Academic and Classroom Misconduct (Article 6)
    [http://www.boisestate.edu/osrr/scp/article6.html](http://www.boisestate.edu/osrr/scp/article6.html)
    Sanctions (Article 10)
    [http://www.boisestate.edu/osrr/scp/article10.html](http://www.boisestate.edu/osrr/scp/article10.html)

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

Purpose

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

Scope

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

Responsible Parties

Faculty and students in the School of Nursing.

Policy

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

1. Students must have been accepted into the Nursing Program before they are allowed to challenge a course in the School of Nursing curriculum.
2. A student may receive up to one-third of the total credits required for graduation through either challenge examinations or experiential learning. (See Boise State University catalog on Credit for Prior Learning.) A challenge examination measures course competencies as stated in the current course syllabus. Successfully passing the challenge examination is comparable to receiving a grade for the course being challenged. The grade must be 75% or better.
3. Nursing content that a student may challenge includes knowledge gained from:
   o Continuing education courses.
   o Employment in a field of nursing and/or health care.
4. The challenge process must be completed by the semester add/drop date.
5. While the challenge is being processed, the student must register for and attend the challenged class and complete all assignments/exams until the challenge process is completed.
6. A challenge examination of a nursing course must be taken in the sequence that the courses are scheduled in the nursing curriculum.
7. A challenge examination for a nursing course may be taken only one time.
8. The faculty of the nursing course being challenged may require successful completion of a theory challenge examination prior to taking a practicum challenge examination, as these courses are co-requisites.
9. Elective nursing courses (Special Topics) may vary from semester to semester and may not be challenged.
10. A student may petition the faculty for an exemption to the policy for challenge examination, choosing instead to challenge a course with a Prior Learning Portfolio (PLP). A PLP should present evidence that equivalent preparation (i.e. work experience, self-study, continuing education, traditional or non-traditional education) fulfills the learning outcomes and/or objectives of the course being challenged. (See Boise State University catalog on Prior Learning Portfolio.)
11. A student who successfully challenges a nursing course will receive a grade and credit for the challenged course. Note: In some cases, financial aid may be disrupted when credits are received via a challenge. Talk with a representative from the Financial Aid Office to determine whether challenge credits could impact the receipt of your financial aid.
12. It is the responsibility of the faculty teaching the course being challenged to:
   a. Determine the content and/or process of the challenge examination.
   b. Describe the process for challenging the course.
   c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   d. Evaluate the student's challenge examination performance or PLP against the current course outcomes and grading criteria.
13. Prior to initiating the challenge process, the students must satisfy any pre-requisites for the course being challenged.

Process

To challenge a nursing course, the student will:

1. Contact the appropriate course faculty member to discuss the possibility of challenging a nursing course the semester prior to the challenged course semester.
   a. Make an appointment with the faculty of the course being challenged to complete the Credit for Prior Learning Form. (see University Undergraduate Catalog for form information).
2. It is the responsibility of the faculty teaching the course being challenged to:
   a. Determine the content and/or process of the challenge examination.
   b. Describe the process for challenging the course.
   c. State the titles of required text(s) and syllabus in addition to instructions where a student may obtain study references.
   d. Evaluate the student's challenge examination performance or PLP against the current course outcomes and grading criteria.
3. File the Credit for Prior Learning Form with the Registrar and pay the associated fee.
   a. The challenge must be filed during the semester prior to the semester in which the challenged course will be offered.
   b. Deadline for filing a challenge for the Fall semester is April 1 of the preceding semester; Deadline for filing a challenge for the Spring semester is November 1 of the preceding semester
4. Student will take the receipt for payment and the top copy of the Credit for Prior Learning Form to the administrative assistant who will obtain faculty signatures.
5. Student will take the challenge exam.
6. Following completion of the exam.
   a. The administrative assistant will record the student's grade on the Credit for Prior Learning Form.
   b. Provide a copy of the form to the student.
c. Send the form to the Registrar’s Office
d. Place a copy of the form in the student’s file

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

Related Policies/Forms

Credit for Prior Learning Form

Team: Admission & Progression

CHS: None

BSU: 3040 (Credit for Prior Learning)

3070 (Requests for Academic Adjustments of Undergraduate Requirements)
    http://www.boisestate.edu/policy/policy_docs/3070_RequestsforAcademicAdjustmentsofUndergraduateRequirements.pdf

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

Search Terms: Challenge, prior learning.
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

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 Forms/Policies
BSU: Policy 2280 Student Email Communications
http://policy.boisestate.edu/wp-content/uploads/2013/06/2280_Student-Email_053113.pdf
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 enrolled in the School of Nursing and faculty.

