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# UNDERGRADUATE STUDENT HANDBOOK

2011-2012



IDAHO STATE UNIVERSITY  
SCHOOL OF NURSING

UNDERGRADUATE NURSING STUDENT HANDBOOK 2011-2012

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## IDAHO STATE UNIVERSITY SCHOOL OF NURSING

All students enrolled in the School of Nursing are subject to the policies and procedures of Idaho State University (ISU). Students are responsible to review the ISU Undergraduate Catalog and the ISU Undergraduate Student Handbook. These documents are available online. The Undergraduate Nursing Student Handbook is an official communication of the policies and procedures for the School of Nursing.

### **Undergraduate Program Overview**

The Bachelor of Science (BS) with a Major in Nursing degree is a critical first step for a career in professional nursing. The American Association of Colleges of Nursing (AACN), the national voice for baccalaureate and graduate nursing programs, recognizes the baccalaureate degree as the minimum educational requirement for a professional nursing practice. Nurse executives, federal agencies, the military, leading nursing organizations, health care foundations, community hospitals, public health agencies and minority nurse advocacy groups all recognize the unique value that baccalaureate-prepared nurses bring to the practice setting. A nurse with a baccalaureate degree is well-prepared to meet the demands placed on professional nurses in today's society. Baccalaureate prepared nurses from Idaho State University are recognized for their skills in communication, critical thinking, professionalism, leadership, and health promotion. As graduates of the Idaho State University School of Nursing, graduates are fully prepared to practice across a variety of inpatient, outpatient and community settings. The Idaho State University School of Nursing offers three undergraduate degree options which include the Traditional baccalaureate degree program, the Accelerated program, and the BS completion program. The undergraduate program also offers the bridge courses for the Associate Degree Registered Nurses (ADRN) who enters the Associate Degree to Masters of Science (ADMS) program.

### **Traditional Baccalaureate Program**

The Traditional Baccalaureate Degree is well-suited to students with no prior nursing experience who are seeking their first degree in nursing. The Traditional program provides learning opportunities for undergraduate students in a variety of classroom and clinical settings to prepare students to take the National Council Licensure Examination Registered Nurse (NCLEX-RN) to secure licensure as a professional nurse. Earning a Baccalaureate degree (BS) with a major in Nursing from Idaho State University requires students to earn 128 credits which are completed over a minimum of four years. Students take general education and nursing prerequisite courses their first year at the university. Then students must apply and be accepted into the baccalaureate nursing program to complete their program of study.

### **Accelerated Program**

The ISU-Meridian Accelerated Nursing undergraduate degree is offered to individuals who have a bachelor's degree in another discipline and wish to make a career change. This program is four semesters in length and admits students every spring semester. The Accelerated program provides learning opportunities for undergraduate students in a variety of classroom and clinical

settings to prepare students to take the National Council Licensure Examination Registered Nurse (NCLEX-RN) to secure licensure as a professional nurse.

### **Bachelor of Science (BS) Completion Program**

The BS Completion Program for Associate Degree Registered Nurses and Licensed Practical Nurses is available for registered nurses and licensed practical nurses who want to continue their education to obtain a baccalaureate degree. The BS Completion Program offers unique opportunities for associate degree nurses and licensed practical nurses advanced knowledge and skills to function at the baccalaureate degree level. Each student must earn a total of 128 credits to graduate from Idaho State University. An individualized program of study is developed for each student when they are accepted to the BS Completion Program.

### **ADMS Bridge Courses**

The ADMS program is designed to provide an accelerated program for nurses with an Associate Degree to be directly admitted into the Master's program. In addition to completion of baccalaureate bridge credits, students continue to meet baccalaureate nursing competencies while completing the graduate program. Upon completion of the requirements for the MS degree, both the BS and MS degrees will be awarded. The AD-MS pathway is built upon the current RN-BS Statewide Nursing Articulation Plan for those with an Associate Degree earned in 1995 or later. Initial transcript evaluation is completed by ISU Admissions. All students should then consult with the nursing advisor for transcript evaluation of bridge courses and development of the bridge program of study.

### **Mission of University**

<http://www.isu.edu/acadaff/strategicplan/index.shtml>

### **School of Nursing Vision**

To be an internationally renowned college of nursing sought out by those who are committed to lifelong inquiry for improving the health of diverse populations.

### **School of Nursing Mission Statement**

To prepare exemplary nurse leaders who integrate education, service and research to enhance the quality of life for diverse and rural populations

### **School of Nursing Strategic Goals**

1. Increase independent and/or inter-professional grants, research and scholarly productivity;
2. Improve the assessment and evaluation processes to measure student success and faculty advancement;
3. Continue to expand existing innovative programs and increase innovative opportunities for students, faculty and community;
4. Enhance student and faculty service opportunities to improve the health of rural and diverse populations.

### **School of Nursing Philosophy**

The faculty in the School of Nursing subscribe to a common philosophy about human beings, nursing, and nursing education that encompasses both the undergraduate and graduate programs. Faculty strives to be leaders and visionaries in their role as nurse educators, and advocates for consumers of health care, and health professionals. Humans are dynamic, holistic, and multidimensional. They have intrinsic worth and needs which are uniquely experienced and expressed within the totality of their environment. The manner in which an individual's needs are met influences the individuals, families, and community's growth and development throughout the life cycle. Humans have the right and the responsibility for their health and well being. Moreover, they have the right to access basic health services for promotion and maintenance of a wellness state, and treatment of acute or chronic illness. To this end, the faculty recognizes a responsibility to sanction access for health care through educational, leadership, political, and public service activities.

Education is a community responsibility shared by recipients and providers of health care, students, and faculty. The Faculty is committed to creativity in the learning process and continuous quality improvement in curriculum and program development. Faculty facilitates the educative process, promotes an environment for effective application of nursing knowledge, stimulates critical thinking, and role model professionalism. As learning is a lifelong process, students are active participants in their education and are accountable for developing personal and professional knowledge. Professional nursing is educative, facilitative, and caring. Professional nursing practice is grounded in sound scientific and humanistic knowledge formed from a complex and diverse field of study. Furthermore, nursing practice is a collaborative endeavor, which promotes health and wellness in a variety of ways and settings. Nurses administer healing arts; assist the terminally ill to die with dignity and physical, emotional, and psychological comfort; and support families through normative and tragic transitions. Professional nurses use decision-making, teaching learning, research, therapeutic communication, problem solving, and critical thinking processes in the provision of services. Utilization of nursing knowledge is the major focus in the undergraduate curriculum in the development of beginning level practitioners.

The undergraduate program prepares graduates to meet the present and emergent public health concerns at local, regional, and global levels. Throughout the development of the professional role, students learn to view the recipients of nursing care as individuals, families, groups, or communities within cultural and environmental contexts. The population distribution and geographical nature of Idaho mandates that graduates be able to practice competently in urban, rural and frontier nursing settings.

Graduate education is built upon undergraduate education. Students are prepared to assume advance practice roles by developing nursing knowledge through research, theory, and practice. At the graduate level, faculty and students contribute toward the application and elaboration of nursing theories to describe, explain, predict and understand nursing phenomena. Graduate education facilitates learning environments where students can construct their own knowledge integration at an advanced level. Advanced practice nurses develop broad based knowledge and

experience to facilitate or deliver personalized, holistic health care to clients over the lifespan in a variety of settings with emphasis on rural practice.

### **Undergraduate Program Outcomes**

Completion of the undergraduate program provides the graduate with the abilities to:

1. Evaluate critical thinking skills based upon nursing knowledge integration, the sciences and the humanities, in planning direct and indirect care for diverse populations in rural or urban settings.
2. Develop individual traits and personal power to interact constructively with clients, families and communities.
3. Evaluate the broad range of technology requirements.
4. Create effective communication with clients, families, communities and other health care providers using verbal, non-verbal, electronic and/or written modalities.
5. Evaluate the principles of population health needs.
6. Value behaviors congruent with current standards of professional practice, and promote the nursing profession.
7. Appraise basic nursing science information and develop expertise in the comprehensive care of clients, families, and communities.

### **Core Attributes**

The faculty support nursing education that assures the development of knowledge, skills, and judgment. This is accomplished via classroom and online learning opportunities, computerized enhanced simulation and direct client care experiences and community based screening and educational events. The nursing profession demands that nurses have knowledge, skills and judgment to be able to work collaboratively as part of an interdisciplinary team which includes the client, family, community, and other health care professionals. Baccalaureate prepared nurses from ISU are recognized for their skills in critical thinking, population health, leadership, professionalism, communication, clinical practice, and technical competence. Graduates are fully prepared to practice across a variety of inpatient, outpatient and community settings. Students are expected to **actively** participate in a structured program of learning focused on developing affective, behavioral, cognitive and psychomotor skills to assure safe care for clients and community.

Seven core attributes have been developed to guide each student to successful completion of the program. These attributes include:

1. Critical Thinking
2. Leadership
3. Technological Competence
4. Effective Communication
5. Professional Behavior
6. Population Based Health
7. Clinical Practice

**Critical thinking** is the use of skills and abilities to make decisions based on the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating to solve problems. Critical Thinking involves gathering data by observation, experience, reflection,

reasoning or communication as a guide to belief or action. In nursing, critical thinking is used to solve problems by incorporating evidence-based practice and research findings in evaluating effective strategies for the delivery of quality care (Scriven and Paul, 1987).

The key concepts essential for the development of critical thinking include inquiry, analysis, critical and creative thinking; methods for evaluating health resource literature; evidence-based practice; nursing research process and ethical conduct in research; knowledge integration with integration of knowledge and practice; and ability to problem solve and make decisions.

**Leadership** is the ability to use individual traits and personal power to interact constructively with clients, families and communities; to guide interdisciplinary groups to solve healthcare problems; and to build relationships and work with partners to empower others to set and achieve realistic goals. Inherent to leadership is the notion that the process requires adaptation along the way as environmental changes occur and new knowledge emerges.

The key concepts essential for development of leadership abilities include understanding of health care finance; the ability to create an environment of inclusion, teamwork, inter-professional understanding and interdisciplinary collaboration; health care policy; regulatory issues; legal issues; quality improvement with understanding of workflow and process improvement; safety and systems analysis.

**Technological competence** includes the understanding of a broad range of technology requirements which are needed for nurses in today's complex society. These technologies encompasses both advances in health care science and health information technology which will result in increased client care options and a greater demand for management of health care information.

The key concepts essential for the development of technological competence include emergent computer, virtual and medical technologies and information technology.

**Effective communication** is the ability to exchange information between individuals with the use verbal, non-verbal, and written communication strategies. Use of effective communication strategies enable students to facilitate professional and therapeutic relationships with peers, faculty, staff, clients, families, communities, and other health care professionals.

The key concepts essential for the development of effective communication include advocacy, client education, collaboration, information literacy, human interface and health literacy.

**Population based health** encompasses several broad categories. The population health needs include the ability to develop partnerships to work effectively to provide health promotion, risk-reduction and disease prevention education, screening and surveillance services for clients, families, communities and other health care professionals. The goal of health promotion is to assist individuals, families and communities to achieve optimal levels of health and well-being.

The key concepts essential for the promotion of the health of individuals and populations include health promotion, risk reduction and disease prevention with interventions appropriate to primary, secondary and tertiary levels of health; community-based care; families; gerontology; health disparities; mental health and care of individuals with addictions; poverty; underserved populations; end-of-life issues; nature of a global

society; human growth and development; complementary and alternative therapies; cultural assessment awareness; and sensitivity; inter-professional and community collaboration; and prevention (primary, secondary, and tertiary).

**Professional behavior** includes a broad range of intellectual and emotional skills and abilities which allow the student to fully engage and experience the expectations of professional nursing practice. Students will demonstrate professional behaviors in all settings throughout the nursing program. The American Nurses Association Standards of Practice have been used to develop the ISU School of Nursing standards for professional behavior.

The student will:

1. Accept responsibility for one's own actions and attitudes.
2. Demonstrate the ability to develop and maintain therapeutic relationships and appropriate personal boundaries.
3. Demonstrate a respectful, sensitive, and non-judgmental manner when communicating with others. In this policy, 'others' refers to peers, faculty, clients, families and facility and school staff.
4. Provide prior notification to appropriate faculty when he/she is unable to meet commitments or requirements, detailing how and when he/she will make up requirements.
5. Participate in classroom and lab activities as scheduled throughout the nursing program. Reports for scheduled activities on time.
6. Complete assignments and tests as required and scheduled.
7. Demonstrate professional appearance and professional presentation in classroom and lab settings and activities directly related to the ISU School of Nursing.
8. Demonstrate personal and professional ethics, honesty and integrity.
9. Demonstrate the ability to use good judgment in all decision making.
10. Demonstrate accountability in preparation for classroom and lab activities.
11. Respect others during classroom and lab activities (i.e., no talking while others are talking, cell phones are silenced, and no inappropriate use of computers).
12. Demonstrate respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation.
13. Communicate with others with respect, sensitivity and politeness in all forms (including verbal, nonverbal, written, and electronic).
14. Maintain confidentiality of all client information in conversation, electronic and written means.
15. Actively participate as a team member.
16. In regard to nursing lab courses. The student will:
  - a. Notify facility and instructor prior to an absence, tardiness or early departure from the course. Exception may be made in cases of emergency.
  - b. Demonstrate preparedness for the courses to ensure that safe and quality client care is provided.
  - c. Demonstrate professional appearance and presentation per the dress code.
  - d. Report unethical, harmful or unprofessional behavior(s) of other health care persons will affect client welfare.

