



**Idaho State
University**

School of
Nursing

Undergraduate Nursing Student Handbook

Bachelor of Science in Nursing

2025-2026

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Introduction

All students enrolled in the School of Nursing (SON) are subject to the policies and procedures of Idaho State University (ISU), the Kasiska Division of Health Sciences, and the College of Health. The Undergraduate Nursing Student Handbook is the official communication of the policies and procedures for undergraduate students in the School of Nursing. Students applying to or accepted to the SON who have not yet begun courses should refer to the general University policy and procedure.

Faculty and staff review and approve this handbook biannually. Upon orientation to the nursing program, all new students are provided a digital link to this Handbook and an overview of its contents. Students are given time to review the Handbook and ask questions and are required to document their understanding and acknowledgment of this process. Students are encouraged to provide constructive feedback and suggestions for improvement via class representatives.

Any updates or changes made in between official revisions will be communicated to all enrolled students, with an effective date via Canvas Homeroom announcements. Students are responsible for reviewing all changes and will be held accountable for the information contained herein and any updates.

College of Health

The School of Nursing is a part of the College of Health. The College of Health shares the following:

Mission

Empowering students to create healthy and safe communities.

Vision

To be the preeminent College of Health in the nation, focused on advancing the health and safety of our communities.

Values

Professional Integrity: We are committed to honesty, trust, and accountability. We do the right thing and demonstrate accountability.

Community: We promote partnership and teamwork towards collaborative initiatives that embrace cultural humility and strengthen the communities surrounding our program areas.

Inclusion: We value and welcome our differences. We trust the unique experiences and perspectives of others to ensure accessibility and improve our holistic approach and efforts.

Compassion: We use thoughtful approaches that embody kindness and caring in the development and delivery of our programs and services.

Agility: We are comfortable and flexible in evolving environments. We embrace change and are ready to grow and adapt to meet student needs and regulatory requirements.

Discovery and Innovation: We explore our curiosity and seek innovative solutions to problems in the spirit of lifelong learning.

Excellence: We are dedicated and passionate, continuously striving to be better and know more. We pursue excellence in our combined efforts and advocate for the greater good.

School of Nursing

Mission

Prepare exemplary nurse leaders who integrate education, service, and scholarship through practice and research to enhance the quality of life for rural and diverse populations.

Vision

Be a distinguished School of Nursing committed to being as humanistic and compassionate as we are scientific and innovative.

Program Objectives

The conferring of a BSN denotes the ability to fulfill all expectations of a Registered Nurse to utilize the critical thinking model of the nursing process to:

- Integrate the art and science of caring
- Protect, promote, and optimize health and human functioning
- Prevent illness and injury
- Facilitate healing
- Alleviate suffering through compassionate presence
- Advocate in the care of individuals, families, groups, communities, and populations in recognition of the connections of all humanity
- Apply principles of ethical practice

Program Outcomes

The School of Nursing baccalaureate graduate is prepared to:

- Integrate theories and concepts from education into generalist practice.
- Apply critical thinking and clinical decision-making through the nursing process to facilitate healing, treat human responses, and alleviate suffering through compassionate presence.
- Communicate effectively with individuals, families, communities, and other interprofessional team members using a variety of verbal and written approaches to optimize health outcomes.
- Facilitate a culture of inquiry, analyze health data and research findings, and utilize informatics through interprofessional collaboration to deliver high-quality care,
- Integrate knowledge of healthcare policy, finance, and regulatory environments to influence change in the healthcare system and improve the health of diverse populations.
- Engage in ethical and professional practice to promote health equity, collaboration, and inclusivity and excellence by advocating for individuals, families, and diverse populations in recognition of the connections of all humanity.
- Lead and promote high-quality, safe, ethical, evidence-based practice that is culturally intelligent, holistic, and person-centered.

Undergraduate Pathways

Students enter the undergraduate nursing program with a variety of educational backgrounds. All students must meet minimal application requirements, fulfill course requirements of both the university and the School of Nursing, and are awarded a Baccalaureate of Science, Nursing (BSN) degree upon completion.

The three undergraduate pathways are:

1. Completion Pathway (C-BSN) for students already licensed as an RN completing a BSN.
2. Accelerated Pathway (A-BSN) for students with a prior baccalaureate degree in a different field.
3. Traditional Pathway (T-BSN) for students earning their first baccalaureate degree.

Commitment to the Future of Nursing

As leaders in nursing, we are deeply committed to preparing nurses of the future to meet the needs of our diverse and evolving community. Our commitment to each member of our community as a unique and valuable person is at the core of our educational philosophy.

By 2030, the nursing profession will look vastly different and will be caring for a changing America. Nursing school curricula need to be strengthened so that nurses are prepared to help promote health equity, reduce health disparities, and improve the health and well-being of everyone. Nursing schools will need to ensure that nurses are prepared to understand and identify the social determinants of health, have expanded learning experiences in the community so they can work with different people with varied life experiences and cultural values, have the competencies to care for an aging and more diverse population, can engage in new professional roles, are nimble enough to adapt continually to new technologies, and can lead and collaborate with other professions and sectors. And nursing students – and faculty – not only need to reflect the diversity of the population but also need to help break down barriers of structural racism prevalent in today’s nursing education. (National Academy of Science Engineering and Medicine, 2021)

We embrace nursing candidates, students, staff, faculty, and all community members with equal acceptance, encouragement, and respect to reach this goal. We seek to build a diverse community that reflects the communities around us. We recognize the unique contribution of every human and provide compassionate care built on a foundation of respect. We continuously learn about our peers, ourselves, and our patients. We intentionally challenge ourselves to ask nonjudgmental questions, exercise humility, and expand our understanding with forgiveness, acceptance, and encouragement. We recognize the unique trust given to us as nurses and honor our sacred obligation to nurse all. We are leaders in words and action in the continuous evolution to a more just society, committed to lifelong learning, self-awareness, and cultural humility.

Professional Nursing

How We Nurse

Nursing is both a noun and a verb. It is who we are and what we do. Nurses define professional nursing. We define the knowledge, values, and actions that collectively are the nursing profession. We are recognized for this effort in numerous ways, including being voted the most trusted profession in America for over 20 years. (American Nurses Association, 2024)

All faculty, staff, and students are expected to behave per professional standards and expectations. Professional standards guiding the practice of nursing are generated from professional organizations, including but not limited to the American Nurses Association (ANA) and American Association of the Colleges of Nursing (AACN), from peer-reviewed literature, and from practice guidelines from state, national and international sources, including but not limited to the World Health Organization, Idaho State Board of Nursing, federal, and state regulators.

Evidence-Based Practice

Nursing science is founded on evidence. Nursing education both utilizes and creates evidence. The systematic use of evidence forms the basis for nursing practice, curriculum designs, and department practices. The curriculum evolves to stay current, reflect up-to-date evidence, and incorporate the needs of both students and the community. Standard levels of evidence and processes for evidence-based decision-making are utilized for department and course changes.

Code of Ethics

The SON is a community of nurses. As such, we share common expectations for our behavior and choices. In addition to complying with all ISU policies and standards for Student Conduct (<https://www.isu.edu/deanofstudents/student-conduct/>), all nurses, faculty, and students are minimally expected to adhere to the Code of Ethics for Nurses (ANA, 2015), found in Appendix A and at (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>).

Professionalism in Nursing: Definition and Behavioral Attributes

Professionalism in nursing embodies a steadfast commitment to ethical practice, competence, compassion, and accountability in service to individuals and society. It reflects the reciprocal relationship between nursing and the public, grounded in social responsibility and the promotion of health and well-being. Professional nurses uphold the highest standards of ethical conduct and clinical excellence, continually advancing their knowledge and skills through lifelong learning. They advocate for the dignity, safety, and rights of all people, demonstrating empathy, cultural sensitivity, and humanism in every interaction.

In practice, professionalism is demonstrated by putting patients first; communicating effectively and respectfully with all individuals in educational and professional settings; collaborating with and mentoring others; maintaining honesty and accountability; and consistently providing safe, high-quality care that upholds the standards of the nursing profession.

Behavioral Attributes of Professionalism in Nursing

- **Integrity and ethical conduct:** Demonstrate honesty, fairness, and adherence to moral and professional principles.
- **Accountability:** Accepts responsibility for actions, decisions, and their impact on others.
- **Respect and civility:** Treat all individuals with dignity, courtesy, and cultural sensitivity.
- **Compassion and empathy:** Provide care and support with understanding and genuine concern for others.
- **Advocacy:** Promotes and protects the health, safety, and rights of all patients and vulnerable populations.
- **Commitment to excellence:** Pursues continuous learning, self-reflection, and professional growth to maintain competence.
- **Effective communication:** Engages in clear, respectful, civil, and therapeutic communication across diverse settings and roles.
- **Collaboration and teamwork:** Works constructively with interdisciplinary teams and mentors others to promote shared goals.
- **Dependability:** Demonstrates reliability, punctuality, and preparedness in academic and clinical responsibilities.
- **Professional image and comportment:** Maintains appropriate appearance, boundaries, and behaviors consistent with the values and expectations of Idaho State University and the profession.

Nursing Student Responsibilities

Classroom Responsibilities	Lab Responsibilities	Clinical Responsibilities
Preparation & Engagement	Preparation & Readiness	Preparation & Readiness
<ul style="list-style-type: none"> • Come prepared by reading assigned materials and reviewing learning objectives. • Bring necessary materials (textbook, laptop, notetaking supplies). • Participate actively in discussions, case studies, and group activities. • Ask thoughtful questions to enhance understanding. 	<ul style="list-style-type: none"> • Review assigned readings, skill checklists, and videos before the lab to understand rationale, sequence, and safety principles. • Arrive on time, dressed appropriately (scrubs, closed-toe shoes, name badge). • Bring required equipment (stethoscope, penlight, watch, lab manual, etc.). 	<ul style="list-style-type: none"> • Arrive early, ready to provide care at the start of the shift. • Review course materials, clinical objectives, and patient information to understand care requirements. • Bring required tools (stethoscope, penlight, watch, notebook, etc.).
Professionalism, Communication, and Ethical Conduct	Professionalism, Communication, and Ethical Conduct	Professionalism, Communication, and Ethical Conduct
<ul style="list-style-type: none"> • Communicate professionally and respectfully with peers, faculty, and staff in all settings. • Demonstrate honesty and integrity in all academic and professional work. • Use active listening and professional language in both written and verbal communication. • Uphold ethical and professional standards. • Maintain professionalism and composure in stressful environments. 	<ul style="list-style-type: none"> • Communicate clearly and respectfully with peers, faculty, and lab staff. • Maintain professionalism, respect, and confidentiality during skills practice and feedback. • Exhibit professionalism, in stressful situations. • Collaborate respectfully and supportively with peers to promote learning and safety. • Treat equipment, the lab space, and others with care and accountability. 	<ul style="list-style-type: none"> • Communicate professionally with patients, families, faculty, preceptors, peers, and healthcare team members. • Demonstrate therapeutic communication and active listening. • Exhibit professionalism in all settings, maintaining composure, integrity, and patient advocacy—even in difficult environments. • Collaborate respectfully within the healthcare team to provide safe, patient-centered care. • Uphold confidentiality, ethical principles, and legal standards of nursing practice.
Accountability	Patient, Equipment, & Environmental Safety	Medication Administration & Patient Safety