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/3493.htm](https://www.ncsbn.org/3493.htm)

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

Related Forms
Student Non-Disclosure Statement (CHS 311)
Student Expectations/Responsibilities in Clinical/Skills Lab
Reviewed: Spring 2006
Reviewed: Spring 2010
Revised: Spring 2012
Search Terms: Confidentiality
Boise State University

CHS-313 Criminal Background Check
Student Background Check Policy

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

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

Responsible Party:
The department/school chair or designee of each program, offering courses that involve the direct delivery of patient care services

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

Conviction, for purposes of this policy, shall mean:
- Guilty plea or verdict (regardless of the form of the plea or disposition of the case)
- Withheld judgment
- Plea agreement
- Arrest (pending charges) until the verdict is rendered

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

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

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

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

II. Procedure

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

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

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

D. If the BGC result contains no convictions, or only minor misdemeanor charges (as determined in the sole discretion of the responsible party), and no pattern of behavior
deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk the student will be fully admitted to and retained in the program/course.

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

1. Meet with the Department/School Chair (or designee) and present in writing why the potential student believes he or she did not demonstrate an unprofessional pattern of behavior, or should not be considered a risk to patients, faculty and/or student safety.
2. After the meeting, the Chair (or designee) will write an admission recommendation. The recommendation, information presented by the student, and the BGC or record of arrest will be forwarded to the College of Health Sciences Academic Leadership Council (ALC). The ALC will make the final admission decision. The ALC will notify the student of the final decision.
3. A representative from University Health Services (UHS) may provide consultation on appeals as a non-voting member.
4. This process must be completed within 10 business days of receipt of notification of withdrawn admission.

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

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

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

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

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

III. Conviction Categories, Crimes and Time Periods

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

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

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

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

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

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

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

1. Misdemeanor theft (all categories, including willful concealment).
2. More than one, felony, or misdemeanor driving under the influence (DUI) which is not a first offense.

F. The time frame for these crimes is the past 3 years:

1. First offense DUI.

IV. Additional BGCs required by affiliated clinical agencies

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

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

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

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.
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 RN-BS Online/Distance 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
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 and Nursing Administration.

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 according to the policy of the clinical agency before leaving the clinical facility.

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

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

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

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

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

8. The student may seek counseling and referral regarding implications of the exposure, risks and/or treatment from the following agencies:

Boise State University Counseling Center, phone 426-1459 for an appointment or the University Health Center at 1-800-322-9569 for urgent care, not requiring an emergency room, Private provider of choice.

**Rights & Responsibilities**

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

**Student Responsibilities**
1. The student has the responsibility to follow the clinical agency policy regarding an injury/exposure.
2. The student has the responsibility to protect patient/public safety.
3. **Most agencies will charge a fee for any testing or health care. If there is a fee for any services, the student will be responsible for the cost.**
4. Complete and submit the agency injury/exposure report form and the School of Nursing Incident Report. **A copy of both reports will be retained in the student's file.**
Faculty Responsibilities
1. The clinical faculty will assist the student in completion of required reports and evaluation as required by the clinical agency policy.
2. If needed, the clinical faculty will assist the student in completion of a risk assessment regarding the accidental exposure.
3. The clinical faculty will ensure that the student is informed of his/her rights and responsibilities and the required procedures as described above.
4. The clinical faculty will inform and may assist the student regarding accessing resources for risk assessment, screening, advice, referral for testing, treatment, and counseling.
5. The clinical faculty will assist the student to analyze the occurrence regarding implications, if any, for future practice.
6. The clinical faculty will complete the Student Injury/Exposure Report form, including student and faculty signature, and place the completed report in the student's Program file.
7. The faculty member is to notify the Chair of the incident within 24 hours of the occurrence.
8. The faculty will ensure that students are oriented to the OSHA policies within each clinical agency.

Related Policies/Forms
Incident Report Form: R:\College of Health\Nursing\Resources\Forms\Incident Report Policy form.doc

Approved: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011

CHS: 304, 305, 306
BSU: None.
Search terms: Rights, responsibilities, injury, exposure, clinical agency, safety, OSHA.
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, Boise State Online Testing Center—Student Policies.
http://itc.boisestate.edu/testinglab/

Approved: Spring 2009
Reviewed: Spring 2010

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 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.
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://www.boisestate.edu/policy/policy_docs/7250_CourtOrJuryService.pdf

Search Terms: Jury Duty
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 should be aware of, and screened for, sensitivity to latex-based products. Continuing evaluation of possible sensitivity should occur throughout the educational and clinical experience. All CHS programs that place students in situations where the use of natural rubber latex is a probability will adhere to the following protocol, or will incorporate a more restrictive protocol into their program/departmental policies.