The key concepts essential for the development of professional behaviors include caring, ethical reasoning/values, genetics and genomics, service, social justice, and a commitment to lifelong excellence.

**Clinical practice** is the ability to learn basic nursing science information; demonstrate competence in the care of clients, families, and communities; provide comprehensive health assessment for clients and communities in all settings and interpret significant assessment findings; and share this information verbally and in writing.

Each student must meet the objectives and competencies in the following areas in order to be admitted and continue in the nursing program:

1. Must be able to make visual observations of patient's status, detect unsafe environmental conditions, and possess visual acuity of near clarity of vision at 20 inches or less and far clarity of vision at 20 feet or more.
2. Hear spoken verbal communications from others and detect sounds used for patient assessment such as breath sounds, blood pressure, apical pulse, and other sounds which would indicate changes in the patient's physiological status.
3. Utilize clear, effective speech when communicating with patients, families and health care team.
4. Possess the ability to sufficiently access patient pulses, monitor patient skin temperature, assess for edema and other important signs of changes in patient's physiological status.
5. Detect odors which indicate changes in the patient's physiological status and be able to perceive odors which indicate unsafe environmental conditions, i.e., to be able to smell the presence of an infection.
6. Possess full manual dexterity of upper extremities, including neck and shoulders and possess unrestricted movement of lower extremities, back and hips.
7. Lift and/or support at least 50 pounds to safely transfer, ambulate, and reposition patient.

If a student should present with any limitation in the above areas, each case will be evaluated on an individual basis by the undergraduate nursing faculty. If possible, reasonable accommodations will be made.

The key concepts essential for the development of clinical practice skills include the ability to observe and understand interactions needed for the provision of exceptional care.

The core attributes identified by the ISU School of Nursing were developed using information from the American Nurses Association (2004), the Essentials of Baccalaureate Education for Professional Practice (2008), and the University of Washington School of Nursing (2008).

### **Aggregate Level Outcomes**

#### **Expectations for ISU Undergraduate Nursing Programs**

Educational core attributes are based on The Essentials of Baccalaureate Education (2008). The knowledge, skills, and attitudes that students need to develop in order to achieve program outcomes are defined as terminal level outcomes using Bloom's Taxonomy (2005): Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating, and Benner (2001, 2010) as applied to the novice, advanced beginner and competent student nurse.

### Level III Outcomes

The terminal outcomes expected for students upon graduation.

### Level II Outcomes

The outcomes expected for students at the end of the junior year.

### Level I Outcomes

The outcomes expected for students at the end of the sophomore year.

Specific outcomes for each course may be at a higher level than the Level outcome if the course information warrants a higher-level expectation.

Core Attributes	Essentials of Baccalaureate Education (2008)	Terminal Outcomes Based upon the Core Attributes
<p><b>Critical thinking</b> is the use of skills and abilities to make decisions based on the identification of measurements, reason, analysis, integration and synthesis of nursing solutions, and to solve problems by incorporating evidence-based practice and research findings in evaluating effective strategies for the delivery of quality care.</p> <p>Key concepts essential for developing critical thinking include inquiry, analysis, critical and creative thinking; methods for evaluating health resource literature; evidence-based practice; nursing research process and ethical conduct in research; knowledge integration with integration of knowledge and practice; and ability to problem solve and make decisions.</p>	<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Education</p> <p>Essential III: Scholarship for Evidence Based Practice</p>	<p>Level III Outcome Evaluate critical thinking skills based upon nursing knowledge integration, the sciences and the humanities, in planning direct or indirect care for diverse populations in rural or urban settings.</p> <p>Level II Outcome Analyze critical thinking for decision making in self-assessment, in the provision of client care, and in system analysis.</p> <p>Level I Outcome Understand beginning concepts of critical thinking skills.</p>
<p><b>Leadership</b> is the ability to use individual traits and personal power to interact constructively with clients, families and communities; to</p>	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>	<p>Level III Outcome Develop individual traits and personal power to interact constructively with clients, families and communities.</p>

<p>guide interdisciplinary groups to solve healthcare problems; and to build relationships and work with partners to empower others to set and achieve realistic goals. Inherent to leadership is the notion that the process requires adaptation along the way as environmental changes occur and new knowledge emerges.</p> <p>Key concepts essential for developing leadership abilities include understanding of health care finance; the ability to create an environment of inclusion, teamwork, inter-professional understanding and interdisciplinary collaboration; health care policy; regulatory issues; legal issues; quality improvement with understanding of workflow and process improvement; safety and systems analysis.</p>	<p>Essential V: Healthcare Policy, Finance, and Regulatory Environments</p>	<p>Level II Outcome Analyze individual traits and personal power to interact constructively with clients, families and communities.</p> <p>Level I Outcome Understand the ability to use individual traits and personal power to interact constructively with clients, families and communities.</p>
<p><b>Technological competence</b> includes understanding of a broad range of technology requirements that are needed for nurses in today's complex society. This technology encompasses both advances in health care science and health information technology that will result in increased client care options and a greater demand for management of health care information.</p> <p>Key concepts essential for developing technological competence include emergent technologies and information technology.</p>	<p>Essential IV: Information Management and Application of Patient Care Technology</p> <p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p>Level III Outcome Evaluate the broad range of technology requirements.</p> <p>Level II Outcome Analyzing the broad range of technology requirements.</p> <p>Level I Outcome Understand the broad range of technology requirements.</p>

<p><b>Effective communication</b> is the ability to use verbal, non-verbal, electronic, and written communication strategies to enable student to facilitate professional and therapeutic relationships with peers, faculty, staff, clients, families, communities, and other health care professionals.</p> <p>Key concepts essential to developing effective communication include advocacy, client education, collaboration, information literacy, human interface and health literacy.</p>	<p>Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</p>	<p>Level III Outcome Create effective communication with clients, families and communities and other health care providers using verbal, non-verbal, electronic and/or written modalities.</p> <p>Level II Outcome Analyze effective communication with clients, aggregates and other health care providers using verbal, non-verbal, electronic and/or written modalities.</p> <p>Level I Outcome Understand concepts of effective communication with clients, aggregates and other health care providers using verbal, non-verbal, electronic and/or written modalities.</p>
<p><b>Population-based health</b> encompasses several broad categories and includes the ability to develop partnerships to work effectively to provide health promotion, risk-reduction and disease prevention education, screening, and surveillance services for clients, families, communities and other health care professionals. The goal of health promotion is to assist individuals, families and communities to achieve optimal levels of health and well-being.</p> <p>Key concepts essential for promoting the health of individuals and populations include rural health care; health promotion, risk</p>	<p>Essential VII: Clinical Prevention and Population Health</p>	<p>Level III Outcome Evaluate the principles of population health needs.</p> <p>Level II Outcome Apply the principles of population health needs.</p> <p>Level I Outcome Understand the principles of population health needs.</p>

<p>reduction and disease prevention with interventions appropriate to primary, secondary and tertiary levels of health; community based care; cultural dimensions of practice, intercultural competence, and cultural assessment, awareness, and sensitivity; nature of the global society; gerontology; health disparities; mental health and care of individuals with addictions; poverty; underserved populations; end-of-life issues; human growth and development; complementary and alternative medicine; and inter-professional and community collaboration.</p>		
<p><b>Professional behavior</b> includes a broad range of intellectual and emotional skills and abilities that allow the student to fully engage and experience the expectations of professional nursing practice.</p> <p>Key concepts essential for the development of professional behaviors include caring, ethical reasoning, genetics and genomics, service, social justice, values, and a commitment to lifelong excellence.</p>	<p>Essential VIII: Professionalism and Professional Values</p>	<p>Level III Outcome Value behaviors that are congruent with the current standards of practice, and promote the nursing profession.</p> <p>Level II Outcome Demonstrate behaviors that are congruent with the current standards of practice, and promote the nursing profession.</p> <p>Level I Outcome Understand the behaviors that are congruent with the current standards of practice, and promote the nursing profession.</p>
<p><b>Clinical practice</b> is the ability to learn basic nursing science information; demonstrate competence in the care of clients, families, and communities; provide</p>	<p>Essential IX: Baccalaureate Generalist Nursing Practice</p>	<p>Level III Outcome Appraise basic nursing science information and develop expertise in the comprehensive care of clients, families, and communities.</p>

<p>comprehensive health assessment for clients and communities in all settings and interpret significant assessment findings; and share this information verbally and in writing.</p> <p>Key concepts essential for developing clinical practice skills include the ability to observe and understand interactions needed for the provision of exceptional care.</p>		<p>Level II Outcome Apply basic nursing science information and demonstrate competence in the comprehensive care of clients, families, and communities.</p> <p>Level I Outcome Understand basic nursing science information and identify competence in the comprehensive care of clients, families, and communities.</p>
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## Progression of Students in the Undergraduate Nursing Program

The student takes responsibility for progression in and successful completion of the nursing program. The student takes responsibility for earning the grade he/she desires in each course. He/she accomplishes this by successfully completing the requirements of each course.

### Minimum Grade for Courses

1. A minimum grade of “C” is required in each prerequisite course. A minimum grade of “C” is required in all nursing and required nursing pre-requisite and co-requisite courses.
2. A minimum grade of “C” (75.0) is required in all nursing theory and laboratory courses.
3. A student who has not achieved a course grade of “C” and a cumulative grade point average (GPA) of 2.0 each semester cannot advance in the nursing program.

### Grading Scale for the Undergraduate Nursing Program

A	93 -100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80 -82.9
C+	77-79.9
<b><u>C</u></b>	<b><u>75-76.9</u></b>
C-	71-74.9 this range (C-) is NOT a passing grade
D+	68-70.9
D	65-67.9
F	65 and below

### Incomplete Grade (I)

The resolution of an incomplete grade is the responsibility of the faculty member who assigns an incomplete for a course grade. The Incomplete Coursework Form must be completed by the faculty whenever arrangements are made for the student to take an incomplete grade in any nursing course (Appendix A).

Refer to University policy regarding incomplete grade in Undergraduate Catalog:  
[www.isu.edu/academic-info/current/](http://www.isu.edu/academic-info/current/)

## **Withdrawal/Dismissal Issues**

### Academic Dismissal

Students may be dismissed from the nursing program for academic reasons which include but are not limited to:

1. Students who earn a course grade below a “C” (75.0).
2. Students with a cumulative GPA below a “C” (2.0).

If a student is dismissed from the School of Nursing for academic reasons, a certified letter will be sent to the student by the designated administrative personnel.

1. The letter will outline the reasons for dismissal and the terms available for readmission to the program, if applicable.
2. The student will be notified that he/she may appeal the dismissal from the School of Nursing. It is recommended that the student meet with his/her faculty advisor to discuss appeal process for the School of Nursing.

### Violation of Code of Professional Conduct Dismissal

See the Code of Professional Conduct Section for details regarding dismissal.

### Personal Withdrawal

Students may withdraw from the nursing program at any time due to his/her personal needs. Readmission is dependent on space available. If appropriate, the student needs to be in contact with the School of Nursing Advisor or designated administrative faculty each semester, to evaluate the possibility and progress of readmission to the School of Nursing.

### Military Withdrawal

Students may withdraw from the nursing program to meet military obligations.

## **Application Process for Readmission**

All students who withdraw from the School of Nursing Undergraduate Program and want to be readmitted to the program must complete the readmission application. The student needs to be in contact with the School of Nursing Advisor, designated faculty or administrative personnel each semester, to evaluate the possibility and progress of readmission to the School of Nursing. Readmission to the Undergraduate Nursing Program will be based on the quality and completeness of the application, cumulative GPA in the Nursing Program and potential for success based on academic record and documented professional conduct in the nursing program. Student can be readmitted to the undergraduate nursing program only one time following an academic or Code of Professional Conduct dismissal.

### Readmission Criteria

A student who meets readmission criteria must complete a readmission application to the program.

#### Academic Dismissal

To be readmitted,

- Space must be available
- Students can be readmitted only once to the Undergraduate Nursing Program. Students who have been previously readmitted following an academic dismissal will not be considered for a second readmission

#### Violation of Code of Professional Conduct Dismissal

To be admitted,

- Space must be available
- Consideration and evaluation for readmission will be determined on a case-by-case basis.
- Students can be readmitted only once to the Undergraduate Nursing Program. Students who have been previously readmitted following a Code of Professional Conduct dismissal will not be considered for a second readmission.

