Doctor of Nursing Practice (DNP) Student Handbook

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Doctor of Nursing Practice (DNP)
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THE DOCTOR OF NURSING PRACTICE PROGRAM HAS SUBMITTED REQUIRED PAPERWORK FOR ACCREDITATION.

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

Introduction

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

General Information

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

The School of Nursing DNP Student Handbook is designed as a resource for DNP Students and Faculty 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 DNP Student Handbook (see School of Nursing website). Although most communication regarding policy and policy changes will be communicated through your course faculty, you should, also, check Blackboard often for announcements and important information such as changes in policies.

Relationship to Other Documents

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

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

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

Mission

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

Philosophy

The concepts of the nursing paradigm – Person, 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 2014 a total of 18 students 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.

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.
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](http://www.nursingknowledge.org), the organization delivers nursing knowledge designed to improve
patient outcomes by enhancing the knowledge base of its nurse customers. More than 82,000 nurses have joined the NKI community.

**Sigma Theta Tau International Foundation for Nursing**

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

**The International Honor Society of Nursing Building Corporation**

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

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

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

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

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

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

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

Related Policies/Forms: None

Approved: Fall 2007
Reviewed: Fall 2008
Reviewed: Spring 2010

CHS: None.
    3130 (Academic Grievance Board)
 http://www.boisestate.edu/policy/policy_docs/3140_AcademicGrievance.pdf

Search Terms: Academic integrity, plagiarism, dishonesty
Purpose
Boise State University strives to provide a culture of civility where its members feel safe to express themselves free from discrimination, harassment, threats, and intimidation. (See Boise State Student Code of Conduct) [http://www.boisestate.edu/osrr/scp/student_code.html](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](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 to act as a neutral participant. A discussion of the behavior occurs among all parties. The student is provided with ample opportunity to give an explanation for the behavior exhibited. Notes on the meeting are taken and a copy is distributed to all parties, and a copy placed in the student file.

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

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

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

Process for Questionable Student Behavior

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

1. If a student demonstrates such behaviors, the faculty member will contact Program Director, the appropriate Associate Chair, and if indicated the Office of Student Rights and Responsibilities for consultation. 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
Communication/Notification Policy

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

Scope
Students in the School of Nursing

Responsible Parties
Students

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

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.
314.0 STUDENT DRUG AND ALCOHOL TESTING POLICY

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

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

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

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

Negative test result: Test result contains no evidence of drugs or alcohol, or the concentration of drugs and/or alcohol is less than the cut off concentration identified by the Medial 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 algebra 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 School of Nursing. This policy is not applicable to the RN-BS Online/Distance Completion Track and to the Doctor of Nursing Practice Program.

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
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
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: School of Nursing 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 clear statement of the problem
- Supporting data
- A proposal of one or more acceptable solutions and
- 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:
   - Write a statement explaining his/her disagreement and attach any supporting documentation and provide the documents to the instructor
   - Meet/discuss with the instructor involved
   - Initiate above process within 10 working days of identified conflict.
2. If the above process does not resolve the issues, the student must:
   - Discuss the process with the Program Coordinator, within 15 working days of the identified problem. The role of this person is one of facilitation.
3. The next step in the process is to meet/discuss the situation with the Program Chair who will be a facilitator of the resolution.

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

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

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

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

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

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

Related Policies/Forms
BSU: 3130A & B (Academic Grievance)
http://academics.boisestate.edu/undergraduate/appeals/
1060 (Policy on Nondiscrimination and Affirmative Action)
http://www.boisestate.edu/policy/policy_docs/1060_NondiscriminationandAffirmativeActi
on.pdf
3000 (Academic Probation and dismissal)
http://www.boisestate.edu/policy/policy_docs/3000_AcademicProbationandDismissal.p
df
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_UniversityPersonnelGrieva
naceBoard.pdf

Approved: Spring 2008
Revised: Spring 2014
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 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
Welcome to the BOISE STATE UNIVERSITY School of Nursing

Doctor of Nursing Practice (DNP) Program!

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

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

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

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

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

Why the Doctor of Nursing Practice (DNP) degree?

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

What is a Doctor of Nursing Practice (DNP) degree?