<ul style="list-style-type: none"> • Read the syllabus at the beginning of the semester and ask questions for clarification. • Submit assignments on time and per instructions. <ul style="list-style-type: none"> • Uphold academic integrity and honesty in all work. • Take initiative to seek help early if struggling academically. • Review and follow the established chain of communication when questions or concerns about the class arise. 	<ul style="list-style-type: none"> • Use supplies and equipment responsibly; report malfunctions or breakage immediately. <ul style="list-style-type: none"> • Follow safety and standard precautions at all times. • Demonstrate proper body mechanics and safe handling of mannequins and equipment. • Keep the lab area clean and organized—dispose of sharps properly, wipe down work surfaces, and return equipment to designated areas. 	<ul style="list-style-type: none"> • Demonstrate knowledge of each medication’s purpose, mechanism of action, potential adverse effects, required follow-up evaluations, and the ability to provide clear, accurate education to patients and families regarding safe medication use and expected outcomes. • Safely administer medications under faculty or preceptor supervision, verifying the five rights (patient, drug, dose, route, time) and performing all dosage calculations accurately. <ul style="list-style-type: none"> • Respect patient rights, including informed consent and the right to refuse. • Immediately report any medication errors or near misses.
Collaboration & Respect	Knowledge & Skill Development	Knowledge & Skill Competency
<ul style="list-style-type: none"> • Engage in group projects and peer discussions responsibly. <ul style="list-style-type: none"> • Provide constructive feedback and promote a supportive learning environment. • Support civility, inclusivity, and academic integrity. 	<ul style="list-style-type: none"> • Be accountable for understanding course material before performing skills. • Engage fully in all simulation experiences—whether in-person or virtual—by participating actively, maintaining realism, and applying professional communication and behavior throughout. <ul style="list-style-type: none"> • Practice psychomotor skills to build competence and confidence. • Demonstrate infection control, safety, and aseptic technique. • Ask faculty for guidance before performing unfamiliar or higher-risk skills. • Collaborate respectfully with lab partners and instructors. 	<ul style="list-style-type: none"> • Maintain accountability for reviewing course content and clinical resources to inform safe, evidence-based care. <ul style="list-style-type: none"> • Practice psychomotor and clinical skills regularly to ensure accuracy and proficiency. • Demonstrate integration of knowledge, skills, and attitudes from classroom, lab, and simulation experiences when providing patient care. • Seek faculty guidance when uncertain about a procedure, medication, or concept.

Critical Thinking & Reflection	Accountability & Reflection	Learning & Initiative
<ul style="list-style-type: none"> • Apply theoretical concepts to real-world nursing situations. • Reflect on personal learning to strengthen clinical judgment. • Use feedback to improve academic and professional performance. 	<ul style="list-style-type: none"> • Attend all scheduled labs; communicate absences in advance per policy. • Complete all skill validations and documentation as directed. • Reflect on performance and identify areas for improvement. • Maintain honesty and integrity in skills testing—perform skills independently and ethically. 	<ul style="list-style-type: none"> • Seek out opportunities to learn and expand clinical experience. • Engage in self-evaluation and goal setting. • Accept feedback with maturity and professionalism; strive for continuous improvement.
Growth & Development	Professional Growth	Professional Development
<ul style="list-style-type: none"> • Demonstrate commitment to lifelong learning and personal growth. • Stay informed about nursing trends, ethics, and policies. 	<ul style="list-style-type: none"> • Reflect on lab experiences to connect theory to skill performance. • Pursue continued practice and improvement to achieve clinical readiness. • Uphold the standards of safety and professionalism expected in healthcare. 	<ul style="list-style-type: none"> • Reflect on clinical experiences to connect theory to practice. • Demonstrate commitment to lifelong learning and professional growth. • Uphold the values and standards of the nursing profession.

Culture of Safety – Just Culture

Patient safety is a central and key attribute of all healthcare. A culture of safety is an organizational culture that intentionally promotes safety at all levels, defining behaviors that contribute to ongoing safety enhancements (Agency for Healthcare Research and Quality, 2019). For the undergraduate SON, the safety culture is incorporated in all aspects of work, including the approach to violations of this handbook. The principles of Just Culture in Health Care are utilized to respond to all student behavior concerns.

Just Culture is grounded in the reality that people work within flawed systems. Errors, near misses, and policy/procedure/standards violations occur within an environment. Just culture aims to learn from these experiences to improve and reduce the risk of future problems. With the goal of restorative justice, designed to heal people and improve conditions, Just Culture starts by asking **what** is responsible for the variation in policy/procedure or standard.

Restorative justice “acknowledges the existence of multiple stories and points of view about how things could have gone wrong (and how they normally go right)” (Dekker, 2013). It fosters dialogue, autonomy, safety, and continuous improvement. Just Culture is built on four foundational elements.

1. Individuals are not held accountable for system failings.
2. Individuals make mistakes.
3. Competent people will develop behavioral “drift,” developing shortcuts, workarounds, and skipping steps without awareness.
4. Reckless behavior or intentional decisions to not comply with established practices will not be tolerated.

Just Culture decision-making will guide the response to all variations, violations, or perceived violations of a SON standard of behavior, including, but not limited to, a clinical error or near-miss event, cheating, harassing, abusive or unsafe speech, discriminatory behavior, deviations from the handbook, or possible violations of the code of ethics for nursing made by any member of the undergraduate community, student, faculty, or staff within the undergraduate SON. Nothing in this process supersedes ISU policies, procedures, standards, or processes. Issues covered by ISU policies (e.g., academic dishonesty or harassment) will be managed according to the university's standards. This Just Culture standard will address only events specific to nursing that are not covered by ISU standards.

Events or concerns occurring within a class or course are first managed by the faculty applying the Just Culture standards. Faculty have seven (7) calendar days from the time they are aware of an event to investigate and determine the next steps. For each investigation, faculty will seek to identify environmental and system factors that contributed to, impacted, or made the event possible. Faculty will adjust these factors when they are contained within an individual course. Identified factors that do or might extend or repeat beyond a single class will be brought to the Undergraduate Director and undergraduate faculty council to assess and determine action plans. Faculty will use the following algorithm to assess the individual's contribution to the event and decide if it was a mistake, negligence, recklessness, or malevolent behavior. Faculty will provide direct support for mistakes.

Negligent errors will be documented. Documentation will include a summary of events, evidence supporting the determination of "negligence," the coaching provided, and a follow-up plan. Follow-up plans will specify the corrective action, how success will be evaluated, and the timeframe for completion. If the issue is identified in the course syllabus, it may impact a grade. Faculty will notify the Director of Undergraduate Nursing of the event and the action steps. A student may appeal a faculty determination of negligence to the Director of Undergraduate Nursing within 5 working days of the determination. The Director may have five (5) working days to investigate and communicate a decision in writing. Subsequent appeals progress to the Associate Dean School of Nursing and ultimately to the Dean of the College of Health. The director will maintain documentation of the event until the student graduates.

If a faculty believes there may have been a reckless or malevolent act, they will bring the event to the Director of Undergraduate Nursing.

Concerns, events, or near misses not fully managed within a course or classroom, identified by any student, staff, or faculty member, or events faculty believe to be reckless or malevolent, are brought forth to the Director for Undergraduate Nursing. University standards are applied first. If no University standards or processes apply, the Just Culture Process will be used.

A concern brought to the Director for Undergraduate Nursing will be investigated in seven (7) calendar days. If the Director is the first investigator, a determination of a mistake or negligence will be handled as defined for a classroom event.

If the Director or faculty assesses there may have been reckless or malevolent behavior, an ad hoc faculty committee of three (3) uninvolved faculty members will be convened within five (5) working days. The Director will facilitate this committee but not vote. The person under investigation and witnesses, as appropriate, will be invited to speak to the committee. Those being investigated may invite witnesses or bring a person for support. Only the faculty committee and Director will be present for deliberations. The evidence presented to the committee, the committee's determination, an explanation supporting the conclusion, and the resulting plan will be documented. Deliberations of the committee are not part of the record.

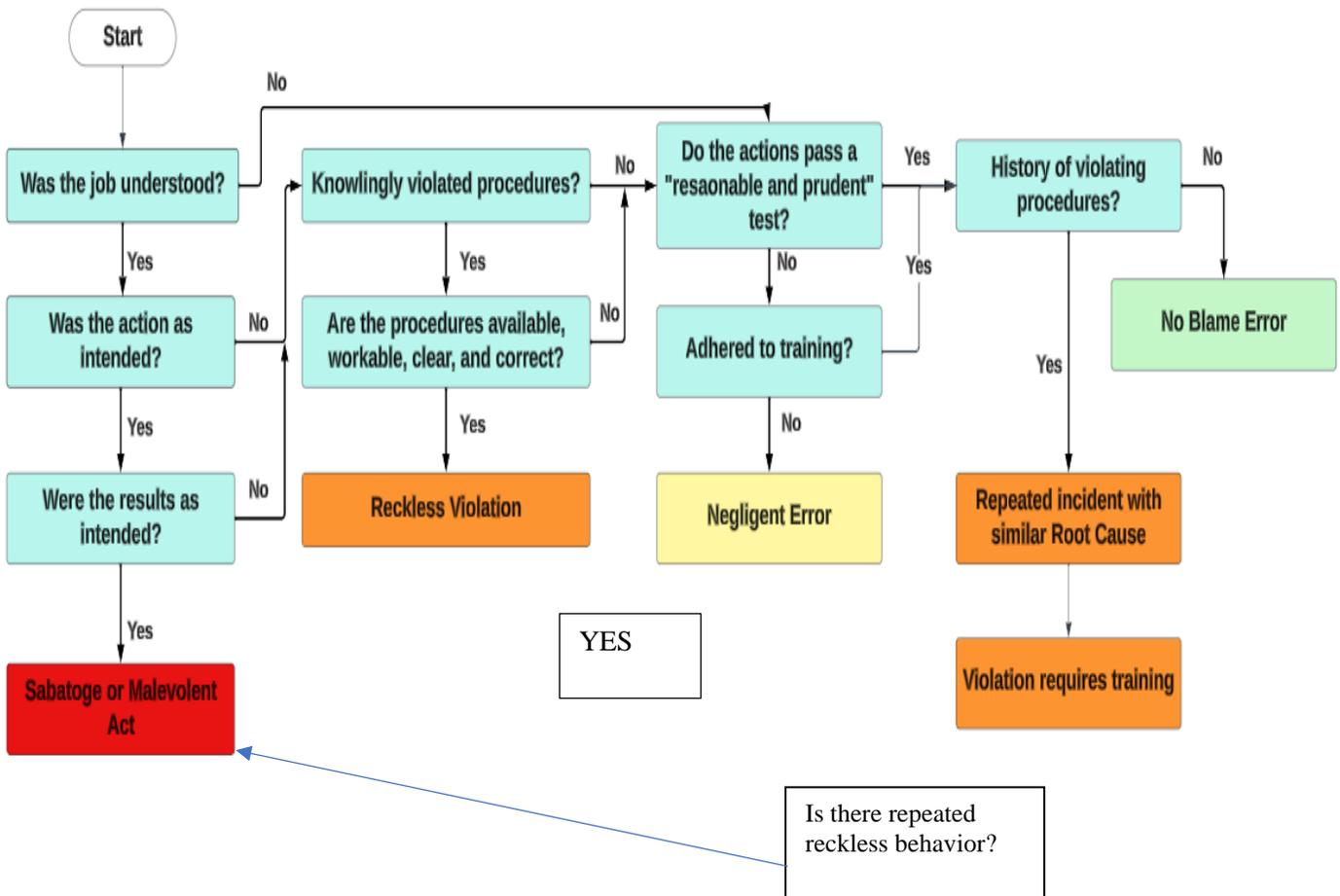
If the determination is negligence, see the steps above. If the committee determines reckless behavior, the committee will establish a re-training plan. This may include re-taking a course to ensure safe practice. A determination of malevolent behavior will result in dismissal from the nursing program without the option to reapply. If the concern about reckless or