#### Personal Withdrawal

To be admitted,

- Space must be available

#### Military Withdrawal

To be admitted,

- Student must provide documentation of completion of military obligation that caused withdrawal with application for readmission.

The curriculum of the nursing program may have changed from when the student withdrew. The student will be expected to meet the requirements of the current curriculum. Students repeating a theory course must take an independent study (NURS 4491) as a corresponding clinical lab course with requirements determined by clinical faculty. If the student has been absent from the nursing program for more than one year, Admission and Advancement Committee or designated administrative faculty may require the student to remediate nursing courses in order to facilitate successful completion of the course requirements and ensure delivery of safe patient care in subsequent nursing lab courses. Options for remediation may be to retake or audit specific nursing courses; or take independent study with appropriate faculty for content of specific nursing theory and /or practice.

#### Process for Readmission

If the student meets the criteria for readmission, the application process for readmission is as follows.

1. The student will schedule an appointment to meet with School of Nursing Advisor, designated faculty or administrative personnel to begin completion of a School of Nursing Application for Readmission. This appointment needs to take place at least one semester prior to the semester the student would like to be readmitted.
2. The student must meet with School of Nursing Advisor, designated faculty or administrative personnel for final approval of and signature on the School of Nursing Application for Readmission for submission to the Undergraduate Nursing office.
3. The completed application will be submitted to the Undergraduate Nursing office in Pocatello one month prior to anticipated readmission.

4. The application will be forwarded to the Admission and Advancement Committee for review. Decision for readmission to the Undergraduate Nursing Program will be based on the quality and completeness of the application, cumulative GPA in the Undergraduate Nursing Program and potential for success based on academic record and documented professional conduct in the nursing program.
5. Recommendation for readmission to the nursing program will be determined by the Admission and Advancement Committee and approved by the Associate Dean and Director of the School of Nursing.
6. The student will be notified of the final decision including specific requirements, including remediation requirements, by the Associate Dean and Director of the School of Nursing or designated administrative personnel.

### **Waiver of Course and/or Deviation from Published Curriculum**

Students may petition to substitute courses for existing School of Nursing requirements, to waive existing requirements, or to deviate from the published curriculum. This will be demonstrated with the achievement of equivalent course work, content, test or experience. The Admissions and Advancement Committee and/or the Associate Dean and Director of the School of Nursing or designated administrative faculty must approve the petition.

### **For courses offered by the School of Nursing (with a NURS prefix)**

1. The student, with help of an advisor, completes a School of Nursing Undergraduate Program Course Petition (Appendix B).
  - a. The petition to waive/deviate from the published curriculum should be accompanied with supporting course materials:
    - i. Course description and/or course syllabus
    - ii. Evidence of equivalent knowledge/experience
    - iii. Recommendation from nursing advisor
2. Receipt of the signed petition and supporting information is recorded to the ISU tracking system and the petition is forwarded to Admission and Advancement Committee for review and decision.
3. The Admission and Advancement Committee reviews all Undergraduate School of Nursing petitions and makes determinations about the appropriateness of the student request to waive/deviate from the published curriculum.
4. A copy of the signed approved/disapproved petition will be sent to the student, the Office of Registration and Records, and the original will be placed in the student's permanent file.

### **For courses offered outside the School of Nursing**

1. The student, with the help of advisor, completes an ISU University petition (Appendix C).
  - a. The petition to waive/deviate from the published curriculum should be accompanied supporting course materials:
    - i. Course description and/or course syllabus
    - ii. Evidence of equivalent knowledge/experience
    - iii. Recommendation from nursing advisor

2. The signed petition and supporting information is submitted to the Undergraduate office and the petition information is recorded to the ISU tracking system.
3. The petition and supporting information is forwarded to the appropriate Department or College within the University for review and recommendation.
4. The petition and supporting materials is forwarded to the Chair of the General Education Requirements Committee if Goal course approval is required.
5. The signed petition and supporting information is forwarded to Admission and Advancement Committee in the School of Nursing for review and decision, if necessary.
6. The signed petition is then forwarded to the Dean of the Division of Health Sciences for final approval/disapproval.
7. A copy of the signed approved/disapproved petition will be sent to the student, Office of Registration and Records, and the original petition will be placed in the student permanent folder.

### **Independent Study Courses**

Independent study courses are available to nursing students with permission of the faculty member. Once permission is provided, the faculty will make arrangements to open his/her section of NURS 4491 and the student is allowed to register for NURS 4491, Independent Study. The clinical hours that are to be completed outside regular school hours must be arranged with and covered by faculty prior to the onset of the course. An Independent Study Contract (Appendix D) must be completed and signed by the supervising faculty and the student. The form will be placed in the student folder.

### **Plan of Study and Graduation Review**

Each semester, it is required by the university that the student have the opportunity to meet with his/her faculty advisor from the School of Nursing to review the student's individual plan of study to meet ISU and the School of Nursing requirements. Documentation of the advising meeting or declination of meeting or student's failure to respond to notice for advising meeting must be placed in student's file by the end of each semester.

Nursing students must refer to the ISU University Catalog regarding graduation requirements. Graduation information is located in the "My ISU" portal for each student. The graduation clerk at the Registrar's Office should be consulted during the junior year for credit evaluation for graduation. If a student does not successfully complete the requirements for graduation from ISU and the School of Nursing, it will result in non-conference of the Degree and the student will be unable to graduate and/or apply for National Council Licensure Examination for Registered Nurses (NCLEX-RN).

## **Student Responsibilities in the School of Nursing**

### **Contact Information**

It is the student's responsibility to keep his/her email, phone and street address current and available in the School of Nursing. The student should notify the Administrative Assistant in the School of Nursing whenever there are changes in his/her status and name.

**Access to Computer and Internet**

It is the student's responsibility to have access to a computer and the Internet. Students are required to routinely check electronic course materials to meet course requirements. It is expected students will have an ISU computer account to complete online coursework and tests.

**Student Review of Personal Permanent File**

A student has the right to review the materials in his/her file. The School of Nursing requires an appointment be made with the student's advisor and the advisor be present when the file is reviewed. The School must comply within 10 working days of the student's request.

**Malpractice Insurance**

When in the clinical setting, students are covered under the malpractice insurance provided by the university. Client and student safety are the primary concerns in all learning environments. Students are expected to behave in a mature and clinically competent manner in all settings.

**Nursing Lab Courses**

There are a significant number of hours required to complete lab courses in the nursing program. There are three hours a week of actual time in nursing lab courses for every credit hour. For example, one credit lab course equals 3 clinical lab hours per week and a two credit lab course equals 6 clinical lab hours per week. Students are expected to be available to attend all assigned lab activities as directed by the clinical faculty.

**Confidentiality**

Due to the personal nature of nursing, students are bound to strict confidentiality of any information relating to a client's health and/or personal status per the Health Information Privacy and Accountability Act (HIPAA). HIPAA training will be provided to all nursing students prior to their first clinical contact with client or clinical agencies. Also, students may need to have additional training as part of the orientation to clinical sites. Students are required to sign a Confidentiality Agreement Acceptance of Responsibility for Access to Protected Information (Appendix E) prior to beginning the nursing program. Violation of this policy could lead to dismissal from the School of Nursing.

**Affiliating Agencies**

In all agencies where students have learning opportunities, the School of Nursing has an affiliation agreement which allows students and faculty to participate in all aspects of care to the clients. Students may not participate in learning experiences in facilities in which there is no affiliation agreement. Students must comply with facility-specific safety and education requirements at all times. The facility requirements will be addressed in each course syllabus.

Clinical learning experiences are provided in a variety of health care settings through the cooperation and support of administration and staff in these agencies. The administration and staff who work in facilities are valued and appreciated for their support of ISU students. Please thank the administrators and staff who assist with clinical learning activities.

**Transportation to Clinical Agencies**

Students are responsible for their own transportation to and from clinical agencies throughout the

region. Students should expect to travel anywhere within a 200 mile radius of the ISU campuses in Pocatello and Meridian. Overnight stays away from home may be necessary.

### **Dress Code**

The dress code is required to ensure the safety and control of infection for both students and clients. ISU nursing students will adhere to an appropriately modest and professional dress code in all clinical settings. Examples of immodest attire include but are not limited to exposed midriffs and visible undergarments.

Clinical faculty will make the final judgment on the appropriateness of student attire and of the corrective action for dress code infractions. Corrective action may include dismissal from the clinical unit and/or other forms of disciplinary action. Dress requirements in clinical settings may vary. Always verify dress code mandates with the faculty responsible for each clinical site prior to making any agency and/or client contact.

Whenever students are visiting a clinical agency for purposes directly related to the nursing program or attending the learning lab, they must follow these dress code standards:

1. Appropriate identification (name/picture badges) will be worn at all times.
2. School uniforms (teal blue scrubs) are appropriate for most clinical settings with the ISU School of Nursing logo patch worn on the left sleeve of the scrub top.
3. A white lab coat with the ISU School of Nursing logo worn on the left sleeve may be worn in some settings.
4. A clean, white shirt may be worn under teal blue scrub tops.
5. Only clean, primarily white-colored, closed-toe shoes, either leather or athletic, will be worn.
6. Denim jeans, sweat shirts/pants, shorts and t-shirts are not acceptable uniform attire in any setting.
7. Hair will be clean, neat, and worn off the collar in a contained manner so it will not fall forward into one's face.
8. Beards and moustaches should be neatly trimmed and/or contained in such a manner as to ensure that no hair may fall out and touch a client.
9. Fingernails will be short and clean, cut or filed so that the nail does not extend beyond the fingertip, to minimize potential injury and maximize cleanliness. Clear, not chipped nail polish is allowed. No artificial nails or tips are allowed.
10. No jewelry will be worn that could potentially injure a client and/or the student and/or compromise safety in any manner. Only two small non-dangling, post earrings are acceptable.
11. All visible tattoos must be covered and no visible body piercings will be displayed.
12. Chewing gum is not permitted.

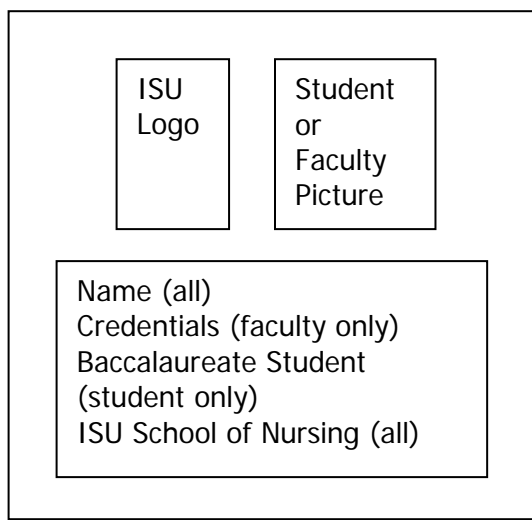
Students with specific religious or cultural concerns need to address their concerns to their clinical faculty, in writing, prior to client contact.

### **Name Badges**

Each undergraduate student will purchase two badges (see example of name badges below). The badges can be purchased from the ISU Public Safety office in Pocatello, Idaho Falls, Meridian,

and Twin Falls. One badge will have the first and last name and the other will have only the student first name.

1. The badge with the full name is the preferred badge to wear in all clinical settings and in any other setting where the student needs to be identified as an ISU School of Nursing student.
2. The faculty will determine when it is appropriate for the student to wear a badge with their full name or their first name only.
3. The badges can be purchased for \$2.00 each (or current fee) at the public safety office in each of the sites.



### **Faculty Supervision of Students in Nursing Lab Courses During Off-Hours**

A faculty member will be “on call” and available to each student who is participating in clinical experiences in a preceptored learning environment. The “on call” faculty member’s responsibility is to be readily available to the preceptored student and to provide immediate advice for student’s concern or question in regarding a clinical incident(s). The “on call” faculty member does not cover students in elective courses or students who have general questions regarding a course, assignment or other issues.

The Fall and Spring regular school hours are defined as 8am-5pm, Monday -Friday. Off-hours that need to be covered are 5pm-8am during the weekdays and from 5pm Fridays to 8am Mondays.

Summer regular school hours are defined as 7:30am-4:30pm, Monday through Friday. Off hours that need to be covered are 4:30pm-7:30am during the weekdays and from 4:30pm Friday to 7:30am Monday.

### **Preceptored Learning Environments**

Students in some nursing courses will have the opportunity to work in a preceptored learning environment with an experienced clinical nurse or nurse leader. The faculty is required to make special arrangements to have students participate in a preceptored learning environment.