The DNP degree is the highest degree for nurses working with patients, teaching nursing practice, or leading health related organizations. The DNP degree prepares nurses to improve nursing practice and patient outcomes, and increases the supply of expert clinical nursing faculty.

Graduates of DNP programs develop and expand their knowledge and expertise in eight essential areas: scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems and patient care technology, health care policy, interprofessional collaboration, clinical prevention, and advanced nursing practice (AACN, 2006).

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

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

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

Historically, planning for the School’s DNP Program began in late fall, 2011. The State Board of Education included DNP Education in Nursing for Boise State University in its eight year plan. Planning involved a dedicated, core faculty team moderated by Abigail Gerding, Ph.D., R.N. After nearly two years of planning, negotiation and collaboration at local and state levels by Pamela Springer, Ph.D., R.N., Director of the School of Nursing and Pam Strohfus, DNP, R.N., Coordinator of the DNP Program, the Idaho Board of Education approved the Doctor of Nursing Practice Program (DNP) (February 21, 2013). The inaugural classes began in fall, 2013.

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

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

Course Descriptions

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

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

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

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

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

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

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

H. **NURS 609 HEALTH CARE POLICY & ADVOCACY APPLICATION.** Provides the student the opportunity to experience leadership and professional development alongside an experienced local, regional or national health care policy leader.

I. **NURS 610 LEADERSHIP FOR ORGANIZATIONS, SYSTEMS, AND POPULATIONS.** Prepares the DNP student to assume an advanced leadership role in complex health care systems, to assess and transform practice environments, and enhance the quality of inter-professional health care delivery systems. Examines the impact of cultural, ethical, and economic factors on leading change in health care organizations.

K. **NURS 614 OUTCOMES MANAGEMENT ANALYSIS.** Analysis and application of epidemiological, bio-statistical, environmental, and other data related to individual, aggregate, and population health. Emphasis on business and economic processes for analysis of cost effective health care outcomes. Examines advanced application of economic theory, financial principles and financial modeling in the health care market.

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

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

N. **NURS 620 SCHOLARLY INQUIRY AND ADVANCED EVIDENCE-BASED PRACTICE.** Examines foundational and philosophical aspects of nursing science related to the role of the DNP. Uses applied research methods and design of health care research and evidence-based practice related to advanced clinical scholarship to examine relevance to nursing and health care practice.

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

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

### Doctor of Nursing Practice

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 601 Scholarly Project I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 602 Advanced Principles of Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603 Scholarly Project II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 604 Designing Models of Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>NURS 605 Scholarly Project III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 606 Constructing Leadership for the DNP</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608 Health Care Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 609 Health Care Policy &amp; Advocacy Application</td>
<td>2</td>
</tr>
<tr>
<td>NURS 610 Leadership for Organizations, Systems, and Populations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612 Translation, Integration, and Dissemination of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Outcomes Management Analysis</td>
<td>4</td>
</tr>
<tr>
<td>NURS 616 Healthcare Technology, Information Systems, and Quality</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Quality Improvement and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 621 Scholarly Project IV</td>
<td>2</td>
</tr>
<tr>
<td>NURS 623 Scholarly Project Experience</td>
<td>0-3</td>
</tr>
</tbody>
</table>

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

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

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

### Suggested Timeline for Completion of Scholarly Project

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

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DNP Program Purpose and Conceptual Interface

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

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

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

Second, the School’s belief statements interface with the design of the DNP Program. For example, courses in advanced nursing populations, systems and organizations, scholarly inquiry, policy and health care systems, and advanced nursing leadership are foundational to specialty practice at the doctoral level. Curriculum for nursing practice includes advanced role development, concepts, and theoretical components applicable for populations or organizational systems through the Scholarly Project. Integrated content includes health care policy, ethics, human diversity, social issues, and health promotion and disease prevention. Theoretical concepts are integrated with practice in ways intended to be practical and useful for adult learners in advanced nursing roles.

**Clinical reasoning and critical inquiry** are integral to the curriculum, focusing on applying theoretical knowledge, evidence and skills at the population or systems level. Critical inquiry is the mainstay of doctoral education. At the doctoral level, skilled communication is used in
developing and maintaining partnerships, negotiating, marketing, advocacy roles, and in utilizing a variety of technological modalities.