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

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

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

4. If the student, in consultation with his/her physician, decides it is necessary to withdraw from the program, the program director/department chair will make every effort to assist with reimbursement of current semester fees from the institution.
### Assessment of Risk Factors for Potential Latex Allergy

Please Circle the appropriate answer for each question. If answered “Yes”, please explain.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Question</th>
</tr>
</thead>
</table>
| YES | NO | 1. I have food allergies, especially to bananas, passion fruit, kiwi, potato, tomato, avocado, chestnuts.  
    | | Explain: |
| YES | NO | 2. I have developed a skin reaction to latex products, such as gloves, band-aids, rubber balloons, etc.  
    | | Explain: |
| YES | NO | 3. I have developed swelling of the lips, tongue, or skin after dental treatment, blowing up a balloon, or contact with latex or rubber products.  
    | | Explain: |
| YES | NO | 4. I have developed a runny nose, itchy eyes, hives, or scratchy throat after contact with rubber or latex.  
    | | Explain: |
| YES | NO | 5. I have had difficulty breathing or a severe reaction that required a visit to the emergency room after contact with latex or rubber.  
    | | Explain: |
| YES | NO | 6. I have spina bifida or have had multiple surgeries.  
    | | Explain: |
| YES | NO | 7. I think I have a sensitivity or allergy to latex.  
    | | Explain: |
| YES | NO | 8. I have been diagnosed with a latex allergy or sensitivity to the components included in some latex products.  
    | | Explain: |

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

Signature: ___________________________________________ Date: ______________________
Print Name: ___________________________________________________________________________________

**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 SP-15 (Learning Centers)
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.

Responsible Parties
Sims/Lab faculty and 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 program. The printers are not to be used for personal business.

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

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

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

Related Policies/Forms
Student Equipment Request form (available in the Student Center)

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

CHS: None.
BSU: None.
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 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

Search terms: Representative, leadership
Purpose
Personal Electronic Device Guidelines for Boise State University School of Nursing (SON) These Guidelines are used in conjunction with the Social Networking Protocol and Talking Points for Nursing Students Boise State University School of Nursing. Located here: http://www.ncsbn.org/3493.htm

Scope
All students in the School of Nursing.

Responsible Parties
Faculty, staff, and students in the School of Nursing.

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

Handheld Devices in the Clinical Setting

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

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

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

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

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

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


Professional Boundaries

On-line boundaries between nursing students and others should be maintained as they would in any other context. For more information, please review the School of Nursing’s confidentiality policy.

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.

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

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

Scope
Students enrolled in the School of Nursing.

Responsible Parties
Students and faculty in the School of Nursing.

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

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

All petitions must be submitted to the committee responsible for the Program policy. The petition must be typed, double spaced, and signed. A petition consists of:

a. A clear statement of the problem
b. Supporting data
c. A proposal of one or more acceptable solutions and
d. An identified time frame with potential costs and benefits for each solution.

Student Process
(Steps 1 and 2 allow for resolution of conflict before grievance is filed.)

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

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

3. The next step in the process is to meet/discuss the situation with the Program Chair who will be a facilitator of the resolution.
4. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may meet with the Director of the School of Nursing.
5. If the above problem solving method remains unsatisfactory and the student wishes to continue the matter. The student may initiate the University Grade Appeal process.

Lines of Communication
The chain of communication for individual concerns is:
1. Course Faculty
2. Faculty Mentor/Advisor
3. Program Coordinator
4. Program Chair
5. Director, School of Nursing
6. Dean of appropriate College
7. Boise State Provost
8. Boise State President
9. State Board of Education

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

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

Related Policies/Forms
BSU: 3130A & B (Academic Grievance)  
http://academics.boisestate.edu/undergraduate/appeals/  
1060 (Policy on Nondiscrimination and Affirmative Action)  
3000 (Academic Probation and dismissal)  
Student Mediation Program: http://www.boisestate.edu/osrr/smp/student_mediation.html  
Student Code of Conduct: http://www.boisestate.edu/osrr/scp/student_code.html  
Policy 7090 Student & University Personnel Grievance Board  
http://www.boisestate.edu/policy/policy_docs/7090_Student_UniversityPersonnelGrievanceBoard.pdf

Approved: Spring 2008  
Revised: Spring 2014
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, clinical and lab-based experiences.
2. It is the responsibility of the student to notify their faculty member prior to any absence from scheduled classes/clinicals/lab-based experiences. Failure to notify faculty of absence may result in failure in the clinical/course.
3. If absent from a scheduled class/clinical/lab-based experience, the student is still responsible for the clinical/course objectives. It is the student’s responsibility to meet with faculty to discuss possible need for makeup or alternative assignments for missed clinical/lab-based experiences. If the student misses more than 10% of scheduled clinical/lab hours the student may fail the clinical/course.
4. All School of Nursing communication with students will be through Blackboard and the student’s 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 for continuation in the nursing program.