The following rules apply to all preceptored learning experiences:

1. The School of Nursing must have a current affiliation agreement with the selected agency.
2. Students must have prior authorization from faculty to attend preceptored clinical hours within the agency.
3. Students must be well prepared to actively participate in nursing care offered within the agency.
4. Students are expected to complete clinical hours in required courses during regular school hours.
  - a. If every attempt has been made for the student to complete clinical hours during regular school hours and he/she must complete clinical hours outside regular school hours to meet course requirements.
  - b. The student must have authorization from the faculty of the course prior to working these hours.
  - c. The faculty must keep record of where and when preceptored clinical activities will take place.
5. If a student attends clinical hours without prior authorization from his/her faculty member, he/she will be dismissed from the School of Nursing program.

### **Writing Criteria for School of Nursing**

It is expected that students demonstrate ability to write professionally in APA format. Students will be required to complete professional writing activities in their courses throughout the School of Nursing program. It is recommended that the student utilize the professional writing resources at the ISU Center for Teaching and Learning for assistance to successfully complete these activities and writing professional papers.

### **Code of Professional Conduct**

Professional behavior is an essential part of each student's nursing education. The ISU School of Nursing expects each student to maintain professional conduct in both classroom and lab settings. Unprofessional behaviors that violate the Code of Professional Conduct can result in an academic dismissal. The School of Nursing adheres to the American Nurses Association Standards of Professional Practice (2004), American Nurses Association Standards of Professional Performance (2004) and the American Nurses Association Code of Ethics for Nurses (2005) as a basis for providing safe and effective nursing care in all settings.

Students are also required to follow appropriate behaviors as outlined in the ISU Undergraduate Student Handbook and demonstrate professional behaviors noted under Core Attributes in this handbook (pp. 10-11). If a student violates student behavior codes, the faculty will follow School of Nursing and university policies regarding the reporting and correcting inappropriate behaviors. Refer to ISU Undergraduate Student Handbook at [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf). Students are expected to read the ISU School of Nursing Code of Professional Conduct each year. A signed statement of understanding (Appendix F) is required of every nursing student during their first semester in the Undergraduate program. The signed statement will be placed in the student's permanent file.

## **Unprofessional Behavior**

There are two types of violations of the Code of Professional Conduct. The first is a **Level I infraction** and the second is a **Level II infraction**.

### **Level I Infraction**

Level I Infractions include behaviors which have potential to jeopardize client safety and result in the danger and/or harm to clients in any lab setting. Such behaviors may result in temporary suspension from the lab course and/or academic dismissal from the program with a first violation.

**Level I Infraction** behaviors include, but are not limited to the following:

1. Demonstrates behaviors that show inappropriate action or impairment in classroom or lab setting. Behaviors may include, but are not limited to the following: excessive, persistent or inappropriate sleepiness, inability or slow to respond to stimuli, excessive or persistent inattentiveness, inappropriate response to questions by the faculty or instructor, excessive or persistent talking or acting without appropriate control, inability to stand or walk without assistance, inability to use arm(s) or hand(s) and impaired judgment.
2. Demonstrates behaviors that may be interpreted by others as sexual harassment.
3. Demonstrates dishonesty in behavior, attitude, and/or communication towards others and any act of endangerment.
4. Demonstrates acts of omission or commission during the care of clients that results in harm or may result in harm to the client. Examples include, but not limited to physical abuse, placement of client in hazardous position(s), conditions or circumstance, mental or emotional abuse, and medication error resulting in failure to implement the “rights” of medication administration and checking the client’s allergies.
5. Demonstrates lack of appropriate preparedness for lab setting(s) and participates in actions that could result in harm to clients.
6. Unauthorized attendance in any lab setting.
7. Violation of the standards of client confidentiality.
8. Demonstrates behaviors identified in ISU Policy and Procedure for Academic Dishonesty [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf)

### **Level II Infraction**

Level II Infractions include behaviors which are considered unprofessional. A warning and/or probation will be issued to address the expected changes.

**Level II Infraction** behaviors include, but are not limited to the following:

1. Demonstrates disrespect, insensitivity and/or judgmental manner when dealing with others.
2. Fails to accept accountability for his/her own actions.
3. Demonstrates lack of appropriate preparedness for lab setting but avoids actions that could result in harm to clients.
4. Does not abide by the dress code for activities directly related to the ISU School of Nursing.
5. Fails to attend nursing lab courses as directed by faculty and/or fails to provide prior notification to the instructor/faculty and agency of an absence, tardiness, or departure from assigned unit or floor (longer than 5 minutes).

6. Fails to meet School of Nursing health status and/or safety and protection requirements, such as documentation of current immunizations, criminal background checks and CPR certification, per deadlines stated in the handbook or announced during the student's tenure in the School of Nursing program.
7. Fails to complete assignments and tests as required/scheduled in a class without prior notification of the instructor/faculty. For example, if the student needs the instructor/faculty to reschedule assignments or tests due to non-emergent circumstance.
  - a. The instructor/faculty is not required to reschedule nursing lab courses, tests, or assignments for non-emergency circumstances.
  - b. Non-emergent circumstances include, but are not limited to, the following:
    - i. Non-emergent doctor or dental appointments
    - ii. Work or vacation during classroom or lab courses, scheduled tests, or final examination times
    - iii. Special events that interfere or conflict with classroom or lab activities
    - iv. Student arranges preceptored clinical hours in one course after he/she is aware of pre-determined schedule of another required course
    - v. Student experiences fatigue as a result of his/her own actions.

### **Consequences of Unprofessional Behavior**

It is the goal of the faculty to work with students to improve unprofessional behaviors and/or resolve problems. Disciplinary action should serve as a mechanism to inform students of expected outcomes and collaborate with students to improve unprofessional behaviors. Formal discussion regarding student problems that may be adversely affecting their ability to perform can also be conducted, with suggestions and recommendations for resolution.

### **Level I Infraction**

When a student violates the School of Nursing Code of Professional Conduct by demonstrating unprofessional behavior of a **Level I Infraction** concerning a classroom or lab course, the following actions will take place:

#### **First Violation**

1. Faculty may suspend the student from the nursing lab course assignment(s) until a meeting with the student, involved instructor/faculty and the Associate Dean and Director of the School of Nursing or other designated administrative personnel has taken place.
2. The student will provide documentation of medical evaluation of any observed behaviors by the faculty or instructor, that show inappropriate action or impairment in classroom or lab setting (listed in #1).
3. Faculty will complete the Written Record of Student Violation of the Code of Professional Conduct (Appendix G) of this incident. One copy will be given to the student and one kept in student's permanent file.
4. The Associate Dean and Director of the School of Nursing or designated administrative faculty will evaluate the situation and collaborate with faculty to determine a course of action.
5. Meeting with student will include discussion of documented violation and a mutually developed plan for improvement and remediation.

## Second Violation

1. Faculty may suspend the student from the nursing lab course assignment(s) until a meeting with the student, involved instructor/faculty and the Associate Dean and Director of the School of Nursing or other designated administrative personnel has taken place.
  - a. Faculty will complete the Written Record of Student Violation of the Code of Professional Conduct (Appendix G) of this incident. One copy of the Written Record of Student Violation of the Code of Professional Conduct of this incident will be given to the student and a copy kept in student's permanent file.
  - b. The Associate Dean and Director of the School of Nursing or designated administrative faculty will evaluate the situation and determine a course of action.
  - c. Meeting with student will include discussion of documented violation and consequences of behavior.
2. A student who violates the Code of Professional Conduct with a second **Level I Infraction** may be dismissed from the ISU School of Nursing.
3. Documentation of the course of action will be on the Written Record of Student Violation of the Code of Professional Conduct and will be read, discussed and signed by the student and faculty and a copy will be kept in the student's permanent file.

## Level II Infraction

When a student violates the School of Nursing Code of Professional Conduct by demonstrating unprofessional behavior of a **Level II Infraction** concerning the classroom or lab course, the following actions will take place:

### First Violation

With the first violation of the Code of Professional Conduct, the student will receive both a verbal and written warning of the unacceptable behavior.

1. The involved instructor/faculty will work with student to determine what type of behavior change is expected and within what period it must occur.
2. Documentation of the warning, expected behavior changes and time frame will be included on the Written Record of Student Violation of the Code of Professional Conduct (Appendix G) and placed in the student's permanent file.
  - a. If the behavior from the first violation does not change within the given period discussed in the written warning and/or new unacceptable behaviors are noted, the instructor/faculty member will document these behaviors.
    - i. This documentation will be reviewed with the Associate Dean of the School of Nursing or other designated administrative personnel or designated administrative person and a course of action will be determined.
    - ii. The written plan will be read, discussed and signed by the student and faculty member.
    - iii. A copy of this document will be kept in the student's permanent file.

## Second Violation

If the student violates the Code of Professional Conduct a second time any time in the nursing program, he/she will not receive another warning but will be placed on unprofessional conduct probation for the remainder of the nursing program. This probation will be on the Written Record

member read, discuss and sign. A copy of this document will be given to the student and one kept in the student's permanent file.

1. If the behavior from the second violation does not change within the given period discussed in the probation notice, the faculty member has the right to remove the student from the course with further documentation being completed and placed in the student's permanent file.
2. The Associate Dean and Director of the School of Nursing or designated administrative faculty will evaluate the situation and determine a course of action.
3. Documentation of this action will be kept in the student's permanent file.
4. If the behaviors from the first and second violations are changed by the student per the documented warning or probation, the student may continue in the nursing program. The student will earn removal from an Unprofessional Conduct Probation once he/she successfully passes all of the remaining required nursing courses in the program and does not demonstrate behavior that constitutes a third violation of the Code of Professional Conduct.

### **Third Violation**

If the student violates the Code of Professional Conduct a third time at any time in the nursing program, he/she will not receive further warnings nor notices of probation but will be removed from the course and his/her case will be evaluated by the Associate Dean and Director of the School of Nursing or designated administrative faculty.

1. Dismissal from the nursing program is a possibility with a third violation of the Code of Professional Conduct.
2. Documentation of the course of action will be on the Written Record of Student Violation of the Code of Professional Conduct and will be read, discussed and signed by the student and faculty and a copy will be kept in the student's permanent file.

### **Simultaneous Level I and Level II Infractions**

If a student demonstrates behaviors that result in simultaneous Level I and Level II Infractions, consequences will depend on the nature and severity of the infractions. Appropriate process for each infraction will be conducted. Dismissal from the nursing program is a possible consequence.

### **Sexual Misconduct/Harassment in External Lab Sites**

There may be instances in external nursing lab course sites where students feel he/she has been sexually harassed OR the student may be accused of sexually harassing another person. The School of Nursing expects the same appropriate conduct in external clinical sites as the university expects on campus. See the University Handbook regarding the university's policy regarding sexual misconduct and harassment at [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf)

In instances where a student in an external clinical setting feels that he/she has experienced sexual harassment by a client(s), the student should:

1. Maintain professional boundaries with client.
2. Excuse him/her from the environment once safety of the client is assured.
3. Report the incident to the clinical faculty member and/or precepting nurse as soon as possible (ASAP) so that continuation of care is coordinated.

4. Follow the facility's policy and procedure for reporting and documenting the incident.

In instances where a student in an external clinical setting feels that he/she has experienced sexual harassment by another person in the facility, the student should:

1. Excuse him/her from the environment once safety of the clients is assured (if needed).
2. Report the incident to the clinical faculty member and/or precepting nurse ASAP.
3. Follow the facility's policy and procedure for reporting and documenting the incident.

In instances where a student is accused of sexually harassing another person, the following actions should take place:

1. Person accusing the student should report the incident to the precepting nurse and/or clinical faculty member ASAP.
2. The precepting nurse and clinical faculty should follow the facility's policy and procedure for reporting and documenting the incident.
3. The clinical faculty member will make the determination about the appropriateness of removing the student from the environment and/or facility.