malevolent behavior is about a member of the faculty or staff, this process will not apply, and the issue will be referred to leadership and human resources at the university.

The student in question can appeal the committee's outcome within five (5) working days to the Associate Dean, School of Nursing, and subsequently to the Dean of the College of Health. During this time, they will not be permitted to participate in any School of Nursing activities.

Regardless of individual responsibility being determined, the undergraduate faculty council will identify, track, and review system issues contributing to the event. Action steps will be determined to reduce the risk of a repeated event.

Just Culture Algorithm





Roles and Responsibilities

Learning is a partnership between faculty and students. Both parties have rights and responsibilities. All University rights and responsibilities are upheld. Additionally, the undergraduate SON defines the following rights and responsibilities to support open communication and shared accountability within the SON.

Rights of All, Respect, and Safety

All faculty, staff, students, and everyone involved in the learning process share equal rights to respect and safety. The SON is committed to creating and maintaining a learning environment free of discrimination and harassment for all people. The nursing profession is dedicated to caring for all without barriers or limitations. We strive to recruit, retain, and educate a culturally diverse community committed to increasing inclusivity and understanding.

Exploring differences between individuals and groups for personal and professional learning and growth is critical to the practice and development of nurses. To this end, we are committed to respectful discourse and inquiry. As a professional community, challenging conversations are critical to growth. Together, we will navigate difficult and uncomfortable dialog. If anyone feels a situation is disrespectful or unsafe, they are supported to seek a remedy, which may take the form of personal support, accessing university resources, and/or requesting an investigation with the Director of Undergraduate Nursing, the Associate Dean School of Nursing, the Dean of the College of Health, the Kasiska Division of Health Sciences, or the University (<https://www.isu.edu/title-ix/>).

Students or faculty found to be willfully, intentionally, or repeatedly engaging in disrespectful speech or actions or willfully, deliberately, or repeatedly posing a physical, emotional, or spiritual safety risk to any member of the SON nursing community on campus at a clinical site, online, or in any event organized, led or representing the undergraduate SON program may be dismissed from the program and unable to reapply per the Just Culture Process for Safety and University standards.

Grading

Students have the right to review grades. Students with concerns regarding the grade for an assignment or course should start by requesting clarification from the grading faculty. Questions or concerns remaining after this are brought to the Undergraduate Director for review. Issues unresolved at this stage may be escalated to the Associate Dean and Director of SON. Students can consult with an Academic or faculty Adviser anytime for guidance and support.

It is the student's responsibility to earn the desired grade. Appealing a course grade will be managed according to ISU policy.

Responsibilities of the Nursing Department

1. Maintain student records per university policy and procedure.
2. Make student records available for review upon request per university procedures.
3. Maintain a safe and working environment supportive of learning.
4. Provide access to each course per university standards (via a Learning Management System, such as Canvas).
5. Communicate with students via Canvas homerooms for general announcements.
6. Maintain student privacy according to federal, state, and university policy.
7. Provide malpractice insurance coverage for students following all department and university policies and procedures.
8. Ensure adequate clinical sites and experiences for learning.
9. Provide estimated costs for program requirements on admission and as early as possible when changes occur.
10. Provide adequate learning environments and supplies
11. Provide direction and support for the use of all required systems and equipment. This includes, but is not limited to, those owned and operated by the school (e.g., simulation mannequins, and lab supplies) and those required by partners (e.g., My Clinical Exchange, and hospital charting systems).
12. Assign each student a home campus.
13. Find and secure all student clinical rotations through the Clinical Placement Coordinator.
 - a. Students may not attempt to coordinate their own clinical placements for any rotation, all clinical placements must follow contractual agreements between ISU and the facility.
 - b. A student who attempts to negotiate their own clinical placements/hours/preceptors may automatically fail the course and/or be dismissed from the nursing program.

Responsibilities of Nursing Faculty

Faculty are responsible to create an environment conducive to learning for all students.

1. Post in Canvas all required course material, including but not limited to
 - a. Syllabus, including but not limited to
 - i. Course description
 - ii. Course goals
 - iii. Meeting times, dates, places, and login information when needed
 - iv. Method for grading
 - v. Late submission policy - separate from emergency and extenuating circumstances.
 - b. How and when to reach faculty
 - c. Identification of required texts and learning resources and where to access them
 - i. Digital resources may be used in classes requiring added costs in addition to textbooks
 - ii. List of graded assignments and due dates

- d. Expected response time for graded assignments (when will grading be completed)
2. Adhere to the syllabus policy for late assignments. Faculty reserve the right to waive the point reduction for late submissions in emergency or extenuating circumstances.
**Emergency or extenuating circumstances are considered conditions beyond the student's control, influence, or choice. Students are expected to communicate with faculty as soon as it is reasonable and safe. Ex. Jury duty is known in advance, and accommodations will only be made in advance. A car accident is unforeseen, and accommodations will be made when it is safe.*
3. Notify students of changes from the syllabus and course plans in writing with adequate advance notice to be successful.
4. Use standard formatting for all assignments OR communicate when deviations are acceptable.
 - a. **Standard 1-inch margins**
 - b. **Font size 11 or 12**
 - c. **Typeface Calibri, Times New Roman, or Arial**
 - d. **Use of American Psychological Association Style Guide latest edition**
5. Adhere to the standard grading scale.

Grading Scale for the Undergraduate Nursing Program

100 - 93 = A	76.9 - 75 = C Lowest passing grade
92.9 - 90 = A-	74.9 - 70 = C-
89.9 - 87 = B+	69.9 - 66 = D+
86.9 - 83 = B	65.9 - 63 = D
82.9 - 80 = B-	63.2 - 60 = D-
79.9 - 77 = C+	less than 63 = F

5. Role model all professional and general behavioral standards expected of students.
6. Post all course announcements to Canvas.
7. Partner with students to adjust due dates in emergency or extenuating circumstances **Emergency or extenuating circumstances are considered conditions beyond the student's control, influence, or choice. Students are expected to communicate with faculty as soon as it is reasonable and safe. Ex. Jury duty is known in advance, and accommodations will only be made in advance. A car accident is unforeseen, and accommodations will be made when it is safe.*
8. Adhere to all appropriate health and safety prerequisites, infection control, and safety standards for clinical courses.
9. Use respectful verbal, written, and non-verbal communication.
10. Adhere to the Nursing Code of Ethics at all times.
11. Communicate in writing directly to students at risk of failing at a minimum by mid-semester

Responsibilities of Nursing Students

Nursing students will take responsibility for their progression and successful completion of the nursing program. Students are responsible for learning all material defined in each course. This requires extensive work outside the classroom. Numerous learning supports are utilized; some require individual costs (ex., health requirements, NCLEX practice exams, and study material).

Specific responsibilities are grouped by academic and professional standards.

Essential Abilities for Nursing Students

The Idaho State University (ISU) School of Nursing upholds the American Nurses

School of Nursing | Kasiska Division of Health Sciences

921 South 8th Ave., Stop 8101 | Pocatello, ID 83209-8101 | isu.edu/nursing | profnurs@isu.edu

Association Code of Ethics, which emphasizes the delivery of competent, ethical, and safe patient care. Faculty within the School of Nursing prioritize both patient and student safety and are responsible for ensuring that nursing students possess the requisite skills and attributes to meet professional standards.

Essential Ability Requirements

To be considered for admission into or graduation from any undergraduate or graduate nursing program at ISU, applicants must:

1. Fulfill all prerequisite requirements as outlined by Idaho State University, the College of Health, and the School of Nursing.
2. Demonstrate the ability to meet the Essential Abilities outlined below, with or without reasonable accommodation.

Legal Framework

Under Title III of the Americans with Disabilities Act (ADA), discrimination against qualified individuals with disabilities is prohibited. A qualified individual is defined as someone who, with or without reasonable accommodations, meets the essential eligibility criteria for participation in a given program. The Essential Abilities described herein are considered fundamental to the safe and effective practice of nursing.

Attendance

Consistent attendance and participation in classroom, laboratory, and clinical experiences are foundational to developing safe and effective nursing practice.

Physical and Environmental Abilities

Students must be able to:

- Safely operate in clinical environments that may contain allergens, infectious agents, and chemical hazards.
- Demonstrate sufficient fine motor skills, coordination, physical stamina, and overall health to perform nursing procedures. This includes administering medications, lifting and repositioning patients, performing CPR, and sustaining physical activity during 8–12-hour shifts.
- Perform these functions independently or as outlined in their ISU Disability Services letter of accommodation.

Communication Abilities

Students must:

- Communicate clearly and effectively across verbal, nonverbal, and written modalities.
- Engage respectfully and professionally with individuals from diverse backgrounds, including patients, peers, faculty, and interdisciplinary healthcare teams.
- Utilize digital tools and health information technologies proficiently.
- Demonstrate these abilities independently or as specified in their ISU Disability Services letter of accommodation.