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

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

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

Student Expectations for Clinical/Lab-Based Experiences:
1. Students will perform nursing care only under the direction of the faculty or assigned agent of the faculty. In a preceptorship class, the student may perform nursing care under the supervision of the preceptor or the assigned agent of the preceptor. Students are responsible to seek the assistance of the faculty to clarify expectations regarding scope of student experience, or when faced with new or unique clinical situations.
2. Students participating in any clinical experience must be prepared to provide responsible, safe nursing care or they will be asked to leave the clinical area. Performance that endangers patients may be cause for dismissal from the program.
3. When in clinical/lab based setting, personal telephone calls must be limited to breaks. Pagers and portable telephones may be used only on silent or vibrate modes, and should only be utilized during breaks, and never utilized during patient care. Additionally, students must comply with the clinical agency’s policies regarding the use of cellular telephones. Students must use public telephones or personal telephones to return personal calls.
4. At no time are children allowed in the clinical/lab based settings.
5. Falsification of patient charts or records will result in dismissal from the program.
6. Students entering a clinical site and believed to be under the influence of a substance that could endanger patient safety will be asked to leave the clinical area. This will jeopardize the student’s ability to successfully complete the program.
7. A pattern of noncompliance with ethical or legal behavior outlined in the above statements will be cause for dismissal from the program.

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

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

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

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

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

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

Related Policies/Forms
Nurse Practice Act
FAQ- American Nurses Association (ANA) Code of Ethics
Student Behaviors and Actions (S-VI-204)

Approved: Spring 2008
Reviewed: Spring 2010
Reviewed: Spring 2011

CHS: None (CHS 307 archived)
BSU: 2020 (Code of Conduct), 3120 (Official Student Absence), 3000 (Academic Probation and Dismissal), 4190 (Faculty Initiated Withdrawal)
Search Terms: ANA, expectations, responsibilities, classroom, clinical
Purpose
These guidelines are to explain the processes for student 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. Each applicant must complete a “Request for Student Travel Funding” and forward to the sponsoring faculty member. Attach submitted abstract and all relevant documents that describe the event.
3. Requests for funding are due within seven days of submission of the abstract. Students who are submitting an abstract for a conference must begin the process when the abstract is first submitted and then must submit the application to the SON within the aforementioned seven day deadline.
4. 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.
5. Travel arrangements will be made and managed by the designated staff member. At no time is the student to make his/her own reservations or purchase tickets without pre-approval of the staff member.
6. Once approved, the staff member will initiate contact with the student and determine a meeting date to discuss expenses and determine appropriate conveyance and lodging. It is the responsibility of the staff member to comply with university policy regarding travel and expenses, thus times of departure and lodging arrangements are not at the sole discretion of the traveler. For example, if several individuals are attending the same conference/event, policy requires the individuals to share lodging arrangements.
7. Failure to meet with the staff member in a timely manner may result in the approved travel funding being revoked.
8. Arrangements for the printing of a poster, if applicable, will also be arranged and authorized by the staff member at the same meeting when travel arrangements are discussed. Unauthorized poster printing will not be funded.

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

Approved: Spring 2008
Revised: Spring 2014
Adult-Gerontology Nurse Practitioner Program

Description & Definitions

Master’s of Nursing

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

The MN program has been designed as a part-time online program consisting of 50 credits in 9 semesters (3 years, including summers) with 700 total clinical hours of which 574 hours will be in clinical settings providing supervised direct patient care. Students are required to attend three on-campus intensive summer course sessions to ensure acquisition of skills for option specific procedures, and to complete simulated learning experiences and Objectively Structured Clinical Examinations (OSCE).

Graduate Certificate:

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

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

History of the Adult-Gerontology Nurse Practitioner Program

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

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

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

Updating: Curriculum integrity will be ongoing to reflect new editions of nationally recognized documents such as the 2013 Accreditation Commission for Nursing Education Accreditation Manual. With student input, the faculty will continue to assess and revise the curriculum to reflect changes in health care and nursing.
Purpose and Conceptual Interface

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

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

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

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

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

The integrated components of engagement and experiential education are particularly strong. Students and faculty are actively engaged with community partners in order to promote the health of individuals, groups, and populations and identify healthcare and health promotion needs. In order to obtain successful outcomes, partnerships are inherent in advanced practice nursing. This graduate program was designed to
have experiential education through multiple courses and course assignments that are evidence-based and have practical applications.

The **global worldview** is addressed through assignments, discussion and literature that lead the graduate student to a broadened view of issues, needs, and concerns. Related content includes cultural competency and economic and financial perspectives. An increasing array of international agreements will provide elective, and potentially, program of study opportunities in selected global environments.