The integrated components of *engagement and experiential education* are particularly strong. This DNP Program is designed with evidence-based experiential education providing a measurable medium for evaluating the DNP Scholarly Project experience. Students are actively engaged with organizational and health care systems; the outcomes that are produces are measurable and sustainable which summarizes the student's growth in knowledge and expertise” (AACN, p. 20).

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

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

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

Critical Inquiry/Clinical Reasoning

1. Use theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations and communities to improve population-based outcomes.
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes.

Communication

3. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations and communities.
4. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies.
5. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations.

Experiential Learning

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

Global World View

8. Design, implement, and analyze innovative policies and processes to enhance the health of local, regional, national, and global populations.
9. Create, implement, and evaluate cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations.

Professionalism and Leadership

10. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes.
11. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes.
12. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice.
13. Employ empirical and culturally-sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change.
## DNP Faculty, Student, and Learning

Courses are built to be learner centered and directed

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are facilitators, guides, content experts, mentors, role models, and educators.</td>
<td>Students are focused on higher level learning that is collaborative &amp; self-directed. Discussion groups facilitate cross learning and collaboration from faculty and peers.</td>
</tr>
</tbody>
</table>

The online learning community is supportive, collaborative, interactive, engaging and promotes critical thinking and inquiry, etc.

**Levels of interaction** include: Student-to-Content, Student-to-Instructor, Student-to-Student.

Content and activities are solely online. Full engagement by faculty and students. Faculty directed, media rich, identified for curriculum integrity.
Technology Skills and Computer Requirements

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

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

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

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

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

Excel Spreadsheets
- Perform basic spreadsheet formatting
Enter a basic formula for calculations

Uses and has access to **Microsoft Excel**

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

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

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

Compliance with Human Subject Research Regulations

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

Regulations Outlined for Human Subjects Research

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

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

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

Social Behavioral and Biomedical IRB

Boise State University has two Institutional Review Boards: a Social & Behavioral IRB and a Biomedical IRB. Both committees review and approve human subjects research in accordance with the Department of Health and Human Services (DHHS) regulations (45 CFR 46). The Social & Behavioral IRB will review research involving surveys, interviews, observation, focus groups, etc. The Biomedical IRB will review research that involves any physical activity, venipuncture, x-rays, or the collection of blood samples, or physiological statistics. The Office of Research Compliance offers assistance in determining which IRB
committee will review the protocol. Please email HumanSubjects@boisestate.edu with any questions.

The Boise State Institutional Review Board (IRB) requires all principal investigators (PIs) and co-investigators conducting human subject research to successfully complete the Collaborative Institutional Training Initiative (CITI) on-line training program (https://www.citiprogram.org) prior to submitting a protocol for consideration. This requirement applies to undergraduate, graduate and DNP Students, and instructors who teach research methods and design courses or assign research as part of course requirements. Please note that human subject research includes, but is not limited to: surveys, analyzing prior collected data, observations of classrooms, interviewing, collection of biological specimens, videotaping, tape recording, observations of human behavior and cultures, collection of historical data, questionnaires or research that will be used, shared, presented at conferences, or published for purposes outside the Boise State campus. If course assignments are to be used for internal evaluation only, they do not qualify as research and do not require IRB review.

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

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

For thesis or dissertation research, the signature of the faculty advisor is required, unless there appears to be a conflict of interest (e.g., the advisor is also the chair of the unit review committee.) If the faculty advisor is unable to sign, another member of the student’s committee may sign.
It is always the responsibility of the principal investigator to obtain IRB approval prior to initiation of any research activity involving the use of human participants. Failure to do so may result in restrictions on the research activities of such individuals, as well as potentially endanger all federal funding to the University.

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

Expectations of DNP Students

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

The curriculum is offered on-line. One of the assumptions of on-line learning is the student actively engages and participates in the learning process. In many graduate courses, faculties serve as facilitators to student learning. Therefore, the students take on the responsibility of self-directed learning, so that within each course, the subject matter of study can be aligned with their particular area of interest. Clinical course content is delivered on-line with community partner, faculty, and student designing the practicum which provides flexibility for the student.