Intellectual and Cognitive Abilities

Students must:

- Analyze and interpret patient data to make informed clinical decisions.
- Apply critical thinking and problem-solving skills appropriate to their level of education.
- Demonstrate proficiency in mathematical calculations, reasoning, and evidence-based decision-making.

Sensory Abilities

Students must:

- Possess functional sensory capabilities, with or without accommodations, to perform clinical assessments and interventions.
- Vision: Observe patient conditions and read clinical documentation.
- Touch: Detect variations in skin texture, temperature, and vibration during physical assessments.
- Hearing: Discern verbal communication, alarms, and auscultatory sounds using appropriate equipment.
- Smell: Identify odors that may signal clinical concerns or environmental hazards.
- These abilities must be demonstrated independently or as outlined in the student's ISU Disability Services letter of accommodation.

Behavioral and Emotional Health

Students must:

- Exhibit emotional resilience and sound judgment in high-pressure and rapidly changing environments.
- Respond promptly and appropriately to emergencies.
- Comply with ISU policies regarding substance use and impairment.

Ethical Standards

Students must:

- Uphold legal, ethical, and professional standards of nursing practice.
- Maintain academic honesty when completing assignments, examinations, and clinical work.
- Demonstrate integrity, accountability, and compassion in all academic and clinical interactions.
- Deliver care that is respectful, equitable, and culturally sensitive.

Critical Thinking and Decision-Making

Students must:

- Prioritize patient needs and clinical tasks effectively.
- Apply critical thinking in routine and emergent situations to ensure safe and competent care delivery

Honor Code and Testing Policy for Idaho State University Nursing Students

Academic and Professional Integrity Statement

Nursing is one of the most trusted professions because it is grounded in honesty, integrity, and professional responsibility. Patient safety and public trust depend on conduct informed by nursing science, evidence, and ethical standards.

At Idaho State University, nursing education prepares graduates to deliver safe, competent, and ethical care. All work submitted for evaluation must reflect a student's own effort and comply with the ISU Student Code of Conduct and School of Nursing policies.

I pledge to uphold honesty, responsibility, and professionalism in all of my academic work. I will complete all assignments and exams independently unless collaboration is specifically permitted. I understand that unauthorized collaboration, plagiarism, falsification, or other forms of academic dishonesty may result in disciplinary action, including course failure or dismissal from the program.

Exam Integrity and Testing Environment Policy

The School of Nursing upholds the highest standards of academic and professional integrity. Exams are designed to evaluate individual competency and readiness for safe nursing practice. All students are expected to conduct themselves with honesty, professionalism, and accountability during all forms of testing—whether in person or remote.

Professional and Ethical Standards

- All exams are conducted in a secure, proctored environment. Students must treat every exam as a professional responsibility and follow all faculty and proctor instructions.
- Exam content is confidential. Students may not copy, photograph, record, share, or discuss exam questions or materials in any format, including verbal, written, electronic, or online forums.
- The use of AI tools, translation software, or other digital aids is prohibited unless explicitly approved by the instructor.
- Any behavior that compromises exam integrity—intentional or unintentional—may result in a zero on the exam and referral for disciplinary action.

General Testing Expectations (Applies to All Exams)

- Failure to attend the test session without notifying the instructor/proctor will result in a zero for the exam.
- Keep your eyes on your computer or exam materials at all times. Looking away or around the room may be considered a testing irregularity.
- No listening devices (headphones, earbuds, Bluetooth devices, or similar) may be worn.
- Smart devices—including smart watches, phones, and smart glasses—are strictly prohibited during testing. All such devices must be turned off and stored away before the exam begins.
- No hats, hoods, or head coverings unless required for religious or documented medical reasons.
- Nothing may be written on hands, arms, or other visible skin.
- Only approved materials may be on the desk. All other items (phones, notes, bags, smart devices, etc.) must be stored away.
- No communication with others is permitted during the exam.
- Eating, drinking, or leaving the room during the exam is not permitted unless authorized by the proctor.
- Students must maintain a quiet, distraction-free environment and demonstrate professional behavior throughout testing.

Remote Testing (if applicable)

All General Testing Expectations apply to remote exams. Remote exams are proctored by AI or live human observation, and faculty may review all recordings and flagged incidents.

- Students may be asked to scan a government-issued ID and their testing environment (desktop, under the desk, and forearms) before the exam.
- The camera must remain on and positioned so the student's face and workspace are visible for the duration of the exam.
- Students must remain seated, maintain eye contact with the screen, and ensure their technology and internet connection are functioning properly.

- No other person may be present in the room, and reading questions aloud or engaging in electronic communication is prohibited.

Emergencies, Interruptions, or Accommodations

- If an unavoidable event occurs (e.g., someone enters the room, illness, connection loss, or fire alarm), immediately state the reason on camera (if remote) and notify the instructor by email after the exam. Documentation may be required.
- Students with approved accommodations through ISU Disability Services will receive them as outlined in their accommodation plan.

Consequences and Documentation

- Any suspected violation will be reviewed and documented by the instructor and may result in sanctions consistent with School of Nursing policies.
- Repeated or serious violations may result in course failure or dismissal from the nursing program.

Acknowledgment

By proceeding with this exam, you affirm that you understand and agree to comply with this policy and uphold the professional and academic standards of the Idaho State University School of Nursing.

Chain of Communication

Students, faculty, and staff are expected to use the established chain of communication when addressing academic or program-related concerns. All communication must be professional, respectful, and uphold civility, confidentiality, and accountability. Civility is a professional standard of nursing practice, requiring dialogue that is courteous, solution-focused, and free from hostility or intimidation.

Students are encouraged to notify faculty promptly of any extenuating circumstances that may affect course performance so that appropriate support and resources can be identified early. Extenuating circumstances disclosed after a grade has been issued cannot be considered and will not result in grade changes or retroactive adjustments.

Professional Communication: A Student Guide

When discussing concerns with course faculty, students are expected to approach conversations civilly and professionally. The following steps can guide this process:

- 1. Prepare Ahead of Time**
 - Identify the specific concern (assignment, exam, schedule, or grading policy).
 - Gather any relevant documents (syllabus, rubric, feedback, emails).
 - Consider possible solutions that are consistent with course policies.
- 2. Use Civility and Professional Etiquette**
 - Address faculty respectfully (e.g., “Dr. Smith” or “Professor Johnson”).
 - Express concerns calmly and professionally, focusing on facts rather than emotions.
 - Approach the conversation as collaborative problem-solving.
 - Avoid accusatory or disrespectful language.
- 3. Schedule and Document**
 - Request a meeting during office hours or by email instead of raising concerns in passing.
 - Meetings to discuss course issues are professional conversations between the student and faculty only. Students may not bring friends, family members, or other individuals to these meetings. This maintains professionalism, privacy, and constructive dialogue.
 - Use a clear subject line in emails (e.g., “*Request to Discuss Exam Feedback – NURS 101*”). Keep written documentation of concerns and outcomes (summaries will also be provided by the course lead).
- 4. Engage in Problem-Solving**
 - Listen to faculty feedback and ask clarifying questions.

- Remain open to constructive suggestions, even if they differ from your perspective.
 - Maintain civility and respect even if the issue is not resolved at this step.
5. **Next Steps if Needed**
- If unresolved, follow the escalation steps outlined in the Chain of Communication Procedure.

Communication Procedure

Course-Related Concerns

- **Step 1:** Email the course faculty with a concise description of the concern and request an appointment. Meetings to discuss course-related issues are professional communications between the student and faculty; students may not bring friends, family members, or other individuals to these meetings. This expectation preserves confidentiality and ensures a focused, respectful dialogue. When appropriate, the course lead will provide the student with a written summary of the conversation and its outcome via email.
- **Step 2:** If the concern remains unresolved, the student may escalate the matter to the Undergraduate or Graduate Program Director.
- **Step 3:** If still unresolved, the concern may be brought forward to the Associate Dean/Director of the School of Nursing.
- **Step 4:** If necessary, the student may pursue the University's formal [Complaint Resolution policy](#).

Expectations

- Communication regarding the issue and its resolution must be documented.
- Responses are expected within a reasonable timeframe (generally 5–7 business days).
- Students are responsible for timely notification of any circumstances that may interfere with performance or progression.
- Civility is required at all levels of communication. All parties are expected to engage respectfully, focus on solutions, and refrain from hostile, intimidating, or unprofessional behavior.
- Students will not face retaliation for bringing forward concerns to course faculty.
- Raising a concern ensures it will be heard and considered, but it does not guarantee that the outcome will change. Final decisions reflect course policies, academic standards, and fairness to all students.
- Faculty will not consider late disclosure of extenuating circumstances as grounds for grade reconsideration.

Faculty Response to Concerns About Other Courses

If a student approaches a faculty member to discuss a concern related to a course in which the faculty member is not directly involved:

1. **Acknowledge and Listen Briefly:** Demonstrate professionalism and civility by allowing the student to summarize their concern without judgment.
2. **Redirect Appropriately:** Kindly remind the student that each course has a designated course lead faculty member and that concerns must follow the established chain of communication.
3. **Provide Appropriate Direction Only:**
 - Faculty must not provide advice, interpretation, or guidance regarding another course's content, grading, or policies.
 - The only guidance faculty should provide is to direct the student to speak directly with the course lead faculty responsible for that course.
 - If the student is unsure who the course lead is, assist by identifying the appropriate contact (e.g., course syllabus, learning management system, or faculty directory).
4. **Maintain Confidentiality:** Do not discuss or speculate about another faculty member's grading decisions, policies, or instructional methods.
5. **Document if Needed:** If the concern appears serious or recurrent (e.g., pattern of confusion, professionalism issue, or potential student distress), notify the appropriate program director for follow-up and documentation.

Scholastic Appeals and Dismissals

Purpose

To align the School of Nursing (SON) with Idaho State University's Scholastic Appeals and Dismissals Policy, ensuring consistent, fair, and transparent procedures for appealing final grades or program dismissals.

Policy Statement

The SON adheres fully to the University's Scholastic Appeals and Dismissals Policy, as established by the ISU Faculty Senate, Academic Affairs, and Student Affairs. This process ensures that student concerns regarding final course grades or program dismissals are resolved at the lowest possible level, using the formal University appeal structure. All nursing students are expected to follow the official University process described below.

Use of Student Success Forms and Learning Contracts

The School of Nursing utilizes progressive documentation tools to promote professional accountability, support student growth, and maintain public and patient safety.