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

The curriculum builds across didactic and clinical course level progression.

**Didactic Model**

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

**Clinical Model**

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

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

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

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

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

Content and learning activities are primarily undertaken in the online environment. Clinical courses occur in precepted environments in the communities where students reside. 3 mandatory on campus intensive hands-on/simulation summer sessions (approx 1 week).
**Student and Faculty Expectations**

**Faculty Expectations**

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

**Student Expectations**

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

**Expectations of Masters Students**

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

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

**On-line teaching and learning**

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

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

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

Clinical Reasoning and Critical Inquiry

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

Communication

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

Experiential Learning

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

Global Worldview

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

Professionalism and Leadership

1. Integrate professional values in advanced nursing leadership roles in health care
   a. Demonstrates the highest level of accountability for professional practice.
2. Design advanced nursing leadership roles in health care using an enhanced theoretical and research base.
### AGNP Curriculum Overview

#### Nursing Core Courses

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

**Total Nursing Core Credits:** 9

#### Nurse Practitioner Core Courses

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

**Total Nurse Practitioner Core Credits:** 22

#### Primary Care Track

<table>
<thead>
<tr>
<th>Nursing and Nurse Practitioner Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 542</td>
<td>4</td>
</tr>
<tr>
<td>Primary Care Management of Adult/Geriatric Health and Illness I</td>
<td></td>
</tr>
<tr>
<td>NURS 543</td>
<td>2</td>
</tr>
<tr>
<td>Primary Care Management of Adult/Geriatric Health and Illness I Clinical</td>
<td></td>
</tr>
<tr>
<td>NURS 544</td>
<td>4</td>
</tr>
<tr>
<td>Primary Care Management of Adult/Geriatric Health and Illness II</td>
<td></td>
</tr>
<tr>
<td>NURS 545</td>
<td>2</td>
</tr>
<tr>
<td>Primary Care Management of Adult/Geriatric Health and Illness II Clinical</td>
<td></td>
</tr>
<tr>
<td>NURS 547</td>
<td>3</td>
</tr>
<tr>
<td>Primary Care Clinical Residency</td>
<td></td>
</tr>
<tr>
<td>NURS 551</td>
<td>2</td>
</tr>
<tr>
<td>Primary Care Procedures and Diagnostics for the Advanced Practice Nurse</td>
<td></td>
</tr>
<tr>
<td>NURS 555</td>
<td>2</td>
</tr>
<tr>
<td>Primary Care Clinical Skills Synthesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Primary Care Program Credits:** 50

#### Acute Care Track

<table>
<thead>
<tr>
<th>Nursing and Nurse Practitioner Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 536</td>
<td>4</td>
</tr>
<tr>
<td>Acute Care Management of Adult/Geriatric Health and Illness I</td>
<td></td>
</tr>
<tr>
<td>NURS 537</td>
<td>2</td>
</tr>
<tr>
<td>Acute Care Management of Adult/Geriatric Health and Illness I Clinical</td>
<td></td>
</tr>
<tr>
<td>NURS 538</td>
<td>4</td>
</tr>
<tr>
<td>Acute Care Management of Adult/Geriatric Health and Illness II</td>
<td></td>
</tr>
<tr>
<td>NURS 539</td>
<td>2</td>
</tr>
<tr>
<td>Acute Care Management of Adult/Geriatric Health and Illness II Clinical</td>
<td></td>
</tr>
<tr>
<td>NURS 541</td>
<td>3</td>
</tr>
<tr>
<td>Acute Care Clinical Residency</td>
<td></td>
</tr>
<tr>
<td>NURS 549</td>
<td>2</td>
</tr>
<tr>
<td>Acute Care Procedures and Diagnostics for the Advanced Practice Nurse</td>
<td></td>
</tr>
<tr>
<td>NURS 553</td>
<td>2</td>
</tr>
<tr>
<td>Acute Care Clinical Skills Synthesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Acute Care Program Credits:** 50
Catalog Description of Courses

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

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

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

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


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

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

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

NURS 534 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS (3-0-3)(F/S/SU). Integrates broad principles of scientific and nursing principles of therapeutic decision-making to assess, diagnose, and manage common health issues across the adult lifespan with emphasis on needs and care of geriatric and diverse populations. PREREQ: NURS 518, NURS 519, and NURS 520.
NURS 535 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS CLINICAL (0-8-2)(F/S/SU). Integrates theory with therapeutic decision-making for adult populations across the lifespan with common health conditions within acute or primary health care settings. PRE/COREQ: NURS 534.