In the instances discussed above, it is the responsibility of the faculty member to:

1. Discuss the University policy and definition of sexual harassment with all involved.
2. Review the incident with the student, using the incident report and the student's verbal description of the incident.
3. If appropriate, encourage the student to report the incident to one of the following for necessary action to be taken:

Office of EEO/Affirmative Action	282-3964
Division of Student Affairs	282-2315
University Counseling and Testing Services	282-2130

In the event there is reason to believe criminal conduct has occurred, i.e., such as sexual assault, battery, rape or attempted rape, etc. it is the responsibility of the faculty member to contact ISU Public Safety and/or the local police department as soon as possible. In the case of possible criminal conduct, the faculty member should not contact the alleged perpetrator, but rather should allow the responding police agency to conduct the appropriate investigation. The student may also be encouraged to contact one of the following for additional support:

Pocatello Campus	Janet C. Anderson Gender Resource Center	282-2805
Idaho Falls Campus	Student Health Center	282-7826
Meridian Campus	Women's Center at Boise State University	426-4259

## Resolution of Student Issues

The purposes of the procedure for resolution of student concerns are:

1. To provide due process for students and faculty
2. To provide a mechanism for protection of rights of students and faculty
3. To provide unbiased fairness in resolving disputes of academic matters

**The route of resolution is as follows:**

1. The student will first attempt to resolve the problem, disagreement or issue with the instructor of the course. The student will make an appointment to meet with the instructor to discuss student's matter as soon as the problem is identified. Documentation of the meeting (including written narrative of the student's problem, disagreement or issue) and result of the meeting will be placed in the student's permanent file. The student will receive a copy of this documentation.
  - a. If the concern involves the grade of a paper or project, student has the right to request a second reading by a faculty member selected by the Associate Dean and Director of the School of Nursing or designated administrative faculty.
    - i. The second reader will be given a clean copy of the paper and will follow the criteria as listed in the course syllabus.
    - ii. Student must agree to accept the grade as evaluated by the second reader in lieu of the first grade earned on the paper.
    - iii. The second reader will return the graded paper to the designated administrative faculty within five working days.
    - iv. The designated administrative faculty will notify the student and the grade adjustment will be made as necessary within 24 hours.
2. If a mutually agreeable resolution cannot be reached with the faculty/instructor and there is clear documentation that the student and faculty/instructor cannot reach a resolution, the student needs to make an appointment with the designated administrative faculty to discuss the issue.
  - a. The student should bring a copy of the documented meeting with the faculty/instructor.
  - b. Documentation of the meeting and results of the meeting will be placed in the student's permanent file. The student will receive a copy of this documentation.
3. If a settlement cannot be reached with the designated administrative faculty, the student needs to make an appointment to meet with his/her faculty advisor to discuss the issue.
  - a. The student should bring a copy of documentation and the plans for action he/she would like to take to seek resolution.
  - b. The faculty advisor can discuss these plans and help guide the student to find resolution.
4. If the student would like to proceed to find acceptable resolution beyond the course, he/she should proceed to the Associate Dean of the School of Nursing or designated administrative faculty or personnel.
  - a. **Please Note:** At this point, the student concern changes from an informal to a formal complaint. The School of Nursing defines a formal complaint as a written letter or e-mail communication which includes a statement of fact and rationale for a claim of difference in opinion, judgment or evaluation. The student should include written narrative of his/her problem, the course of action he/she has taken thus far and plans for action he/she would like to take to seek resolution.
  - b. The student should make an appointment to meet with the Associate Dean and Director of the School of Nursing or other designated administrative faculty or personnel to discuss his/her concern after submission of the formal complaint.
5. If a settlement cannot be reached and the student wants to pursue acceptable resolution, the Associate Dean and Director of the School of Nursing or designated administrative

faculty or personnel shall appoint a committee of three (3) faculty members who are not directly involved in the student's situation.

- a. This committee will meet within five (5) days of its appointment. The function of this ad hoc committee is to hear the student's concern and the faculty's response and make a recommendation within 24 hours to the Associate Dean and Director of the School of Nursing or designated administrative faculty or personnel who will make the final decision.
  - b. The Associate Dean and Director of the School of Nursing or designated administrative faculty or personnel will meet with the student and discuss his/her final decision.
6. If a settlement cannot be reached and the student wants to pursue acceptable resolution, the student may proceed to the Division of Health Science Scholastic Appeals Committee and follow the appeals process at the Division level. See updated Scholastic Appeals Committee Bylaws.

## Academic Dishonesty

### ISU Procedure and Policy for Academic Dishonesty

Academic integrity is expected of all individuals in academic settings. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication. Faculty of the School of Nursing complies with ISU's policy and procedure regarding academic dishonesty.

### Consequences for Academic Dishonesty at the School of Nursing Level

According to the Undergraduate Code of Professional Conduct, academic dishonesty constitutes a Level I Infraction. When a student demonstrates behavior of a **Level I Infraction** (as related to Academic Dishonesty) in a classroom or lab setting, the involved instructor/faculty will:

1. Follow procedures for determination of academic dishonesty at the university level.
2. Once the act of academic dishonesty has been validated, the student, instructor/faculty and a third party if deemed necessary will meet to discuss the consequences for the infraction within 3 days of validation of the incident.
3. The consequences shall be in proportion to the severity of the offense.
4. The following is a list of possible corrective actions and consequences which may be imposed for academic dishonesty.
  - a. Student may be placed on Unprofessional Conduct Probation.
  - b. Corrective action possibilities may be discussed. As an example, the instructor/faculty member may require that the assignment in question be rewritten in conformance with proper academic standards and requirements and/or the instructor/faculty may specify additional requirements.
  - c. Grade reduction
    - i. The student's grade may be lowered, or a grade of "F" may be assigned for a test, project, or other academic assignment.
    - ii. If a grade of "F" is assigned, a zero (0) will be recorded as the grade earned on the test, project, or other academic assignment.
  - d. Failing Grade
    - i. A grade of "F" may be assigned for the course and the student may not proceed with nursing courses.

- e. Dismissal from the School of Nursing
  - i. A student may be dismissed from the School of Nursing. If dismissed, the student is ineligible to enroll in any course offered by the School of Nursing.
  - ii. The Associate Dean and Director of the School of Nursing shall notify the student, the instructor and designated administrative faculty, and the registrar, in writing, of the imposition of this sanction.
- 5. Instructor/Faculty will document incident per the Written Record of Student Violation of the Code of Professional Conduct and place in the student's permanent file. **This information may be made available to prospective employers or other educational institutions. Thus, any student committing an act of academic dishonesty may be jeopardizing his or her future educational or employment opportunities.**

### **Consequences for Academic Dishonesty at the Division of Health Sciences Level**

Students have the right to appeal processes at the level of the Division of Health Sciences. See updated Scholastic Appeals Committee Bylaws.

The University Guidelines, Procedures, and Policies, and the Policies of the Academic Appeals Board petitions are available at [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf)

### **Consequences for Academic Dishonesty at the University Level**

For penalties of suspension, expulsion, and restitution of scholarship, award, and financial aid, refer to the University Guidelines, Procedures, and Policies, Academic Dishonesty. Refer to ISU Faculty and Staff Handbook: [www.isu.edu/fs-handbook/part6/6\\_9/6\\_9a.html#2](http://www.isu.edu/fs-handbook/part6/6_9/6_9a.html#2)

### **Restitution of Scholarship Funds**

If the student is a recipient of any ASISU scholarship during the semester in which the dishonesty occurs, and the student is suspended or dismissed from the institution, repayment in full of the scholarship amount for that semester will be required. Restitution of funds may also apply to other scholarship or financial aid, at the discretion of the donor. The ISU Scholarship Office will be notified.

## **Faculty Advisors for Students**

### **Student Advising**

Upon admission to ISU School of Nursing, all students in the nursing program will be assigned a faculty advisor in the School of Nursing who will serve as advisor until the student graduates. Together, they will facilitate the student's plan of study and success in the nursing program. University requirement states that the student and his/her advisor must meet once a semester to review his/her plan of study. If student chooses not to meet, written documentation must be submitted to his/her faculty advisor by the sixth week of the semester. Responsibilities of the student and of the faculty advisor are listed in following resource: <http://www.isu.edu/advising/>

If, for some reason, the faculty advisor or student wishes to change advisor assignment, another faculty advisor will be assigned. If the student needs to change his/her advisor, and attends

classes in Pocatello or Idaho Falls, contact the School of Nursing Undergraduate office at 282-2132. If the student attends classes in Meridian, contact the School of Nursing Accelerated office at 373-1785.

### **Faculty Class Advisor**

Each class of traditional students will be assigned a class advisor. The advisor will assist the class in implementing and reviewing bylaws, facilitating communication with the faculty and administration, selecting class officers, coordinating pinning ceremony and solving class problems as they arise. The Accelerated students will be assisted with these matters by the Accelerated Program Coordinator or designated administrative faculty and the BS Completion students will be assisted by the BS Completion Program Coordinator.

## **Student Organizations**

### **ISU Student Nurses' Association**

All undergraduate nursing students are strongly encouraged to join the Student Nurses' Association. A faculty representative will be assigned to assist with local organization activities. For details of the organization see website: [www.nсна.org](http://www.nсна.org).

The functions of this organization are:

1. To aid the development and growth of the individual student by fostering good citizenship through professional and social unity.
2. To stimulate interest and understanding and to serve as a channel of communication between the student nurses' organization and the professional nursing organizations.
3. To provide a closer bond and a more unified spirit among student nurses through group activities at the local, state, and national.
  - a. To do this, the student organization provides educational programs, community service projects and social activities.
  - b. With the yearly dues the student gains membership in the local, state and national student associations.
  - c. This entitles the student to a monthly copy of the national nursing student publication, Imprint.

### **Class Officers**

The School of Nursing is committed to providing outstanding education for nursing students. In order to facilitate the process of student leadership and government, class officers are elected by each nursing school class. The following guidelines delineate the roles, responsibilities, and election of each office:

### **Duties of the Officers**

#### **President**

The primary role of the President is to provide leadership for the class and function as the class representative. This includes, but is not limited to, serving as a liaison between the class and the School of Nursing faculty and facilitating interaction between the class and faculty members. In addition, the President is charged with facilitating communication among all class officers regarding any matter deemed necessary. The President is

responsible for organizing and overseeing the Pinning ceremony at the May graduation. He/She will co-sign all checks with the class treasurer.

#### Vice President

The primary role of the Vice-President is to assist the President in representing the class and in overseeing the pinning ceremony. In addition, the Vice-President is charged with assuming the role of the President in the event that the President is not able to represent the class.

#### Secretary

The primary role of the Secretary is to work with the other class officers to facilitate communication and record-keeping, including minutes of official meetings. The secretary will be responsible for distributing information to the class.

#### Treasurer

The primary role of the Treasurer is to maintain and oversee the class financial accounts. This includes, but is not limited to, keeping an accurate record of funds received, expenditures and receipts, providing regular reports of the class finances and co-signing all checks with the class president.

#### Class Representatives

The primary role of the student representatives is to attend SON council and committee meetings that address undergraduate student issues and report significant issues to the other class officers and students. Class representatives may be asked to collect student input, participate in activities that provide benefit to their class and perform other duties by the class president or faculty advisor.

Additional positions can be created at the discretion of the aforementioned class officers in order to facilitate the needs of the class. These additional positions may be appointed or elected according to the discretion of the other class officers.

Class officers, or designated student representatives will be assigned to participate in School of Nursing councils and committees which include but are not limited to, Undergraduate and Faculty councils and other committees that function to support student learning.

### **Election of Officers**

1. Class officers will be elected no sooner than one month, and no later than three months, after the start of the nursing program. The positions will continue until graduation or until the officer is unable to fulfill their duties for any reason.
2. If an officer desires to step down from their position the class President (or Vice President) will arrange for a separate election. If an officer is not adequately performing the duties of their office, the class may petition the President (or Vice-President) for action. Appropriate action may include counseling of the officer by the Class President or Vice-President or, if counseling is not effective, relieving the officer in question of his or her duties. Following that, a separate election will be held to fill the position. The separate election will be facilitated by the President for all offices, except the office of President, in which case the Vice-President will facilitate the election.

## Meetings

1. Class officer meetings will be called as needed but will be no less than 1 per semester. Meeting may occur face to face or via chat rooms or other distance classrooms. The class secretary will document minutes of each meeting.
2. Minutes of all official meetings and all other relevant information will be recorded and kept in the class file in the undergraduate nursing office on the Pocatello campus and in the nursing office on the Boise campus.
3. Students are eligible for and encouraged to participate in student senate and university wide activities.

## Student Loan and Scholarship Programs

### Financial Aid

Financial assistance programs to include Loans, Grants, Non-Resident Tuition Waivers, and Employment are available to ISU Undergraduate and Graduate students. A completed FAFSA (Free Application for Federal Student Aid) covering Fall, Spring and Summer for a given school year should be filed as soon as possible after January 1 for the subsequent academic school year. Students are advised to contact the Financial Aid and Scholarship Office at 208-282-2756 or <http://www.isu.edu/finaid/>.

### Scholarship Opportunities

Scholarship awards are available to admitted nursing students (undergraduate and graduate level). School of Nursing Scholarship applications are available at [http://isu.edu/nursing/current\\_undergraduate.shtml](http://isu.edu/nursing/current_undergraduate.shtml).

For more information on School of Nursing scholarship opportunities, please contact the School of Nursing Academic Advisor at 282-2132.

Nonresident tuition waivers are available to students who have demonstrated strong academic ability, or demonstrated financial need. Please contact the ISU Scholarship Office at 282-3315 or [www.isu.edu/scholar](http://www.isu.edu/scholar).

## Health Status Requirements

The School of Nursing requires student to have proof of recent physical health examination, current health insurance coverage, current tuberculosis (TB) screening, and verification of immunization status prior to admission to the nursing program. Students must ensure current documentation is maintained in the School of Nursing of the following items: TB screening, flu vaccination, and verification of Hepatitis B vaccination completion and titer results.

*Failure to maintain documentation of current status of these requirements may result in failure to progress and /or dismissal of the student from the nursing program.*

### **Health Evaluation**

The required health evaluation form completed by a health care provider must be submitted with the application to the School of Nursing. Students must demonstrate the ability to meet the

physical and mental demands required for their clinical and academic activities. Changes in an enrolled student's health status may require documentation of physical examination and /or treatment from a health care provider to maintain progression in the nursing program.