- **Student Success Forms** are used in minor cases or for first-time violations where remediation and coaching are appropriate.
- **Learning Contracts** are implemented for subsequent violations or more serious concerns requiring formal performance expectations and follow-up.
- The decision to use a Student Success Form or Learning Contract rests solely with the faculty member, based on the nature and severity of the incident.
- The Admissions & Advancement Committee (AAC) or Graduate Nursing Studies Council Subcommittee (GNCS) may also initiate a Learning Contract as part of an appeal outcome, remediation process, or committee-directed corrective action.
- A student is not entitled to receive a Student Success Form or Learning Contract. Faculty or committees may determine that the violation warrants an immediate course failure or program dismissal without prior remediation.
- All completed forms become part of the student's official academic record and are reviewed by the Program Director and, when warranted, the AAC or GNCS.

Communication Process During Appeals and Dismissals

- All communication related to grade appeals or program dismissals must occur through official ISU email.
- Students must check their ISU email frequently and consistently throughout the appeal process.
- Students are responsible for recognizing that University communications are time-sensitive, and failure to respond promptly may affect their right to appeal.
- The SON requires all appeal correspondence and documentation to be submitted in writing via ISU email at each step.
- In cases of clinical failure, students must not contact the clinical agency or any clinical partners directly.

Professional Communication During Appeals and Dismissal Processes

Students are expected to maintain professional communication during all stages of the appeal or dismissal process. To preserve fairness and the integrity of proceedings, students must refrain from discussing their case with School of Nursing faculty or staff not directly involved.

Only the faculty member directly associated with the course or incident should be contacted for clarification or discussion. Other faculty and staff have been instructed to refer the student back to the original faculty member or designated point of contact.

Appeal of a Final Course Grade

Overview

Only final course grades may be appealed. Midterm grades, exam scores, and assignment grades are not appealable. Instructors retain broad discretion in evaluating academic and clinical performance, where judgment and professional standards are integral. A final grade will only be changed in exceptional circumstances when one or more of the following criteria apply.

Permitted Bases for Appeal

1. Clerical or computational error by the instructor.
2. Departure from the grading scheme stated in the syllabus or official course documents, resulting in an incorrect grade.
3. Use of non-performance-related standards (e.g., bias, favoritism, or unrelated criteria).
4. Unlawfully discriminatory practice (first reviewed by the Office of Equal Opportunity and Title IX).

Accreditation standards affirm that faculty retain ultimate authority to determine and assign the grade a student has earned. Disagreement with an instructor's professional judgment does not constitute a valid basis for appeal.

Procedure for Appeal of a Final Grade

Students may appeal a final grade, but are not obligated to do so. If a student is dissatisfied with the outcome at any stage, he or she may, but is not required to, proceed to the next step of the appeal process. Once an appeal is initiated, if the student wishes to proceed, the student must follow the steps sequentially and may not bypass any level of review.

Step 1: Course Instructor

- a. The student must contact the instructor within ten (10) working days of the final grade posting.
- b. The concern must be submitted in writing with supporting evidence addressing one or more of the approved bases for appeal.
- c. The goal at this stage is to resolve the issue directly and informally with the instructor.

Step 2: Admissions & Advancement Committee (AAC) or Graduate Nursing Studies Council Subcommittee (GNCS)

- a. If the issue remains unresolved, the student may submit a written appeal within ten (10) working days of meeting with the instructor.
- b. Undergraduate students appeal to the AAC.
- c. Graduate students appeal to the corresponding GNCS.
- d. The Program Director participates in deliberations as a non-voting member to provide context.
- e. The Committee issues a written decision within fifteen (15) working days of receipt.

Step 3: Dean of the College of Health

- a. The student may appeal to the Dean within ten (10) working days of receiving the Committee's decision.
- b. The Dean may consult relevant parties and issue a written decision within fifteen (15) working days.

Step 4: University Scholastic Appeals Committee

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- a. The student may submit a final institutional appeal to the Office of Student Affairs within ten (10) working days of the Dean's decision.
- b. The Committee issues a final institutional decision within thirty (30) working days.

Step 5: Idaho State Board of Education

- a. After all institutional remedies have been exhausted, the student may request review by the Idaho State Board of Education under Section III.P.17.ii of State Board policy.

Alternate Plan of Study for Course Failure or Plan of Study Delay

Requirement to File

A student who fails a course or is otherwise unable to progress in the prescribed plan of study must submit an Application for an Alternate Plan of Study to the Admissions & Advancement Committee (AAC) within ten (10) working days of the final grade posting or notification of the progression delay.

Alternate plans of study are not automatic and will not be developed or granted unless the student formally applies for one through this process. Students who do not submit an application within the required timeframe will forfeit eligibility for continued progression or re-entry consideration in the program until the subsequent semester.

Application Content

The student's written application must include:

1. A concise statement of circumstances leading to the course failure or delay.
2. A reflection on contributing factors (e.g., academic, personal, health, or other relevant issues).
3. A plan for remediation or improvement, including strategies for academic success and professional accountability.
4. Documentation or evidence supporting extenuating circumstances (if applicable).
5. A proposed revised timeline for program completion.
6. Any requests for support services or resources that would facilitate success in the revised plan.

Due Process and Review

1. The student is entitled to due process, including the right to present relevant information, submit written documentation, and receive a timely written decision.
2. The Admissions & Advancement Committee will review the application in consultation with the faculty of record for the failed or delayed course, who will attend the committee meeting to provide context and feedback regarding the student's performance, engagement, and potential for success.
3. The Program Director will participate as a non-voting member to provide additional context and ensure consistency in decision-making.
4. The student will be notified of the meeting date and invited to submit any additional information in advance. The student may request to appear before the committee to provide clarification if deemed appropriate by the Chair.
5. All deliberations and decisions will be conducted in accordance with university due process standards and School of Nursing policies on fairness, confidentiality, and student rights.

Decision Criteria

1. Alternate plans of study are not guaranteed.
2. Approval depends on available space, curricular sequencing, and committee deliberation about the circumstances leading to the delay.
3. The committee's decision will be issued in writing within fifteen (15) working days of application receipt.

Ineligibility for Alternate Plan of Study

1. A student who has been dismissed for lack of progression or who has received a grade below the minimum passing standard in two nursing courses resulting in program dismissal is ineligible to apply for an alternate plan of study.
2. A student is also ineligible if they neglect to submit the Application for an Alternate Plan of Study or miss the submission deadline. In such cases, the student must wait until the following academic semester to submit the application for consideration.
3. Ineligibility decisions under these circumstances are final and not subject to reconsideration through this process.

Dismissals

SON Dismissals may occur for the reasons outlined below.

Category 1 violations automatically result in program dismissal.

Categories 2 violations may result in dismissal following review by the appropriate School of Nursing committee.

Category 1. Failure to Meet Academic or Legal Standards — Will Result in Program Dismissal

The following circumstances constitute automatic program dismissal:

- Earning a final grade below the minimum passing standard in two nursing courses.
- Failure to make satisfactory academic or clinical progress according to SON policy.
- Repeated instances of Category 2 behaviors.
- Violation of laws, regulations, or ethical standards governing nursing practice or research, including but not limited to:
 - Exceeding the scope of student nursing practice that results in potential patient harm.
 - Improper handling, administration, or documentation of medications.
 - Diversion or attempted diversion of controlled substances.
 - Being impaired by alcohol, prescription medication misuse, or other substances while engaged in any aspect of patient care, simulation, or clinical activity.
 - Failure to report medication errors, patient injury, or confidentiality breaches.
 - Falsification of clinical, academic, or research records, including timesheets, evaluations, or patient data.
 - Falsification of data or misrepresentation during research or evidence-based practice projects.
 - Failure to follow approved research or IRB protocols, including unauthorized detours or ethical breaches.
 - Breach of ethical conduct in nursing research, scholarship, or clinical practice.
 - Any act that violates state or federal law or results in actual or potential patient or public harm.

Protocol for Category 1 Violations

For automatic dismissal under Category 1 in cases other than dismissal due to a second grade below minimum passing standards:

1. The faculty member immediately removes the student from all clinical activities when applicable.
2. The faculty member notifies the Program Director and the Associate Dean/Director via email within 24 hours of the incident.
3. The faculty member submits all written documentation and supporting evidence to the Admissions and Advancement Committee (AAC) or Graduate Nursing Studies Council (GNSC) within five (5) working days.
4. The committee verifies the documentation and issues a formal Notice of Dismissal within five (5) working days of verification.
5. In cases involving potential criminal, regulatory, or research ethics violations, the Associate Dean/Director notifies University Legal Counsel, Risk Management, the Institutional Review Board (IRB) Office, or state authorities as appropriate.

Documentation Requirements for Level 1 (Automatic) Dismissals Other Than a Second Grade Below the Minimum Passing Standards:

Category	Documentation Required, when appropriate	Examples
Faculty Narrative Summary	Factual, dated description of the incident, including location, timeline, observed behavior, and actions taken.	Narrative note detailing unsafe act, ethical breach, or suspected impairment; immediate safety measures implemented.
Student-Generated Materials	Relevant student work or documentation related to the incident.	Charting, care plans, medication logs, research notes, or correspondence.
Email / Communication Records	Relevant communications regarding expectations, incident reporting, or follow-up.	Emails, Canvas messages, or correspondence with preceptors, staff, or administrators.
Witness / Third-Party Accounts	Statements from individuals who directly observed the event or behavior.	Written or emailed statements from clinical preceptors, other faculty, peers, or agency representatives.
Evaluation Tools	Performance documents showing unsafe, unprofessional, unethical, or impaired conduct.	Clinical evaluation forms, checklists, rubrics, Student Success Form, or Learning Contract.
Institutional / Legal Reports	Formal reports filed through clinical or university systems.	Clinical incident reports, IRB notifications, Risk Management or HR referrals, drug-testing documentation.
Physical / Digital Evidence	Objective materials verifying the violation or behavior.	Screenshots, photos, falsified documentation, or social media evidence.
Substance-Use Incident Procedures	If a student appears impaired by alcohol, medication misuse, or other substances, they are immediately removed from the clinical setting and referred for substance-use testing per University policy. Test results become part of the official dismissal record.	Testing documentation, chain-of-custody form, medical evaluation report, or agency incident record.

Category 2. Violation of Academic or Professional Standards: May Result in Course Failure and/or Program Dismissal

The following conduct will be reviewed by the AAC (undergraduate) or GNSCS (graduate):

- Breach of ethical, behavioral, or professional expectations of the Nursing Program or clinical partners that do not meet Category 1 thresholds.
- Plagiarism, cheating, or other violations of academic honesty.
- Unprofessional behavior or patient safety concerns that do not meet Category 1 thresholds.