On-line Teaching and Learning

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

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

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

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

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

Definition(s)

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

Scholarly Projects are rigorous. All requirements established by the Graduate College and the School of Nursing regarding Scholarly Projects must be followed.

2. Scholarly Project DNP Project Committee
Each student will work with a DNP Scholarly Project Committee to plan and complete a Scholarly Project. The DNP Scholarly Project Committee will consist of a minimum of two Graduate Faculty members, including a Faculty Advisor, who will be appointed in the first semester of the program and will also serve as the DNP Scholarly Project Committee chair for the student.
Once a Faculty Advisor is agreed upon, the student works with the chair to complete a plan of study and to further refine the Scholarly Project focus and problem statement. Once the topic is better refined, the student in consultation with the Faculty Advisor and Coordinator/Director will select other DNP Project Committee member(s) who are eligible for Graduate Faculty status and earned a minimum of a doctoral degree.
3. **Faculty Advisor:**
   a. Serves as the DNP Scholarly Project Committee chair for the student
   b. Serves as the primary mentor of the student
   c. Must be endorsed to chair the committee
   d. Must be accepted as Graduate Faculty

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

5. **Chair & DNP Project Committee Responsibilities**
   **Responsibilities of Faculty Advisor (F) include:**
   - Serving as the student’s primary mentor through the project phases (F)
   - Directing the student in planning and implementing the Scholarly Project (F)
   - Providing ongoing guidance and timely feedback in the writing of the proposal, the Scholarly Project and final report. The Faculty Advisor is expected to review drafts and provide feedback to the student within at least a 2 week timeframe. (F)
   - Assuring that DNP Scholarly Project Committee member(s) have reviewed the Scholarly Project Proposal and final Project before it is in final form and that the student has incorporated all necessary changes (F)
   - Managing conflict/disagreement that may arise within the Scholarly Project Committee (F)

   **Responsibilities of Faculty Advisor and Student (F S) include:**
   - Assessing and continuing the Scholarly Project plan with the student (F S)
   - Consulting to select another DNP Project Committee member(s) (F S)
   - Calling necessary meetings and working effectively with the student to set realistic timelines for completion of the Scholarly Project (F S)
   - Schedule a meeting once a semester at the minimum with the student prior to the proposal and final presentation (F S)
   - Seeing that a high standard of writing quality is maintained throughout the Scholarly Project (F S)
   - Maintaining communication with other DNP Scholarly Project Committee members, and receiving feedback regarding the Scholarly Project (F S)
   - With the student, assuring that all School and Graduate College deadlines have been met (F S)
   - Scheduling and facilitating the project proposal and final project presentations (F S)

   **Responsibilities of Students (S):**
   - Work with the Faculty Advisor to determine a Scholarly Project
   - Completion of the Initial Approval Form for the Scholarly Project and submit to the Faculty Advisor for approval prior to enrollment in Scholarly Project credits
   - Determine, in consultation with the Faculty Advisor, roles of the Faculty Advisor and DNP Scholarly Project Committee member(s), needs of the Faculty Advisor in working through the approval process, and the timelines and deadlines for submitting written work for approval
Understand that there will be multiple drafts, edits and revisions prior to final acceptance of the DNP Scholarly Project Committee

Obtain editorial help if necessary in order to appropriately format the final paper

Adhere to the Boise State University Graduate College Standards and Guidelines for Thesis & Dissertation or the School of Nursing Handbook for Scholarly Project completion

Present the Scholarly Project Proposal and Final Presentation in an open forum prior to final approval(s)

Understand that final acceptance of the Scholarly Project final report is determined by the student's faculty DNP Scholarly Project Committee, the Thesis & Dissertation Office, and the Dean of Graduate College. Posting of the final degree is dependent on clearance by all of the above parties.

Understand that final acceptance of the Scholarly Project is determined by the student's faculty DNP Scholarly Project Committee and posting of the final grade is dependent on clearance by the above parties.

Assist in conflict management/resolution that may arise in the Scholarly Project phases

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

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

6. Scholarly Project Proposals and Final Reports

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

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

7. Scholarly Project Guidelines

School of Nursing Scholarly Project Report Outline

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

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

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

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

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

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

VIII. Dissemination and Sustainability  
   v. Dissemination  
   w. Sustainability  

8. Manuscript based on Scholarly Project  

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

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

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

**Description:** The purpose of Scholarly Projects will be across care settings and geographic boundaries. Partner agencies/facilities/organizations are those with collaborative relationship with the DNP student to accomplish Scholarly Projects goals and objectives.