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

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

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

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

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

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

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


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

**NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.

**NURS 549 ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-8-2)(F/S/SU).** Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

**NURS 551 PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-8-2)(F/S/SU).** Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

**NURS 553 ACUTE CARE CLINICAL SKILLS SYNTHESIS (0-6-2)(Su).** On-campus clinical experience to assess the capacity of the acute care nurse practitioner student to provide holistic advanced nursing care to the adult-geriatric patient and culmination of a final residency plan. PREREQ: Admission to the Graduate Program in Nursing or PERM/INST.

**NURS 555 PRIMARY CARE CLINICAL SKILLS SYNTHESIS (0-6-2)(Su).** On-campus clinical experience to assess the capacity of the primary care nurse practitioner student to provide holistic advanced nursing care to the adult-geriatric patient and culmination of a final residency plan. PREREQ: Admission to the Graduate Program in Nursing or PERM/INST.

**NURS 560 SCHOLARLY SYNTHESIS (2-0-2)(F/S/SU).** Synthesis of current knowledge focused in clinical area of study. PRE/COREQ: NURS 541 or NURS 547.
<table>
<thead>
<tr>
<th></th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 1</th>
<th>Spring 2</th>
<th>Summer 2</th>
<th>Fall 2</th>
<th>Spring 3</th>
<th>Summer 3</th>
<th>Fall 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acute Care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 582 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Advanced Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 518 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 510 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Pathophysiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 519 - 1 credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 516 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacotherapeutics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 520 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits: 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 582 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Advanced Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 518 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 508 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Scholarly Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Advanced Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 534 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult/Geriatric Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Illness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 549 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Diagnostics for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Advanced Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 532 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 556 - 4 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Adult/Geriatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Illness I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 538 - 4 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Adult/Geriatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Illness II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 552 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in Health Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 541 - 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Clinical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 558 - 4 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Adult/Geriatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Illness I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 539 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Adult/Geriatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Illness II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 533 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Clinical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 560 - 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Technology Skills and Computer Requirements

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

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

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

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

**Students specifically benefit from these main features:**

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

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

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

**Important Typhon Group Links and Resources**

Main Web site: www.typhongroup.net

What devices can be used to access the Typhon website?

http://www.typhongroup.net/help/help.asp?question=1014
Take exams at home. The easy way.

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

ProctorU is easy!

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

Real People. Real Proctoring.

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

Useful links and resources for ProctorU:
Technical requirements:  http://proctoru.com/tech.php
Getting Started: http://proctoru.com/getstarted.php
Technical Support: (855) 772-8678

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

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

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

**Important Shadow Health Links and Resources**

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

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

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Spring Semester 1</th>
<th>Summer Semester 2</th>
<th>Fall Semester 3</th>
<th>Spring Semester 4</th>
<th>Summer Semester 5</th>
<th>Fall Semester 6</th>
<th>Spring Semester 7</th>
<th>Summer Semester 8</th>
<th>Fall Semester 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typhon Data Base (one-time fee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shadow Health Virtual Patient (one-time fee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing Lab Coat</td>
<td>$25-100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ProctorU: Online Test Proctoring</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$50-75</td>
<td>$75-100</td>
</tr>
<tr>
<td>Annual Drug Testing</td>
<td>$130.75</td>
<td></td>
<td></td>
<td></td>
<td>$43.00</td>
<td></td>
<td></td>
<td>$43.00</td>
<td></td>
</tr>
<tr>
<td>Background Check</td>
<td></td>
<td>$60.75</td>
<td>$60.75</td>
<td></td>
<td>$60.75</td>
<td>$60.75</td>
<td></td>
<td>$60.75</td>
<td>$60.75</td>
</tr>
<tr>
<td>Fees for Summer Parking</td>
<td>$10.00</td>
<td></td>
<td>$10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Total Max Additional Fees</td>
<td>$205.75</td>
<td>$230.00</td>
<td>$210.75</td>
<td>$178.75</td>
<td>$10.00</td>
<td>$135.75</td>
<td>$178.75</td>
<td>$10.00</td>
<td>$160.75</td>
</tr>
</tbody>
</table>

Additional Fees Over Program: $1,300.00

Please note that the student is responsible for the cost of any addition immunizations or titers required to fulfill health requirements.

Lodging and transportation to and from summer sessions are the responsibility of the student. The School of Nursing is working with community partners to offer reduced rates. More information on summer sessions will be forthcoming.
Files and Records Management Policy

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

Descriptions

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

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

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

Access to Student Files

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

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

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

Related Policies/Forms
DON S-V-203

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

Search Terms: Files, Graduate, Student, Applicant
**REQUIREMENTS FOR ATTENDING CLINICAL COURSES:** As per contractual agreements with our clinical partners, background checks, CPR certification, and certain vaccinations are required. These requirements are all gathered by an outside company named Certified Background @ CertifiedBackground.com. When a student sets up an account for a background check, an account for health requirements should also be set up.