Category 2 Protocol

When a faculty member believes a Category 2 violation warrants dismissal:

1. Complete a written recommendation including:
 - Description of the violation and relevant policy or standard breached.
 - Summary of prior remediation or disciplinary actions (if applicable).
 - Supporting documentation consistent with the Level 1 documentation categories.
2. Submit documentation to the Program Director within 5 working days.
3. The Program Director reviews materials and forwards them to the AAC (undergraduate) or GNSCS (graduate).
4. The student is notified of the pending review and provided a Notice of Pending Dismissal at least 15 working days before deliberation.

Communication Boundaries During Dismissal Proceedings

To ensure procedural integrity and protect all parties involved, students under review for dismissal must limit communication regarding their case to the faculty member directly involved and, when appropriate, the Program Director or Associate Dean/Director.

Students must not approach or attempt to discuss the matter with other faculty or staff. All other faculty and staff are instructed to refer the student back to the original faculty member or designated administrator.

Failure to adhere to these communication boundaries may constitute unprofessional conduct and be documented as part of the review process.

Committee Deliberation Procedures (AAC/GNSCS) for Level 2 Violations

- A quorum (50% + 1) of voting members must be present.
- The Program Director participates as a non-voting member to provide program-level context.
- The faculty of record may present factual information, but does not vote.
- The student may submit a written statement or appear before the committee, at the committee's discretion.
- After reviewing all evidence, the committee deliberates in closed session and determines one of the following outcomes:
 - No action (insufficient evidence)
 - Remediation or Learning Contract
 - Course failure
 - Program dismissal
- The decision and rationale are documented in official meeting minutes, and a written summary is sent to the student within 5 working days.

Appeal of Dismissal

Students may appeal a dismissal, but are not obligated to do so. A student who is dissatisfied with the outcome at any stage may, but is not required to, proceed to the next step of the appeal process. Once an appeal is initiated, if the student wishes to proceed, the student must follow the steps sequentially and may not bypass any level of review.

Step 1: Appeal to the Associate Dean/Director of the School of Nursing

- a. The student submits a written appeal within fifteen (15) working days of receiving the Notice of Dismissal.
- b. The appeal must include the student's name, ISU ID, program, grounds for appeal, and requested outcome.
- c. The Associate Dean/Director reviews the appeal and issues a written decision within fifteen (15) working days of receipt.

Step 2: Appeal to the Dean of the College of Health

- a. If the matter remains unresolved, the student may submit a written appeal to the Dean within fifteen (15) working days of receiving the Associate Dean/Director's decision.

b. The Dean may consult relevant parties, review documentation, and issue a decision within thirty (30) working days of receipt.

Step 3: Appeal to the University Scholastic Appeals Committee

- a. If the Dean upholds the dismissal, the student may appeal to the University Scholastic Appeals Committee within fifteen (15) working days of receiving the Dean's decision.
- b. The Committee meets within thirty (30) working days and issues a final decision within ten (10) working days after the meeting.

Step 4: Idaho State Board of Education

- a. Following completion of institutional review, students may appeal to the Idaho State Board of Education in accordance with Policy III.P.17.ii.

Formal Complaint

Definition

A formal complaint is a written and signed communication (such as a letter or email) submitted by a student, faculty member, staff member, or community stakeholder. The formal complaint process is intended to address concerns related to fairness, policy implementation, program administration, or other matters that may affect compliance with institutional, regulatory, or accreditation standards. It is not a mechanism to challenge the outcome of an academic or performance-based decision. A formal complaint is distinct from an appeal of a grade, course evaluation, progression, dismissal, or other academic determination; the two processes are separate and follow different procedures. Anonymous complaints will not be considered formal complaints and will not initiate a formal review process.

Formal Complaint Process

1. Submission

- The complainant must submit a written and signed complaint (letter or email) to the Associate Dean–Director of the School of Nursing (or designee).
- The complaint must clearly state the facts, issue, parties involved, dates, and desired resolution.
- Anonymous complaints are not accepted as formal complaints.

2. Acknowledgment

- Within five (5) business days, the School of Nursing will acknowledge receipt of the complaint in writing and inform the complainant of the next steps.
- The complaint will be logged in the Formal Complaint Record maintained by the school.

3. Review and Investigation

- The Associate Dean–Director (or designee) will review the complaint to determine jurisdiction and gather any necessary documentation or witness statements.
- If the issue involves another university office (e.g., Human Resources, Student Affairs, or Title IX), it will be referred to the appropriate entity for follow-up.
- The review process is fact-finding, not punitive, and is designed to ensure fairness and compliance with ISU and CCNE standards.

4. Determination and Response

- A written summary of findings and resolution will be provided to the complainant, typically within 30 business days of receipt, unless circumstances require additional time.
- The response will outline any actions taken or decisions made and identify whether further university processes are available.

5. Recordkeeping

- The School of Nursing will maintain a Formal Complaint Log, including:
 - o Date received
 - o Complainant (name and role)
 - o Nature of complaint

- o Actions taken and outcome
- o Date of resolution
- Records will be kept in accordance with ISU records retention policy and CCNE Standard I-G requirements.

6. Confidentiality and Non-Retaliation

- All formal complaints will be handled confidentially to the extent possible.
- Retaliation is strictly prohibited against anyone who files a complaint in good faith.

Disability Services & Religious Accommodations

Standards must be met with or without accommodations. Students may follow university standards to request accommodations as needed.

Professional Technical Standards

A candidate for admission to the School of Nursing program must possess, or be able to achieve through a reasonable accommodation, certain intellectual, emotional, and physical abilities that would enable the individual to acquire the knowledge and technical and clinical skills needed to complete, successfully, the curriculum in order to pursue a career in Nursing practice. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the program. The practice of Nursing requires the performance of specific functions outlined below. Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation.

Academic Standards

All students will:

1. Ensure contact information in Canvas (name, phone, address, and email) is accurate and current.
2. Use isu.edu email for **all** academic communication.
3. Adhere to the university's academic standards, rules, and procedures, including, but not limited to, issues of academic honesty, disability services, and learning accommodations.
4. Utilize Canvas to receive class-based communications. **Students must ensure class announcements and discussions are read regularly. All information posted in Canvas is the responsibility of the student. Do NOT turn off notifications or subscriptions.*
5. Read and seek clarification when needed for all course syllabi and grading requirements.
6. Be responsible for understanding and meeting course expectations.
7. Communicate with faculty and staff to resolve questions, seek clarity, and request personal plans or changes related to extenuating or emergency circumstances.
8. Maintain a minimum grade of "C" in all required nursing, nursing prerequisite, and corequisite courses. Grades below "C" do not demonstrate mastery of the material and readiness for subsequent, dependent courses. See section *Failure to progress*.
9. A student unable to complete the requirements of a course during the semester may request an incomplete grade, per university policy (<https://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>) and contract for completion. The student must request the contract before final grades are submitted and provide faculty with an adequate explanation of emergency or extenuating circumstances interfering with the timely completion of the course. A contract to complete the course must be on file with the Undergraduate Director

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before the end of the semester. Failure to complete the contract within the agreed-upon time will result in the grade being calculated based on what was done in the course. An incomplete grade and contract for completion are not automatic, and faculty may reject requests. Students may appeal the rejection to the Undergraduate Director before the final grades are due. Incomplete grades in pre or corequisite courses must be completed satisfactorily before starting any subsequent course.

10. Students will enroll and progress through the standard curriculum schedule unless emergent personal or academic circumstances warrant the submission of a Petition for an Alternative Plan of Study.

Professional Standards

1. Health and Safety Prerequisites
 - a. All students are required to meet all health and safety requirements. Health and Safety requirements are determined by federal state, university, and clinical site requirements and/or national professional standards of practice.
 - b. Students are responsible for all costs associated with meeting these requirements.
 - c. Health and Safety requirements are defined and recorded in either or both the Canvas Homeroom and the digital management system used by clinical sites. Each item is acknowledged as complete or incomplete. * *Students are responsible for providing all required documentation for all clinical sites and experiences as directed.*
 - d. Failure to complete or provide all Health and Safety requirements as required and directed to both school and clinical site by the designated due dates will result in immediate removal from all lab and clinical courses. Students may have one (1) calendar week (late week) to fulfill the requirements. During this week, they may NOT attend or participate in clinical or lab classes in any way. All experiences and assignments in the clinical courses for the missed week will be graded zero (0) with no make-up options. If required orientation time is missed, faculty will coordinate with clinical sites to attempt to schedule a make-up to ensure safety at the site. This is not guaranteed. If site-required orientation cannot be made up, the student will be forced to leave the class. A Petition for an Alternative Plan of Study will be required for approval to continue in the nursing program. See section *Failure to Progress*.
 - e. Failure to complete all health and safety requirements in the late week will result in dismissal from all lab and clinical courses for the entirety of the semester. University policy will determine what, if any, tuition refund is available to the student. A Petition for an Alternative Plan of Study will be required for approval to continue in the nursing program. See section *Failure to Progress*.
 - f. Students exposed to or experiencing symptoms of infectious illness are responsible for communicating with all faculty involved and determining a plan to limit exposure to others. Options include:
 - i. Notifying faculty of illness and not attending class.
 - ii. Coordinating with faculty to join the class via technology (i.e., Zoom) as appropriate.
 - iii. Wearing a mask while on campus.
 - iv. Students with a clearly known risk for infecting others (ex. known strep infection, COVID chicken pox) are not allowed in clinical sites with patients and may be asked to use PPE in the classroom.
 - v. Faculty with concerns may ask students to address risk and leave the class, lab, or clinical setting.
 - g. Students are bound to the standards of confidentiality in practice.