### **Communicable Disease**

When in the clinical or academic setting, the student is responsible for being free of communicable diseases which may put themselves, clients and others at risk. If the student has been exposed to a communicable disease or he/she has symptoms, he/she must inform instructor/faculty before participating with client care in the clinical lab setting.

### **Tuberculosis (TB) Screening**

Students must demonstrate they do not have active TB to be accepted and continue in the nursing program. Students are required to complete current TB screening for admission to the nursing program. Nursing students will be required to have a TB screening performed annually while in the nursing program. It is the student's responsibility to have TB screening tests completed on a yearly basis and to submit a copy of his/her current results to the Undergraduate Nursing office to be placed in the student permanent folder by the date the former results expire.

If a student has a positive Mantoux or PPD skin test at admission or any time in the nursing program, he/she will need to submit a statement from the primary care provider that he/she does not have active TB and documentation of any precautionary measures that would limit the student's ability to interact with clients, faculty and staff in a variety of settings. *Admission to and progression in the nursing program may occur only after the School receives statement from the applicant's primary care provider.*

### **Immunization Status**

Students must provide documentation of current immunization status and results of titers with the application to the School of Nursing. If a vaccination series is in process at the time of application submission, students accepted to the School of Nursing must update the immunization records when a vaccination series is completed.

Student must submit signed documentation by his/her health care provider if he/she has a medical contraindication to immunization. If there are questions about immunization status, students should contact their primary care provider or the ISU Student Health Center.

The immunizations required for the nursing program include:

1. Tetanus, diphtheria, pertussis
  - One-time dose of Tdap.
2. Hepatitis B
  - Three-dose series (dose #1; #2 in 1 month; #3, 5 months after #2). Anti-HBs serologic testing to be done 1-2 months after dose #3. If anti-HBs is less than 10 mIU/mL, student is unprotected. Student must contact health care provider for further evaluation. It is likely the student will need to undergo a second course of 3-dose series with anti-HBs serologic titer. **Documentation of entire vaccination series and titer results must be completed and submitted to the**

**school within 7 months of the FIRST vaccination. If documentation of the progress of the vaccination series and/or titer results is not received by the last day of the student's first Spring semester in the nursing program, he/she will not be allowed to proceed in the program and may receive a Level II Infraction.**

3. Measles, Mumps, Rubella (MMR)
  - Two doses of MMR or positive titer
4. Varicella (chickenpox)
  - Two doses of varicella vaccine or positive titer
5. Influenza
  - Nursing students will need to have one dose of influenza vaccine annually unless declination statement (Appendix I) signed and submitted to the School of Nursing. Documentation must be received by the School of Nursing by the first day of the Spring semester.
  - This vaccination is NOT required for application, however if the applicant is accepted into the program, he/she must provide documentation of receiving the influenza vaccination to the School of Nursing no later than the first day of the Spring semester. If student wants to decline, he/she must submit a signed declination statement no later than the first day of the Spring semester. The student who declines may be required to wear a face mask at facilities that require influenza vaccination or may not be able to complete clinical hours at such facilities.

## **Safety and Protection Assurances**

### **Criminal Background Check**

Criminal background checks are required for all applicants to and nursing students in the School of Nursing. Only ISU-approved vendors can be used for criminal background checks. The School of Nursing will notify students where criminal background checks can be obtained and the cost for the criminal evaluation. Students are responsible for all fees associated with the criminal background check process. *Students who fail to submit receipt verification by the deadline(s) will receive a Level II Infraction or could be dismissed from the nursing program.*

Applicants to the School of Nursing must have a criminal background check between May 15 and September 15 of the application year.

Students accepted to the School of Nursing are required to have a criminal background check performed **annually** thereafter, while enrolled in the nursing program. Juniors and seniors must have a criminal background check performed between April 1 and April 30. Receipt verification of criminal background checks for juniors and seniors must be received by the School of Nursing by May 1. Students may also be required to have additional background checks as required by specific clinical agencies.

The results of the background check are reported only to the Associate Dean and Director of the School of Nursing. The Associate Dean and Director may contact each student directly if further information and/or clarification about background check findings are warranted. Due to the confidential nature of the background check findings, the results of the background check are not placed in the student permanent file.

Students who experience criminal charges while enrolled in the School of Nursing are required to notify his/her advisor and applicable faculty in a timely manner of such charges that may affect his/her ability to function in the academic or lab setting. Criminal charges include but are not limited to misdemeanors, felonies and convictions, such as shop lifting, drug charges, driving under the influence (DUI), reckless driving and suspended license. These activities do not include legal matters regarding divorce, custody issues or parking tickets.

### **Cardio Pulmonary Resuscitation (CPR)**

The School of Nursing requires students to be CPR certified. Proof of current CPR certification is required prior to admission to the nursing program and must be kept current throughout the nursing program. It is the student's responsibility to maintain CPR certification and to send a copy of his/her current certification to the Undergraduate Nursing office. Certification will be kept in the student's permanent file. *Failure to maintain documentation of current status of CPR certification in the School of Nursing Undergraduate office will result in a Level II Infraction or may result in dismissal of the student from the nursing program.*

Effective January 2010, the **American Heart Association Basic Life Support for Health Care Providers** or the **American Red Cross CPR/AED for the Professional Rescuer** are the only accepted CPR certifications by the School of Nursing. Certification from any other organization will not be accepted.

### **Bloodborne Pathogen Exposure Control (approved October, 2009)**

All clinical settings present a risk of exposure to the bloodborne and other pathogens, including but not limited to hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV). As a student, you need to understand the Bloodborne Pathogen Exposure Control plan and follow the procedures outlined by the Idaho State University (ISU) School of Nursing.

The exposure control plan includes information about **universal precautions, work practices** to minimize exposure, **housekeeping** procedures to ensure cleanliness and sanitation, **hepatitis B vaccination** requirements, **exposure incident report, follow-up medical consultation and treatment, and post-exposure evaluation. (All forms are in Appendix H)**

### Student Participation

Students are responsible to protect themselves against bloodborne and other pathogens in all settings. Students are expected to maintain good personal hygiene habits, know the tasks they perform and risks of exposure associated with each task, know where personal protective equipment is located and how to use the equipment properly, and attend the bloodborne pathogens training sessions as offered.

Students are expected to report any potential risks of exposure that are not clearly outlined in policy and/or procedure in all healthcare settings where they are assigned to clinical care of clients. Students are expected to report any exposure incident and to work with faculty and staff to complete the required documents mandated by the faculty and the ISU School of Nursing. If the student is exposed to blood or other potentially infectious materials, the student is expected to follow through with further consultation and treatment if warranted for the exposure incident and the student will have their provider complete the “Post-Exposure Treatment Recommendations” form. It is the student’s responsibility to assure a copy of the completed form is placed student’s permanent file.

This document (Bloodborne Pathogen Exposure Control, 2009) serves to inform the student of potential risks of blood and other infectious exposures. Students are expected to review and understand the unique policies and/or procedures of each institution when they are in the clinical settings.

#### Faculty Participation

The faculty is responsible to supervise the students in all clinical settings. In some settings, the students will be directly supervised, with a faculty available in-person at all times when the student is in the clinical setting. And in some settings, the students will be preceptored, with the student working directly with an assigned preceptor and the faculty is not onsite, but available at all times via telephone. The faculty will review and understand the general guidelines to prevent blood and other potentially infectious exposure and protect the student in all clinical settings. The faculty will review each facility and clinical area to understand the blood and body fluid exposure risks in the facility and clinical area.

The faculty will educate the students about their risks in each environment and instruct students about decreasing their risk of exposure and about proper use of personal protective equipment. If an exposure incident occurs in the clinical setting, the faculty will assist the student in completing all required forms, and counsel the student about the need to receive further consultation and/or treatment. The faculty will review with the student, the information on the “Post-Exposure Treatment Recommendations” form (Appendix H) completed by a healthcare professional.

#### Exposure Determination

In all clinical settings, students will be working in environments where they will have exposure to blood or other potentially infectious materials at all times. In all client care activities, the student has the potential to handle human blood and other potentially infectious materials. This may result in possible exposure to bloodborne and other pathogens. The risks for exposure are higher in certain clinical settings, and the student needs to be keenly aware of potential risk in all settings. This information will serve as an overview to the risks associated with blood and other potentially infected materials in all clinical settings where client contact is required.

#### Universal Precautions

All human blood and most body fluids (semen, peritoneal fluid, amniotic fluid, saliva) are treated as if they are known to be infectious with blood or other potentially infectious materials. In circumstances where it is difficult or impossible to differentiate between body fluid types, it is

assumed all body fluids are potentially infectious. Universal precautions will be observed at all times when the student is in a clinical setting in order to minimize or eliminate exposure to blood and other potentially infectious materials. Students are expected to use the protective equipment available to them in all clinical settings. Examples of protective equipment include but are not limited to gloves, gowns, masks, eye protection, and foot and head covers.

### Work Practice Controls

These practice controls are established to eliminate or minimize exposure in all healthcare settings. When the potential for exposure remains after implementation of controls, personal protective equipment (PPE) will be utilized. It is the student's responsibility to know what equipment is available and how to properly use protective equipment.

1. Sharps Containers (or specimen containers) are provided in all work areas where disposable sharps are used. Each sharps container will be closable, leak-proof, puncture resistant, and will be red in color or labeled with a Biohazard marker. Sharps Containers should be kept in an upright position, replaced routinely, not allowed to overfill, and kept at a height which allows students to see it when it is full.
2. Mechanical Pipettes should be available in all healthcare facilities and used when necessary. Mouth pipetting is prohibited in all settings.
3. Handwashing facilities are always provided in each client care area or as close as feasible to client care areas. Students will wash their hands immediately, or as soon as feasible, after removal of gloves or other personal protective equipment. Students will wash their hands immediately following any contact of body areas with blood or any other infectious materials. When handwashing facilities are not available, students will be provided an appropriate antiseptic hand cleanser and/or clean cloth/paper towels or antiseptic towelettes. When antiseptic hand cleansers or towelettes are used, hands should be washed with soap and running water as soon as possible. If blood or other infectious materials are splashed in the mouth, nose or eyes, the area should be washed or flushed with water as appropriate immediately or as soon as feasible following contact.
4. Needles and other contaminated sharps are not bent, recapped, or removed unless it can be demonstrated that there is NO FEASIBLE ALTERNATIVE; or if the action is required by specific medical procedure; or in the two situations above, the recapping or needle removal is accomplished through the use of a medical device or one-handed technique. Immediately or as soon as possible after use, contaminated sharps will be placed in appropriate containers.
5. Work area restrictions limit contact with blood and other infectious materials and other items. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses is prohibited in work areas where there is potential for exposure to blood and other infectious materials. Food and drink are not kept in refrigerators, freezers, on countertops, or in other storage areas where blood or other potentially infectious materials are present.
6. Droplet-generating procedures will be conducted in a manner which minimizes splashing, spraying, splattering, and generation of droplets or blood or other potentially infectious materials. PPE will be used if such spread of infectious materials can be reasonably anticipated.

7. All equipment contaminated with blood or other potentially infectious materials shall be labeled with Biohazard markers. Specimens of blood or other materials are placed in designated leak-proof containers, appropriately labeled, for handling and storage.
8. Personal Protective Equipment (PPE) includes, but is not limited to gloves (latex and non-latex), gowns, impervious aprons, lab coats, face shields/masks, safety glasses, resuscitation masks, and foot and head covers. PPE is available to students in all clinical settings. Students will be trained regarding the use of the appropriate PPE. If the student has a question about the use of PPE in the clinical setting, he/she should ask faculty and/or assigned preceptor.
  - a. To ensure that equipment is used as effectively as possible, students will adhere to the following practices when using PPE:
    1. All PPE should be available in appropriate sizes.
    2. Gloves are worn in the following circumstances:
    3. Whenever employees anticipate hand contact with potentially infectious materials.
    4. When performing vascular access procedures.
    5. When handling or touching contaminated items or surfaces.
    6. Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured, or otherwise lose their ability to function as an “exposure barrier.”
    7. Masks and eye protection (Such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
    8. Protective clothing (such as gowns and aprons) is worn as appropriate, whenever potential exposure to the body fluids is anticipated.
    9. Protective equipment is considered appropriate only if it does not permit blood to other potentially infectious materials to pass through or reach the student’s clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
    10. Any garments penetrated by blood or other infectious materials are removed immediately, or as soon as feasible.
    11. All PPE is removed prior to leaving a work area.