**Student Responsibilities:** Student responsibilities in preparing for and implementing their Scholarly Project experiences are:

*Partner Agencies*

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

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


Revised May 2013

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

Descriptions

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

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

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

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

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

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

Related Policies/Forms
DON S-V-203

Adopted: Fall 1993
Grading

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

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

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

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

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

Related Policies/Forms: Progression, Incompletes

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

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

Search Terms: Grading, progression
**Problem Solving and Line of Communication**

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Open, respectful dialogue between and among students and faculty is critical to the enrichment of the learning experience. In order to facilitate open communication between and among students and faculty, the School of Nursing has outlined a line of communication to resolve academic issues that may arise in the classes, healthcare settings or other organizations related to the academic experience. Student issues or concerns need to be addressed promptly and according to the established line of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does not lead to a successful resolution.

**Line of Communication for Problem Resolution:**
- Course Instructor ►
- Faculty Advisor ►
- Coordinator of the DNP Program ►
- Chair of the DNP Program ►
- Director of the School of Nursing ►
- Dean of the College of Health Sciences
Purpose: Progression in the Boise State University Doctor of Nursing Practice (DNP) Program is based upon the successful completion of course and program objectives. Courses in each semester of the program are designed for achievement of increasingly complex learning objectives. Students in the DNP program will progress through the curriculum upon successful completion each semester of all course objectives.

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

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

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

3. Students who receive a grade of B- or lower in a required DNP nursing course:
   a. Will not progress and will be placed on Academic Probation by the Boise State University School of Nursing
   b. Will develop a plan for academic success and meet with the DNP Program Coordinator to review that plan. The plan will include:
      i. Steps taken to resolve factors related to the failing grade
      ii. Description of what the applicant has done to maintain currency in nursing knowledge and skills at the competency
      iii. A detailed plan and timeline for successful completion of the DNP Program
   c. Will be given one opportunity to retake the course to achieve a grade of B or better, depending on space availability
   d. Will not be eligible to progress in the DNP program until a course grade of B or better has been successfully achieved level required to pass previous DNP coursework

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

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

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

7. If dismissed, the student will receive a grade of “F” in all nursing courses for which he/she is currently enrolled and will be ineligible for re-admission.

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

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

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

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

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

Definitions

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

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

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

**Readmission Process:**

To be eligible for readmission the student will:

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

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

1. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing policies.
2. Have completed the most recent graduate nursing courses(s) within 1 year of the anticipated date to reenter DNP coursework. All DNP courses must have been successfully completed with a grade of “B” or better.
3. Submit a letter to the DNP Program Coordinator requesting reentry into the DNP Program. The “Request to Reenter” letter must be received by March 1st to be considered for readmission for the subsequent summer or fall semester or by October 1st to be considered for reentry for the subsequent spring semester.
4. The letter of request must contain the following information:
   a. Steps taken to resolve factors that necessitated leaving the program
   b. Description of what the applicant has done to maintain currency in DNP nursing knowledge and skills at the competency level required to pass previous coursework
   c. A detailed plan and timeline for successful completion of the DNP Program
   d. The semester for which reentry is being requested
5. Schedule an appointment with the DNP Program Coordinator, or designee, to discuss the student's plan for academic success and program completion, and readiness to return to the DNP Program.
6. Be readmitted into the current DNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.

Readmission or Reentry letter submission dates:

Letters requesting readmission or reentry must be received by

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

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

School of Nursing:  http://hs.boisestate.edu/nursing/
DNP Program:   http://hs.boisestate.edu/nursing/dnp
Student Handbook: http://hs.boisestate.edu/nursing/dnp/resources/
School of Nursing Directory: http://hs.boisestate.edu/nursing/about-us/faculty-staff/
Cost of Program: http://hs.boisestate.edu/nursing/dnp/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://graduatedcatalog.boisestate.edu
Idaho State Board of Nursing:  http://ibn.idaho.gov/IBNPortal