- h. All information relating to a client's health or personal status per the Health Information Privacy and Accountability Act (HIPAA) is confidential. All nursing students will complete HIPAA training before their first clinical contact with patients and annually as required by the ISU Division of Health Sciences.
2. Safety and Infection Control Practices
 - a. Patient safety is a priority. Students must adhere to clinical site standards and policies at all times.
 - b. Faculty direction is final in clinical and lab settings. Students refusing to comply with faculty directives will be asked to leave the setting. No make-up options will be offered, and all assignments related to the day will be graded zero (0). Further action may be taken per the Just Culture algorithm.
 - c. In all lab and clinical settings, students must follow all safety and infection control protocols, including but not limited to:
 - i. Use of personal protective equipment as required for the task/environment
 - ii. Hand hygiene per standard protocols
 - iii. All facial/head hair will be secured so as not to obscure vision or, come in contact with or interfere with the performance of nursing practice, skills, or procedures.
 - iv. No artificial fingernail products of any variety, length, or material will be worn. All fingernails will be natural, unpainted, trimmed to the top of the finger, and without sharp edges.
 - v. Visible jewelry, scarves, ties, or other clothing accessories, including stethoscopes (e.g., items worn about the face, neck, arms, hands, or hair) are discouraged. NO item will dangle, hang away from the body or otherwise pose a risk of interfering with the performance of nursing practice, skills, or procedures or pose a risk to the student by getting caught or being used to hold or strangle. Pull-away rings are strongly suggested for those wearing them. Faculty assessment and determination of risk will be honored by students. Students refusing to adhere to faculty directions to remove risky items for reasons other than religious or cultural commitments will be sent out of the lab/clinical environment. No make-up option will be made, and any assignments associated with the missed time will be automatically a zero (0).
 - vi. University-issued SON name badges are worn, secured to the upper chest, and always visible.
 - vii. No perfume, cologne, creams, ointment, aftershave, or other sources of odor or aromas in lab or clinical spaces.
 - viii. Cultural or religious-based head coverings are allowed and must be worn consistently with safety and infection control standards.
 - ix. Students in clinical courses must adhere to the minimum physical standards required for clinical placement. Typical expectations include the ability to stand for long periods and walk unaided (no crutches, canes, or other assistive devices requiring the use of hands) or posing a risk to stability (medical boots) or infection control risk (casts, slings, or bandages) and the ability to squat, sit, turn, reach, and carry. The ability to lift, turn, or move a weight of 50 lbs. and see and hear within standard ranges is generally expected. Reasonable accommodations will be made following all university, state, and clinical site rules and requirements. Students missing clinical days due to temporary physical restrictions will be allowed to make up the work when they are cleared for duty by provider note. This may require an Incomplete or course withdrawal depending on the missed time.
 3. Timeliness and attendance
 - a. Students must be on time and fully present for all nursing courses, including classroom, online, lab, and clinical experiences.
 - b. Students in clinical experiences have patient responsibilities and are expected to be on time. If a student is unexpectedly or unavoidably delayed or going to be absent, they will follow the guidelines for the course to notify the appropriate faculty and make arrangements. Failure to notify faculty may result in a reduced grade. Arriving more than 30 minutes late may result in being sent home for the day at the faculty's discretion. No make-up option will be made available, and any assignments associated with the missed time will be

automatically a zero (0). Emergency or extenuating circumstances will be considered, and accommodations made by the faculty.

4. Transportation
 - a. Students are responsible for personal transportation at all times. Lack of transportation is not a reason to limit, exclude, or change an assigned clinical site.
 - b. Clinical sites may be up to 200 miles from the designated home campus.
 - c. Students *may* be offered overnight accommodations for clinical sites between 100 and 200 miles from the home campus. Accommodations may be at a cost to the student.
 - d. During the program, the student has opportunities to request preferred clinical sites. Choices are not always available, and preferences will be honored as much as possible. The department reserves the right to assign students to clinical sites when it is not possible to offer choices.
5. Smartphones/watches and other personal devices
 - a. Smartphones may only be used in clinical sites following site-specific expectations. If worn in clinical sites or labs, use for personal communication is not allowed. Students engaging in non-course activities on a smartphone, watch, or other digital device can be dismissed from the site by faculty and receive a zero (0) for the day without the opportunity to make up the day.
 - b. Smartphones in the classroom are used only with faculty approval.
 - c. Pictures and/or recordings are prohibited in the clinical setting unless express approval is granted by both ISU faculty and clinical site leadership.
6. Dress code in labs and clinical courses
 - a. All students wear scrub tops and bottoms, only in Caribbean blue, with an ISU SON logo patch on the left shoulder facing to the side. Pants may have an open or closed ankle. Yoga-type scrubs are not permitted.
 - b. White or Caribbean blue waist-length lab coats or collared scrub coats may be worn over scrubs. SON logo patches must be adhered to the left shoulder facing to the side.
 - c. Individuals may request to wear scrub-type head coverings from the course faculty. Faculty determination is final. Students refusing to adhere to faculty direction regarding scrub-based head coverings will be sent out of the lab/clinical environment. No make-up option will be made, and any assignments associated with the missed time will automatically be a zero (0).
 - d. Hair must be clean, neat, well groomed, and secured for proper safety and infection control. Facial hair must comply with safety standards and be able to accommodate an N-95 mask or other PPE (used for COVID-19 and other airborne diseases).
 - e. Fingernails will be short and clean, cut or filed so the nail does not extend beyond the fingertip to minimize potential client injury and maximize cleanliness. No artificial nails or tips are allowed.
 - f. No jewelry will be worn that could potentially injure a client and/or the student and/or compromise any person's safety in any manner.
 - g. Students with tattoos may be asked to cover the tattoo to comply with the clinical site's policies or if anyone in the lab or clinical environment finds the display offensive, disrespectful, or contributing to an unsafe space. Students refusing to adhere to faculty direction to cover a tattoo under these conditions will be sent out of the lab/clinical environment. No make-up option will be made, and any assignments associated with the missed time will be automatically a zero (0).
 - h. Shoes must be closed toe, with non-slip soles for all clinical/laboratory experiences.
 - i. Any appeals can be submitted to the Director of Undergraduate Nursing and addressed on a case-by-case basis within the Just Culture framework as described in this handbook
7. Communication
 - a. All verbal, written, and nonverbal communication with all people will always be respectful in word, tone, and action.
 - b. the KDHS Social Media Guidance Document governs digital media use.
<https://www.isu.edu/healthsciences/social-media/> governs (Appendix E)

8. Health Insurance Portability and Accountability Act (HIPAA)
 - a. HIPAA is a federal law passed by Congress in 1996. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients' rights. HIPAA was intended to ensure patient confidentiality while maintaining the ability of the healthcare system to share patient information, improve communication between healthcare providers, and improve patient care. Students enrolled in the program are involved in patient care activities throughout the curriculum. Student pharmacists receive HIPAA training to assure experiential practice sites that students understand the HIPAA requirements prior to participating in patient care activities. A summary of the Privacy Rule is available here.
 - b. Students may not, under any circumstances, place identifiable electronic protected health information on personal laptops/jump drives or send this information via any email program. Violating HIPAA may result in repercussions ranging from grade reduction to potential dismissal from the program, in addition to university-level consequences.
 - c. Any suspected violation of HIPAA policies will be investigated by the ISU HIPAA Compliance Officer in collaboration with the facilities Privacy Officer. The investigation will assess the scope and severity of the breach. During a clinical rotation, students must comply with all the policies and requirements for HIPAA as well as ISU's policies and the facility policies. If the student becomes aware of or suspects a breach of protected health information, they must notify their supervisor and ISU's HIPAA Compliance Officer immediately.
9. Skills
 - a. Students will ONLY perform skills in clinical areas on patients AFTER they have been approved by faculty to perform them.
 - b. Students are responsible for contacting faculty before actively participating in any skill on a patient that they have not explicitly been cleared to perform.
10. Students must adhere to the Nursing Code of Ethics.

Special Circumstances

1. Student on-campus activities (i.e., sports, ROTC, voluntary service trips, double majors)
 - a. Nursing students are encouraged to pursue personal interests. Efforts will be made to accommodate student commitments.
 - b. Students must request special scheduling before the conflict arises and for each course separately, following all university policies.
 - c. Faculty will evaluate requests following the university policies, emergency and extenuating circumstance standards, course learning goals, and extent of the request. (For example, a one-time conflict is more likely to be accommodated than an every-week conflict).
 - d. Requests not explicitly identified in university policy may be denied by faculty.
2. Military service
 - a. Students withdrawing from nursing to fulfill military service orders will be readmitted at the start of the first semester after notifying the Undergraduate Director of their availability. Readmission does NOT require re-application unless the absence has been over three (3) years.
 - b. Returning students will meet with the academic and/or faculty advisor to review the length of time away and any curriculum changes made during the absence and to assess appropriate learning plans to return. Significant time away (greater than one year) or major curriculum changes may necessitate repeating a course or sequence of courses. Military service in a nursing or nursing-like role may qualify for a petition to be exempted from a course or to challenge the course per university standards.
3. Jury Duty is considered a required government service activity that permits a student to be absent from a class. See ISU Official Student Absence ISUPP 5040 <https://www.isu.edu/policy/student-affairs/>
4. Personal withdrawal

- a. Students in good academic standing who withdraw from the nursing program and who desire reentry within 12 months must request permission to return by submitting a Petition for an Alternative Plan of Study. After a gap of 12 months or greater, the student must apply for readmission.
5. Failure to progress
 - a. Students who do not pass a nursing program prerequisite course with a C or better cannot proceed with subsequent, dependent courses.
 - b. Students who do not pass one or more classes can submit a Petition for an Alternative Plan of Study. If an Alternative Plan of Study is not submitted, students will be dismissed from the program and must reapply if entry is desired later.
6. Violations
 - a. Violations of the ISU Code of Conduct will be managed according to ISU policy
<https://www.isu.edu/deanofstudnets/studnet-conduct/>
 - b. Violations of any components of the Undergraduate SON Handbook, including but not limited to the Code of Ethics for Nurses, professional or academic responsibilities, and all other sections without specific direction for managing variations, will be handled per the principles of Just Culture in Nursing as previously described.

Student Opportunities

Student Class Representatives

The Undergraduate School of Nursing is committed to providing outstanding education for nursing students. Each nursing school cohort elects one class representative to facilitate student leadership and shared governance. At the discretion of the undergraduate director, additional positions can be created, and these additional positions may be appointed or elected.

Responsibilities of Class Representatives

- Attend and participate in undergraduate SON council and agreed-upon committee meetings
- Collect student input and report to SON committees and councils.
- Participate in and lead school activities, including new student orientation, the pinning ceremony, homecoming, and other events.
- Relay information to their class from their meetings.

The class representative communicates concerns, ideas, and requests that impact the cohort and student body. It does not include collecting individual concerns and grievances from classmates and acting as a spokesperson to convey them to class instructors. All students are encouraged to advocate for themselves in personal situations, following the procedures outlined in this handbook.

Elections of Class Representatives

One class representative per cohort will be elected by majority vote of their classmates within one month of starting the nursing program. The positions will continue until graduation or until the representative cannot fulfill duties for any reason. If they cannot complete this term, a new election will be held to select a new representative or a replacement may be designated by the Undergraduate Director. Elections are coordinated by the representative already in office.

Student Nurse Association (SNA)

All undergraduate nursing students are encouraged to join the Student Nurses Association, which aids their professional development and growth and provides a closer bond among students.

Election of SNA officers

The following SNA Officer positions are available: President, Vice President, Secretary, and Treasurer.

- Incoming fall cohorts will nominate and select two students to serve as President and Secretary. First-year elected student officers will serve in shadowing positions to second-year officers and assume complete duties for an additional year after the graduation of second-year officers.
- Incoming Spring cohorts will nominate and select two students to serve as Vice President and Treasurer. First-year elected student officers will serve in shadowing positions to the second-year officers and assume complete duties for an additional year after the graduation of second-year officers.