### Housekeeping

All clinical settings will have specific housekeeping requirements. In general, students need to be aware of the environment and risks associated with exposure to blood and other infectious materials. All types of wastes should be handled in a safe and protective manner. All waste should be discarded or bagged in containers that are closeable, puncture-resistant, leak-proof if the potential for fluid spill or leakage exists, and/or red in color or labeled with the appropriate Biohazard warning label. Contaminated laundry is handled as little as possible and is not sorted or rinsed where it is used. All equipment and surfaces are cleaned and decontaminated after contact with blood or other potentially infectious materials:

1. After the completion of procedures.
2. After any spill of blood or infectious materials.
3. All pails, bins, cans, and other receptacles intended for use routinely are inspected, cleaned, and decontaminated as soon as possible if visibly contaminated.

4. Potentially contaminated broken glassware is picked up using mechanical means (such as dustpan and brush, tongs, etc.) and placed in a broken glass waste container (not the regular trash).
5. Contaminated sharps are stored in containers that do not require that individuals reach into the container with their hands when processing the sharps.
6. Whenever employees move containers of regulated waste (including sharps containers) from one area to another, the containers are immediately closed and placed inside an appropriate secondary container if leakage is possible from the first container.

### Hepatitis B Vaccination

To protect employees as much as possible from the possibility of Hepatitis B infection, all students are required to have completed the Hepatitis B vaccination series. The vaccination program consists of a series of three inoculations over a six-month period. Test for Hepatitis surface antibody (ABsAb) is required 1-2 months after the third dose to verify immunity status.

### Post-Exposure Evaluation

The post-exposure evaluation information has been developed using the recommendations from the Centers for Disease Control (CDC):

2001 MMWR Report, <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

2005 MMWR Report, <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm>

In order to ensure that students receive the best and most timely treatment if an exposure to bloodborne pathogens should occur, the post-exposure evaluation and follow-up process will begin as soon as possible after the incident occurs. It is the student's responsibility to ensure that an investigation is performed, the incident is evaluated, and that appropriate follow-up is obtained. To initiate an effective response, the student should report the incident immediately to his/her faculty and the supervising staff at the facility.

The student is responsible for understanding the policies and procedures for exposure to blood and other infectious materials in all clinical settings where the student has contact with clients and the student is responsible for following the procedures of the healthcare setting where the exposure occurred. All forms required by the healthcare agency must be completed at the time of the incident. The student should contact his/her faculty as soon as possible after the exposure occurs. The faculty will assist with completion of required documentation.

If a student is involved in an incident where exposure to bloodborne pathogens may have occurred, the following actions should be initiated immediately: 1.) investigate the circumstances surrounding the exposure incident, 2.) the investigation is initiated within as soon as the incident is reported to the faculty and supervising staff, and 3.) the student will seek diagnosis and treatment as soon as possible after the incident.

### Exposure Incident Report

Information to be collected initially include:

1. Student Name
2. Name of Faculty

3. Description of the incident
4. When the incident occurred, including date and time
5. Where the incident occurred
6. What potentially infectious materials were involved in the incident (e.g., blood, amniotic fluid, etc.)
  - a. How long was the body part exposed to the infectious materials
  - b. Was decontamination necessary and if so, what was done for decontamination
7. Under what circumstances the incident occurred (e.g., type of work being performed)
8. PPE being used at the time of the incident
9. Equipment involved in the incident (e.g., brand, lot #, etc.)
10. How was faculty, supervising staff, and administration notified and when
11. Unusual circumstances (e.g., equipment malfunction, power outage, etc.)
12. What actions were taken in response to the incident
13. Source Name (if known), Source Social Security Number (if known), Source Address (if known), and Source Telephone Number (if known)
14. Is the source infected with Hepatitis B, Hepatitis C, HIV, or other infection
15. Other people (faculty, staff, family) who were present at the time of the incident
16. It is recognized that much of the information involved in this process must remain confidential, and the privacy of the student and others will be maintained

#### Follow-up Medical Consultation and Treatment

Follow-up medical consultation and treatment (if required) should be completed as soon as possible after the incident. All costs associated with follow-up medical care are the responsibility of the student. The Idaho State University (ISU) Student Health Services is the recommended provider for follow-up consultation and/or treatment. Other providers who can provide follow-up care are the local Health Departments, personal physician, or urgent care medical facilities.

If the student chooses to have medical consolation and/or treatment, a base line blood sample should be drawn as soon as possible after the exposure. It is recommended that a base line blood sample be drawn 1-2 hours after the exposure. Students will take a copy of the completed Exposure Incident Report (Appendix H) with him/her when he/she sees provider. It is the faculty's responsibility to make a copy of the Exposure Incident report and place it in the student's ISU School of Nursing file.

In most healthcare organizations the following information will be available to the student following an exposure to blood or other potentially infected materials: 1.) documentation regarding the routes of exposure and circumstances under which the exposure incident occurred and 2.) identification of the source individual's test results (unless unfeasible or prohibited by law). Then, if possible and informed consent is obtained, the source individual's blood will be tested to determine HBV, HCV, and HIV infectivity. This information will also be made available to the student if it is obtained. At that time, the student will be made aware of any applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

#### Information Kept in Student File in the ISU School of Nursing

A student file is kept in the ISU School of Nursing and contains all pertinent student information. The following information will be kept in the student file:

1. Health Certification Information
2. Exposure Incident Report (if exposed to blood or other potentially infectious materials)
3. Copies of the results of the examinations, medical testing, and follow-up procedures which took place as a result of a student's exposure to blood or other potentially infectious materials.
4. A copy of the information provided to the consulting provider as a result of any exposure to blood or other potentially infectious materials.

Confidentiality of the employee record will be maintained, except as required by law.

This information has been updated from Idaho State University School of Nursing information; from Dr. Linda Smith, in the Idaho State University Associate Degree Registered Nursing program, and from the Idaho State University Student Health Services.

## **Licensure Examination**

### **Licensure Examination (National Council of Licensure Examination- NCLEX-RN)**

1. Upon successful completion of all requirements of ISU and the School of Nursing, the student will file a form in the state in which he/she wishes to take the national nursing licensure examination.
2. The Associate Dean and Director of the School of Nursing or designated administrative faculty will send a notarized affidavit to the state verifying that the student has met all requirements to take the examination.
3. It will take at least two (2) weeks after graduation for posting of the information necessary for the affidavit to be completed.
4. For more information about the Idaho State Board of Nursing see website: [www2.idaho.gov/ibn/](http://www2.idaho.gov/ibn/).
5. If a student is interested in licensure in another state, he/she is responsible to contact that state's Board of Nursing office for information. It is the student's responsibility to notify the School of Nursing of the requirements for licensure.

## **Idaho State University Resources**

### **Accommodation for Disabilities**

Students diagnosed with a disability or who believe they have a disability that might require a reasonable accommodation on the part of the University or School of Nursing, please contact the Director of the ADA, Center of Services for Students with Disabilities, 282-3599; or go to their website at [www.isu.edu/ada4isu/](http://www.isu.edu/ada4isu/) It is the responsibility of the student to disclose a disability PRIOR to requesting that reasonable accommodation be made for disability.

### **Dismissal**

Undergraduate Handbook regarding Nonacademic and Scholastic Dismissal Policies:

[www.isu.edu/academic-info/current/](http://www.isu.edu/academic-info/current/).

### **Incomplete Grade**

University policy regarding incomplete grade in Undergraduate Catalog-

[www.isu.edu/academic-info/current/](http://www.isu.edu/academic-info/current/).

**Plagiarism**

ISU Faculty and Staff Handbook: [www.isu.edu/fs-handbook/part6/6\\_9/6\\_9a.html#2](http://www.isu.edu/fs-handbook/part6/6_9/6_9a.html#2) and  
University Student Handbook: [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf)

**Sexual Orientation Policy**

Student Handbook: [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf) .

**Sexual Harassment Policy**

Student Handbook: [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf) .

**Statement of Nondiscrimination Affirmative Action**

The School of Nursing is in compliance with university policy regarding affirmative action. See Undergraduate Catalogue: [www.isu.edu/academic-info/current/](http://www.isu.edu/academic-info/current/) and the Undergraduate Student Handbook: [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf). The Affirmative Action office is located on the Pocatello campus in the Museum Building: 208-282-3964.

**Students Rights and Procedure for Scholastic Appeals**

Student Handbook: [www.isu.edu/studenta/handbook.pdf](http://www.isu.edu/studenta/handbook.pdf).

**Withdrawal**

Undergraduate Handbook regarding Withdrawal Procedures and Medical Withdrawal Policy: [www.isu.edu/academic-info/current/](http://www.isu.edu/academic-info/current/).

## References

- American Nurses Association. (2004). *Nursing: Scope and standards of practice*. Silver Spring, MD: Nursesbooks.org. The Publishing Program of ANA.
- Scriven, M. & Paul, R. (1987). *National Council for Excellence in Critical Thinking*. Retrieved October 30, 2008, from [http://www.criticalthinking.org/aboutCT/define\\_critical\\_thinking.cfm](http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm).
- The Essentials of Baccalaureate Education for Professional Practice*. (2008). American Association of Colleges of Nursing.
- University of Washington School of Nursing. *Essential Qualifications of Candidates for Undergraduate and Pre-Licensure MEPN and GEPN Admission, Continuance, and Graduation*. (Revised August 2007). Retrieved October 30, 2008 from <http://www.son.washington.edu/admissions/memo.asp?id=27>.
- Yoder-Wise, P. (4<sup>th</sup> ed.). (2007). *Leading and managing in nursing*. St. Louis: Mosby.

**IDAHO STATE UNIVERSITY SCHOOL OF NURSING**

**INCOMPLETE COURSEWORK**

Note: This form is to be completed by the faculty member responsible for the course in which a student has been assigned an INCOMPLETE in lieu of a course grade. The original will be retained in the student permanent folder and a copy will be given to the student.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Student Identification No.

\_\_\_\_\_  
Date Form Completed

\_\_\_\_\_  
Course Number / Title

\_\_\_\_\_  
Credit Allocation

\_\_\_\_\_  
Semester

\_\_\_\_\_  
Academic Year

Outstanding Course Requirements:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date Requirements **Due**

\_\_\_\_\_  
Date Requirements **Completed**

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Signature

4/15/08 (Approved Undergraduate Faculty)

Idaho State University

**School Of Nursing Undergraduate Program  
COURSE PETITION**

Date SON Received: \_\_\_\_\_

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

SON Program: \_\_\_\_\_ Traditional \_\_\_\_\_ Accelerated \_\_\_\_\_ AD to BSN \_\_\_\_\_ AD to MSN

I am petitioning for acceptance of: \_\_\_\_\_  
Course(s) number and title\*

from \_\_\_\_\_ as equivalent to nursing requirement(s) for  
Institution(s)

ISU School of Nursing required course(s) and number and title

\* Course description and transcript with grade for the course(s) being considered must be attached. Syllabus of course from the semester and year course was taken may also be required.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_ Recommend \_\_\_\_\_ Do Not Recommend

Comments \_\_\_\_\_

\_\_\_\_\_  
Instructor or Advisor/Date

\_\_\_\_\_ Recommend \_\_\_\_\_ Do Not Recommend

Comments \_\_\_\_\_

\_\_\_\_\_  
Admission & Advancement Committee/Chairperson/Date

***For School of Nursing Office Use Only ***	
Date Petition Approved/Not Approved _____	Date Sent to Student _____
Date Sent to Registrar if Approved _____	Date to Student File _____

### Appendix C

## UNDERGRADUATE STUDENT PETITION

### IDAHO STATE UNIVERSITY

All copies of this petition must be advanced to the Registrar's Office.

---

Name of Student	Student Number/SSN	Date
Address	City	State
Catalog Year	Level (Fr, So, Jr, Sr)	Degree Sought
		Major
		College

I petition to be allowed to deviate from institutional policy and/or regulations as follows: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature

---

Attach documentation to support petition (if applicable)

(Do not write below this line. If more space is needed, attach 4 copies of additional material)

Purpose of Petition:

<input type="checkbox"/> Admission to ISU	<input type="checkbox"/> Readmission to ISU	<input type="checkbox"/> Challenge
<input type="checkbox"/> Major/Department Requirements	<input type="checkbox"/> Academic Renewal	<input type="checkbox"/> Late Withdrawal
<input type="checkbox"/> College/University Requirements	<input type="checkbox"/> General Education Goal # _____	<input type="checkbox"/> Other _____

Previously been placed on probation or dismissed? \_\_\_\_\_ If yes, what semester(s) \_\_\_\_\_

---

Explanation: \_\_\_\_\_

(recommend) (do not recommend) \_\_\_\_\_

(Instructor or Advisor) (Date)

---

Explanation: \_\_\_\_\_

(recommend) (do not recommend) \_\_\_\_\_

(Asst. Dean/Department Chair/Special Committee) (Date)

---

Explanation: \_\_\_\_\_

Approved ( ) Denied ( ) \_\_\_\_\_

(Chair of General Education Requirements Committee) (Date)

---

Action to be taken: \_\_\_\_\_

Approved ( ) Denied ( ) \_\_\_\_\_

(Dean of College) (Date)

---

Explanation: \_\_\_\_\_

Approved ( ) Denied ( ) \_\_\_\_\_

(Academic Vice President) (Date)

---

Distribution: Registrar (White) College (Canary) Department (Pink) Student (Gulf)

Revised 7/03

Appendix D

IDAHO STATE UNIVERSITY SCHOOL OF NURSING

INDEPENDENT STUDY CONTRACT

Course Number/Title \_\_\_\_\_

Credit Allocation \_\_\_\_\_

Student \_\_\_\_\_

Student Identification No. \_\_\_\_\_

Student will be expected to complete the following activities for completion of Independent Study requirements:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Date Course Requirements Due \_\_\_\_\_

\_\_\_\_\_

Signature due at the Beginning and at Completion of the Independent Study.