**VERIFICATION OF ENROLLMENT IN MEDICAL INSURANCE:** Neither the College of Health Sciences, the Departments within the College, nor the clinical agencies carry health insurance for students. All students enrolled and participating in clinical course work through the College of Health Sciences must be covered by a medical insurance policy.

**BACKGROUND CHECK:** All students in the School of Nursing are required to have and maintain a clean background check. Students are admitted to the Program conditionally, pending completion of a clean background check by the deadline date. Students are responsible for setting up an account with Certified Background to request a background check, to arrange payment, and to directly handle any disputed results with Certified Background. Background checks performed for previous employment or licensing cannot be used, per contractual agreements with our partnering health care agencies. Students will be required to maintain a clear criminal record during their time in the Program and will be required to complete subsequent background checks each semester.

**CLINICAL HEALTH REQUIREMENTS:** Students will submit the following health requirements to Certified Background at CertifiedBackground.com. All health requirements due during the student’s time in the School of Nursing will be submitted through Certified Background. Students will be required to complete subsequent health requirements and re-submit to Certified Background.

A. **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.**

B. **Mumps, Rubeola, Rubella:** Documentation of two MMR vaccinations or documentation of positive titers for each – Mumps, Rubeola ("hard measles"), Rubella (German Measles) which indicates the student is protected against Mumps, Rubeola, and/or Rubella (serologically immune). These 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**

C. **Varicella (chicken pox)** One of the following is required: proof of 1 vaccination or a positive antibody titer which indicates the student is protected against Varicella (serologically immune). * If the titer is "equivocal" or negative, immunization and follow-up titers to show immunity are required by the deadline date.

D. **Hepatitis B vaccinations:** Documentation of having received the three vaccination series for Hepatitis B or a positive Hepatitis B titer

E. **Proof of current TDAP** (tetanus, diphtheria, and pertussis) vaccination received within the past 7 years.
G. *Current CPR Certification:* Students entering the Program must have **Health Care Provider CPR** certification that does not expire before May 30. Class content should 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. Certification cannot expire during the academic year.

H. *Proof of seasonal flu vaccination*
Grading

Purpose
To define the grading criteria required for progression in the AGNP program.

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

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

Related Policies/Forms
Progression (S-IV-101), Incompletes (S-IV-103)

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

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

Search Terms: Grading, progression
Mandatory on campus (program specific)
Policies and Processes for AGNP Program Preceptors

Purpose

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

Definitions:

AGNP Clinical Preceptor: This is an individual who

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

AGNP Clinical Preceptor Practice Setting/Clinical Agency: This is a safe, primary care, acute care, or specialty practice setting, caring for adults across the lifespan:

- Where the AGNP preceptor is employed in good standing
- Has agreed to allow the AGNP student to practice in the setting while being precepted by the clinical preceptor
- Has received approval by SON AGNP Program/Clinical Coordinator and has an affiliation agreement with the Boise State University School of Nursing allowing students to be onsite as part of this program.
**AGNP Student:** This is a graduate nursing student, in either the master’s or post-master’s certificate program, who:
- Has met all of the SON, professional, and educational practice requirements for AGNP students
- Is in good standing in all academic coursework
- Assumes responsibility for his/her own learning/practice, and compliance with SON policies.
- Has met, prior to entering the precepted nurse practitioner clinical experience, all of the prerequisite knowledge and practice experience objectives and requirements needed to practice safely under the preceptor’s supervision

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

**AGNP Clinical Coordinator:** This is a member of professional staff who:
- Holds a current, unencumbered* registered nurse and nurse practitioner license from a state or territory of the United States
- Is accountable for facilitating communication and clinical programs between the School of Nursing and its clinical/institutional partners

**Clinical Site/Preceptor Selection Process**

- The AGNP student may make initial contact with a potential clinical preceptor to explore clinical placement opportunities, and provide the AGNP Clinical Coordinator with prospective preceptor/site information by completing and submitting a “Request for Clinical Placement” form. For students living outside of the area served by SON clinical partners, the student is asked to collaborate with the Clinical Coordinator to explore potential clinical sites/preceptors in their state of residence.
- The AGNP Clinical Coordinator will provide the potential Preceptor with a “Preceptor Application Form” to complete and return to the AGNP Clinical Coordinator.
- The AGNP Clinical Coordinator will review and approve/disapprove clinical site and preceptor based on appropriateness to meet student learning needs and course objectives.
- In the event that no master’s prepared nurses or appropriate clinical sites are available in the student’s geographic location, students may be required to travel to another geographic location where an approved/affiliated SON clinical site is available.