Initial Agreement

Completion

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grade

dc: 5/93  
4/15/08 (Approved Undergraduate Faculty)

## Appendix E



Idaho State University School of Nursing  
 Confidentiality Agreement  
 Acceptance of Responsibility for Access to Protected Information

As part of my student experience with the Idaho State University School of Nursing, I am expected and required to access, evaluate, and annotate records of the clients and health care facilities. These processes require the handling of and exposure to protected or confidential client (student/faculty/staff/client) and facility information occurring in both paper and electronic form.

I understand and agree that confidential information I am exposed to will not be discussed, disclosed, or in any way communicated with anyone other than the approved faculty and/or other facility personnel directly connected to my position as a nursing student.

I acknowledge and understand that I must comply with federal and state laws, as well as University policies, regarding the confidentiality of information relating to clients and each facilities where I will provide clients services.

I agree to report to my faculty and/or appropriate facility personnel, any request made by unauthorized persons to access (duplicate or release) confidential records.

I acknowledge and understand that the improper disclosure by me of information relating to clients or the facility may subject the University to civil penalties or other penalties under the law, and in some instances, these penalties may extend to me. I also acknowledge and understand that such improper disclosure may result in disciplinary action up to and including failing grade for the nursing course and/or termination of eligibility to graduate.

---

Student Name (please print)

---

Student Signature

---

Date

The original signed version of this form will remain in the student permanent file in the undergraduate nursing office on the Pocatello or Meridian campus.

Approved Undergraduate Faculty: 4/15/08  
 Revised 8/2011

## Appendix F

## Idaho State University School of Nursing

## Code of Professional Conduct

## Statement of Understanding:

I have read and understand the ISU School of Nursing's Code of Professional Conduct. I acknowledge that I must comply with all aspects of the Code at all times throughout my role as a professional nursing student. I acknowledge and understand that failure to do so may result in disciplinary actions, up to and including expulsion from the nursing program.

---

LEGAL name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ISU ID (Bengal Card #): \_\_\_\_\_

Email address: \_\_\_\_\_

Approved Undergraduate Faculty: 4/15/08

## Appendix G

## ISU School of Nursing Written Record of Student Violation of Code of Professional Conduct

Identifying Information		
Student Name:	Date:	
Student ID:	Nursing Course:	
Faculty Name:	Faculty Title:	
Type of Infraction		
<input type="checkbox"/> Level I Infraction (1 <sup>st</sup> Violation)	<input type="checkbox"/> Level II Infraction (1 <sup>st</sup> Violation)	<input type="checkbox"/> Level II Infraction (3 <sup>rd</sup> Violation)
<input type="checkbox"/> Level I Infraction (2 <sup>nd</sup> Violation)	<input type="checkbox"/> Level II Infraction (2 <sup>nd</sup> Violation)	
Type of Violation		
<input type="checkbox"/> Tardiness/Leaving Early	<input type="checkbox"/> Absenteeism	<input type="checkbox"/> Violation of School Policies
<input type="checkbox"/> Harmful Actions to Clients	<input type="checkbox"/> Violation of Safety Rules	<input type="checkbox"/> Disrespect to Clients/Coworkers
<input type="checkbox"/> Other:		
Details		
Description of Violation: (Includes reference to the UG Student Handbook)		
Plan for Improvement w/ Deadline Dates:		
Consequences of Further Infractions/Failure to meet Deadline Dates:		
Acknowledgement of Receipt of Warning		
<p><i>By signing this form, you confirm that you understand the information in this warning and have re-read the ISU School of Nursing Code of Professional Conduct. You also confirm that you and your nursing instructor have discussed this warning and a plan for improvement. Signing this form does not necessarily indicate that you agree with this warning. This form will be kept in the student's Permanent File.</i></p>		
Student Signature		Date
Faculty Signature		Date

## Appendix H

Idaho State University School of Nursing  
**Bloodborne Pathogen Exposure Incident Report**

Student Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Faculty Name \_\_\_\_\_

Facility \_\_\_\_\_

Description of the incident:

Where the incident occurred:

What potentially infectious materials were involved in the incident (blood, amniotic fluid, etc.):

How long was the body part exposed to the infectious materials:

Was decontamination necessary and if so, what was done for decontamination:

Under what circumstances the incident occurred (e.g., type of work being performed):

Personal Protective Equipment (PPE) being used at the time of the incident:

Equipment involved in the incident (e.g., brand, lot #, etc.):

Unusual circumstances (e.g., equipment malfunction, power outage, etc.):

How was faculty, supervising staff, and administration notified and when:

What actions were taken in response to the incident:

Source Name (if known) \_\_\_\_\_

Source Social Security Number (if known) \_\_\_\_\_

Source Address (if known) \_\_\_\_\_

Source Telephone Number (if known) \_\_\_\_\_

Is the source infected with Hepatitis B, Hepatitis C, Human Immunodeficiency virus (HIV), or other infection?

Yes \_\_\_ No \_\_\_ Unknown \_\_\_

Is the source willing to have his/her blood tested for Hepatitis B, Hepatitis C, and/or Human Immunodeficiency virus (HIV)? \_\_\_ Yes \_\_\_ No \_\_\_ Unknown

If so, complete the "Consent for Hepatitis B, Hepatitis C, and Human Immunodeficiency virus (HIV) testing.

Other people (faculty, staff, family) who were present at the time of the incident:

It is recognized that much of the information involved in this process must remain confidential and the privacy of the student and others will be maintained.

## Appendix H

Idaho State University School of Nursing  
**Bloodborne Pathogen Exposure Incident**  
**Post-Exposure Treatment Recommendations**

Directions: This form will be completed by a qualified healthcare professional following an exposure incident and must be provided to the student within 15 working days of the exposure incident.

Student Name \_\_\_\_\_

Date of Exposure \_\_\_\_\_

**Hepatitis B**

\_\_\_\_\_ Hepatitis B vaccination is indicated.

Date Vaccination Received \_\_\_\_\_

If vaccination is indicated and not received, please explain:

\_\_\_\_\_ Hepatitis B vaccination is not indicated.

**HIV/AIDS**

\_\_\_\_\_ Repeat HIV/AIDS testing at 3, 6, and 12 months

Date Initial Testing Completed \_\_\_\_\_

\_\_\_\_\_ Post Exposure Prophylaxis is indicated.

Date Post Exposure Prophylaxis Started \_\_\_\_\_

**Hepatitis C**

\_\_\_\_\_ Repeat Hepatitis C testing at 3, 6, and 12 months

Date Initial Testing Completed \_\_\_\_\_

Other Recommendations (Please Specify):

I, the undersigned Healthcare Professional, acknowledge the student has been informed of the results of this evaluation for exposure to blood or other potentially infectious materials, and he/she understands the treatment options (if warranted).

Healthcare Professional Signature \_\_\_\_\_

Healthcare Professional Name (Please Print): \_\_\_\_\_

Date \_\_\_\_\_

Post-exposure information is available from the Centers for Disease Control (CDC):

2001 MMWR Report, <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

2005 MMWR Report, <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm>

## Appendix H

Idaho State University School of Nursing  
**Bloodborne Pathogen Exposure Incident**  
**Consent for Hepatitis B, Hepatitis C, and Human Immunodeficiency Virus (HIV) Testing**

I, the undersigned Source, understand that, \_\_\_\_\_ a nursing student in the Idaho State University School of Nursing program was exposed to my blood or body fluids. The Center for Disease and Prevention Control and Prevention (CDC) advises evaluation of the possibility on an infection from my blood or body fluids. I understand that the results of my laboratory blood tests will be helpful in determining treatment options for this student.

If I consent to testing, I understand that I am responsible for the costs of the testing. With my consent, the results of the laboratory blood tests will be provided to the exposed student through his/her healthcare professional.

Please indicate:

\_\_\_\_\_ I consent to confidential testing for Hepatitis B, Hepatitis C, and Human Immunodeficiency Virus (HIV).

\_\_\_\_\_ I do not consent to confidential testing for Hepatitis B, Hepatitis C, and Human Immunodeficiency Virus (HIV).

\_\_\_\_\_ I consent to share the results of my Hepatitis B, Hepatitis C, and Human Immunodeficiency Virus (HIV) test with the healthcare provider caring for the student named above.

\_\_\_\_\_ I do not consent to share the results of my Hepatitis B, Hepatitis C, and Human Immunodeficiency Virus (HIV) test with the healthcare provider caring for the student named above.

Source Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Social Security Number \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Witness Name (please print) \_\_\_\_\_

Witness Signature \_\_\_\_\_

Date \_\_\_\_\_

Instructor Name \_\_\_\_\_

## Appendix H

### Idaho State University School of Nursing Bloodborne Pathogen Exposure Control Release of Information Form

**Student Name:** \_\_\_\_\_

Bengal ID Number: \_\_\_\_\_ Email address: \_\_\_\_\_

#### Statement of Understanding

By signing below on Student's behalf, I acknowledge and affirm the following: "ISU" means Idaho State University, its governing board, the State of Idaho, and each applicable officer, faculty, agent, employee, subcontractor, representative, volunteer, and student whom ISU employs.

I have read and understand the ISU School of Nursing's Bloodborne Pathogen Exposure Control policy.

I understand that the Student is responsible to follow each instruction outlined in the Bloodborne Exposure Control policy, and that the Student is responsible to:

- 1.) report any exposure incident to the Student's assigned faculty and the nurse manager in the facility where the Student is assigned to undertake clinical experiences;
- 2.) follow-up with medical interventions as directed by the faculty supervising the Student's clinical experiences; and
- 3.) allow the ISU School of Nursing to obtain personal health information from any health care provider who provides assessment, diagnosis and treatment for any bloodborne exposure that the Student incurs as a direct result of participation in assigned clinical activities.

#### Release

"Liability" means any liability, loss, damage, expense, claim or cause of action – including any reasonable attorney's fee.

By signing this Release of Information form, I indicate that:

- I am at least eighteen years of age and fully competent to sign the Agreement on Student's behalf;
- I have read and understand the Student's responsibilities upon any Bloodborne Pathogen exposure that the Student incurs while in an assigned clinical experience;
- whoever signs this document does so of his/her own free will; and
- I release ISU from any Liability that arises from the Student's failure in a timely and complete manner to seek follow-up care related to any bloodborne exposure, including any Liability that foreseeably arises from that failure.

Signature: \_\_\_\_\_

[Student/ Parent/ Guardian, if Student is a minor]

Legal Name (please print): \_\_\_\_\_

Date: \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Contact Phone # \_\_\_\_\_

## Appendix I

# DECLINATION FORM FOR SEASONAL INFLUENZA VACCINE

Name (printed): \_\_\_\_\_

The School of Nursing has required that I receive influenza vaccination in order to protect myself and the patients I serve.

**I acknowledge that I am aware of the following facts:**

- Influenza is a serious respiratory disease that kills an average of 36,000 persons and hospitalizes more than 200,000 persons in the United States each year.
- Influenza vaccine is recommended for me and all other healthcare workers to prevent influenza disease and its complications, including death.
- If I become infected with influenza, I will shed the virus for 24-48 hours before influenza symptoms appear,
- Even when my symptoms are mild or I have no symptoms, I can spread severe illness to others.
- I understand that the strains of virus that cause influenza infection change almost every year, which is why a different influenza vaccine is recommended each year.
- I cannot get the influenza disease from the influenza vaccine.
- I acknowledge that influenza vaccination is recommended by the Centers for Disease Control and Prevention (CDC) for all healthcare personnel to prevent infection from and transmission of influenza and its complications, including death, to my patients, my coworkers, my family, and my community. Despite these facts, I am choosing to decline the influenza vaccination right now.

I am declining because:

\_\_\_\_\_

\_\_\_\_\_

- I understand that if I choose to decline the influenza vaccine, the clinical sites may require me to wear a surgical mask during my shifts because there is risk that I may infect patients or become infected with the flu, I will be required to wear a surgical mask beginning Fall semester, 2011. *Failure to wear the surgical mask during my clinical shift may result in disciplinary action.*
- I understand that I may change my mind at any time and accept influenza vaccination, if vaccine is available.
- I have read and fully understand the information on this declination form.

Signature

Date