**AGNP Clinical Coordinator Responsibilities:**

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

**AGNP Preceptor Responsibilities:**

In accordance with Board of Nursing regulatory guidance and SON policies, the AGNP preceptor will:

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

**SON/AGNP Faculty Responsibilities:**

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

AGNP Student Responsibilities:

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

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

1. Faculty Initiating Preceptor Approval and Contract: 
   Date: 
2. Preceptor Name and Title: 
3. Practice Type: 
4. Preceptor Phone Number: 
5. Address: (city, state, zip) 
6. Preceptor Schedule/Hours: 
7. Available Dates Start: End: 
8. Number of Clients Served Daily: 
9. Preceptor Education and Experience with Precepting: 

---
Partnering Agency Selection and Approval Form

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

1. Faculty Initiating Preceptor Approval and Contract:
   
   Date:

2. Name of Agency Contact Person: Phone:

3. Name of Agency Administrator and Title (if different from above):

4. Name of Clinical Agency:

5. Address:  
   (city, state, zip)

6. Type of Agency:

7. Is the cooperating clinical agency accredited or approved by a state or national accreditation/approval body?
   Yes [ ] No [ ]
   If Yes, by whom?

8. Type and Number of Clients Served:

9. Description of Services Provided (circle and/or describe)
   • Inpatient • Outpatient • Psych/Behavioral
   • Acute • Chronic • Urgent/Emergency
   • Pediatric • Women’s Care • Specialty/Other

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

11. Kinds of learning experiences available:

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

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

When providing patient care in a clinical setting:

- Professional business attire or facility specific attire (e.g. scrubs in acute/emergency care settings)
- Closed Toed Shoes
- Knee-length White lab coat with approved Boise State University Adult-Gerontology Nurse Practitioner Program logo.
- Boise State University Student Photo ID and/or facility required ID badge must be worn at all times in the clinical setting.

The following must be adhered to:

- Shoes are a safety factor as well as an important consideration in your health and comfort. Select a well-fitting shoe that remains comfortable when standing for long periods of time.
- Students are expected to be neat and well groomed when in the clinical site at any time prior, during, or after class.
- Hair must be kept clean, neat and well groomed. Hair should be pulled back away from the face when in the clinical setting. Hair must be of a natural human hair color.
- Make-up may be used appropriately and moderately.
- Fingernails should be kept clean, rounded and short to moderate in length. Nail polish limited to clear or neutral shades. Pierced or artificial nails are not permitted in the clinical setting.
- Male students may have beards and/or mustaches provided they are well groomed and trimmed conservatively.
- Tattoos are to be covered while in the clinical setting according to agency policy.
- No visible body piercings such as noses, lips, and eyebrows or tongues are allowed.
- Earrings will be limited to two (2) pairs, posts only, no dangling or hoops allowed. All earlobe plugs must be capped with plastic cap.

Lab Coat Vendor(s):

- A list of approved vendors (lab coat embroidery specifically) will be sent to students upon program acceptance. Students are encouraged to initiate this process early as some vendors have a 1-2 week turn around time for embroidery completion.
Progression Policy

**Purpose**

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

Within the curriculum, all nurse practitioner and specialization area specific courses are sequential and must be taken each semester in the order listed. Students are responsible for monitoring their progression in the Nursing Program and ensuring progression requirements are met.

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

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

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

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

5. Students who voluntarily stop progression in the AGNP program will be eligible for re-entry as outlined in the AGNP Graduate Program Re-Admission and Re-Entry Policies.

All requirements for a master’s degree (including courses completed at another college or university) must be started and completed within a single continuous interval of no more than seven years as outlined in the Boise State University Graduate College Catalog.
Program Outcomes

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

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

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

Definitions

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

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

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

Reentry Process

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

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

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

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

**Readmission Process**

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

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

**Readmission or Reentry letter submission dates:**

Letters requesting readmission or reentry must be received by

- March 1st to be considered for readmission for the subsequent summer or fall semester
- October 1st to be considered for readmission for the subsequent spring semester.

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

**QUICK CONTENT**

School of Nursing: [http://hs.boisestate.edu/nursing/](http://hs.boisestate.edu/nursing/)

AGNP Program: [http://hs.boisestate.edu/nursing/agnp](http://hs.boisestate.edu/nursing/agnp)
Student Handbook: http://hs.boisestate.edu/nursing/agnp/resources/
School of Nursing Directory: http://hs.boisestate.edu/nursing/about-us/faculty-staff/
Cost of Program: http://hs.boisestate.edu/nursing/agnp/costs/
Computer Resources on Campus: http://oit.boisestate.edu/classroomlabtech/classroom-and-lab-technologies/computer-labs-and-kiosks
University Catalogs: http://registrar.boisestate.edu/undergraduate
http://graduatetcatalog.boisestate.edu
Idaho State Board of Nursing: http://ibn.idaho.gov/IBNPortal