Scholarships

School of Nursing scholarships are available to students admitted to a BSN program. These are typically awarded for one or two semesters, beginning in Fall. Information may be accessed, and applications for these are available in the Bengal Online Scholarship System (BOSS). https://isu.academicworks.com/users/sign_in

References

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- American Nurses Association (ANA). (2015). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.
- American Nurses Association (ANA). (2024). America's Most Trusted: Nurses continue to rank the highest. Retrieved from <https://www.nursingworld.org/news/news-releases/2024/americas-most-trusted-nurses-continue-to-rank-the-highest/>
- Dekker, S. (2013). A new Just Culture algorithm. *Hindsight*; Winter (18). Retrieved from <https://skybrary.aero/sites/default/files/bookshelf/2558.pdf>
- National Academies of Sciences, Engineering, and Medicine. (NASEM) 2021. *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington, DC: The National Academies Press. <https://doi.org/10.17226.25982>.

Student Success Form

Purpose

This form documents minor or early concerns related to student performance, professionalism, or communication to promote growth and success through timely feedback.

Students who receive two (2) Student Success Plans will be reviewed by the Admission & Advancement Committee (undergraduate students) or the Graduate Nursing Studies Council (graduate students) to determine if a formal Learning Contract is needed. Completed forms are filed and tracked by the Program Admissions & Records Specialist.

Serious concerns: such as potential patient harm, breach of confidentiality (HIPAA), lack of preparation, unprofessional conduct, or academic misconduct: exceed the intent of this form and may result in a learning contract, course failure, or program dismissal. While documentation is mandatory, each faculty member has the authority to determine the level of seriousness and course of action.

Student Information

Student Name: _____

Bengal ID: _____

Program: (Choose One)

BSN

MSN

DNP

Other: _____

Course / Clinical Site: _____

Semester/YR: _____

Faculty Member Completing Form: _____

Date Completing Form: _____

AREAS OF CONCERN

AREAS OF CONCERN	COMMENTS
Accountability & Responsibility	
Incomplete, poorly done, or late submission of assignments	
Absenteeism or tardiness	
Failure to meet clinical documentation requirements	
Failure to notify faculty appropriately of absence/tardiness	
Difficulty following directions	
Professional Behavior & Conduct	
Unprofessional attitude, behavior, tone, or language	
Lack of preparation for class or clinical	
Difficulty following appropriate chain of command	
Failure to follow the uniform policy	
Difficulty functioning independently	
Difficulty accepting constructive criticism	
Inappropriate use of technology or personal devices	
Failure to adhere to social media or professional boundaries policies	
Communication	
Inappropriate verbal and/or non-verbal communication	
Lacks assertiveness	
Difficulty expressing self clearly and professionally	
Unprofessional written communication (e.g., email etiquette)	
Failure to communicate patient changes or safety concerns promptly	
Critical Thinking & Clinical Judgment	
Difficulty applying previously learned knowledge and skills	
Difficulty problem-solving or prioritizing care	
Inaccurate clinical judgment	
Failure to recognize changes in patient condition	
Difficulty synthesizing information or integrating feedback	
Difficulty evaluating self realistically	
Clinical / Technical Performance	
Failure to maintain patient safety	
Inconsistent skill performance	
Inappropriate use of equipment or supplies	
Failure to complete clinical documentation accurately	
Professional Development & Engagement	
Lack of engagement in learning activities	
Failure to seek assistance or utilize available resources	
Failure to meet remediation or improvement goals	



Student Reflection The student reflects on the issue, self-evaluates contributing factors, and identifies strategies for improvement.

Action Plan for Improvement

Describe specific steps the student will take to improve performance or behavior. Include any faculty support or resources provided.

Follow-Up Plan

Review Date: _____

Faculty Comments after Review:

Acknowledgment

By signing below, both parties acknowledge that this plan has been discussed and that the student has received a copy.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____



Student Learning Contract

Purpose of the Learning Contract

The purpose of this learning contract is to support the student’s success by identifying specific areas for improvement and establishing a plan with clear, measurable objectives. The contract provides an opportunity for the student to demonstrate progress, accountability, and professional growth within a defined timeframe.

A learning contract is initiated after two (2) Student Success Forms **or** in response to serious infractions that do not yet warrant course failure or program dismissal. While documentation is mandatory, the faculty member retains discretion to determine the level of seriousness and the appropriate course of action. In cases of significant concern, a student may fail a course without a learning contract if the infraction is deemed sufficiently serious to warrant course failure. Completed forms are filed by the Program Admissions & Records Specialist and reviewed by the Admission & Advancement Committee (undergraduate students) or the Graduate Nursing Studies Council (graduate students).

Student Information

Student Name: _____ Bengal ID: _____

Current Program: BSN: MSN: DNP: Other: _____

Course / Clinical Site: _____

Semester/YR: _____

Section 1 - Reason for Learning Contract

- Clinical performance concerns
- Academic performance concerns
- Professional behavior or civility
- concerns Attendance or
- communication issues

Other: _____



Description of Concern:

- Include specific examples, dates, or observed behaviors.

Section 2 – Expected Learning Outcomes

Area of Concern	Learning Objective	Expected Standard or Competency
Example: Medication administration errors	Demonstrate accurate medication calculation and administration per policy	100% accuracy; follows five rights of medication administration

Section 3 – Action Plan / Strategies for Improvement

Student Actions	Faculty Support / Resources	Timeline / Due Date
Example: Review medication administration procedures with faculty	Provide access to simulation lab for practice	Complete by Week 6

Section 4 – Evaluation of Progress

Evaluation Criteria	Evidence of Improvement	Date Reviewed	Faculty Initials

Section 5 - Student Reflection

The student may use this section to provide feedback, reflect on progress, describe challenges faced, or comment on the learning experience.

Student Comments:

Section 6 - Consequences and Next Steps

Failure to meet the expectations outlined in this contract by the specified dates may result in one or more of the following actions:

- Continued learning contract
- Clinical or course failure
- Program dismissal (as applicable)

Section 7 - Acknowledgment and Agreement

By signing below, the student acknowledges that the terms of this learning contract have been reviewed and discussed. The student understands the required actions, available support, and consequences of not meeting the expectations within the agreed timeframe.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

If Applicable:

Program Coordinator / Director: _____ Date: _____

Section 8 - Final Evaluation / Resolution

All objective met; student successfully completed contract

Partial progress made; contract extended

Objectives not met; course/clinical failure

Comments:

Final Faculty Signature: _____ Date: _____

Nursing Code of Ethics (ANA, 2015)

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

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

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

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

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

Provision 6: The Nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

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

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

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

Incomplete Grade Request and Incomplete Coursework Contract

<https://www.isu.edu/media/libraries/early-college/CourseCompletionContract-October-2019.pdf>

A student unable to complete the requirements of a course during the registered semester may request an incomplete grade and contract for completion.

Incomplete grades are awarded only at the discretion of the instructor (see [ISU credit and grading policies](#)).

The student must request the contract before final grades are submitted and provide faculty with an adequate explanation of emergency or extenuating circumstances interfering with the timely completion of the course. A contract to complete the course must be on file with the Undergraduate Director prior to the end of the semester. Failure to complete the contract within the agreed-upon time will result in the grade being calculated based on what was done in the course.

An incomplete grade and contract for completion are not automatic, and faculty may reject requests. Students may appeal the rejection to the Undergraduate Director before final grades are due. *Incomplete grades in prerequisite or corequisite courses must be completed satisfactorily prior to starting any subsequent course.*

Procedure:

1. Student identifies emergency or extenuating circumstances interfering with their ability to complete a course.
2. Student requests an appointment with the faculty of each course involved.
3. Student requests an Incomplete grade.
4. If the faculty agrees, the contract is filled out, filed with the Undergraduate Director's office, the faculty and the student.
 - a. Faculty enters "I" for the course grade.
 - b. Student fulfills the contract.
 - c. Faculty completes a change of grade form with the revised grade and sends it to the Undergraduate Director, who will file it according to university policy.
5. If the faculty rejects the request for an Incomplete grade, the student may appeal to the Undergraduate Director and/or follow the university process to appeal a grade (see [Appeals and Dismissals](#)).

Alternate Plans Of Study Procedure

1. NAME

- a) Petition for an Alternative Plan of Study Procedure
- b) Idaho State University (ISU)
- c) School of Nursing (SON)
- d) Admission and Advancement Committee (AA)

2. PURPOSE

- a) To define the process by which students may request a deviation from the standard curriculum

3. INTRODUCTION

To support timely progression and student success in the nursing program, nursing students are required to enroll and progress through the published curriculum found in the SON website.

<https://www.isu.edu/nursing/>

However, there are circumstances that arise, personal and academic, that could interfere with academic progression and a student may request an alteration to the standard plan of study and can submit a Petition for an Alternative Plan of Study. Examples include but are not limited to military deployment, athlete, birth of a child, and serious illness. **Students who fail one or more individual NURS courses may request a Petition for an Alternative Plan of Study. Students are responsible for initiating a petition for an Alternative Plan of Study. Failing to submit an *Alternative Plan of Study* following a course failure will result in dismissal from the program and must reapply to restart the program if they desire reentry at a later date. If a student fails the same NURS course a second time, they will be dismissed from the program without the option to submit another plan. Adhering to the Idaho State Board of Education guidelines: students must return within one year to avoid reapplication due to knowledge retention. Should the leave of absence exceed one calendar year, reapplication to the program is necessary.**

***With the option to oppose per ISU's challenge policy.**

Petitions for Alternative Plan of Study are reviewed by the Admission and Advancement Committee. All decisions are final within the School of Nursing. Appeals may be made to the Dean of College of Health.

4. PROCEDURE:

- a) **Student Initiation**
 - i) Consult with the Academic Advisor to begin the process.
 - Email sonadvis@isu.edu with the subject line "Alternate Plan of Study Request Form."
 - A meeting with the Academic Advisor will be scheduled
- b) **Document Completion**
 - i) Receive and finalize required documents with the Academic Advisor.
 - ii) Submit the completed *Alternate Plan of Study Form* and *Cohort Altered Curriculum* directly to the Program Admission and Records Specialist (PARS)
 - If PARS is unavailable, the Director of Undergraduate Nursing fulfills this role.
- c) **Committee Review Process**
 - i) PARS organizes petitions, schedules AA Committee meetings, and distributes materials to voting members.
 - ii) AA Committee reviews petitions and may consult faculty, advisors, or the Director as needed.
 - iii) Decisions are voted on and recorded in.
 - iv) Meetings typically occur monthly during fall/spring; not guaranteed in summer/winter.

- v) An additional review occurs during faculty prep week (the week before a semester begins).
 - Petitions must be submitted by 9:00 a.m. on the first day of prep week to be reviewed, with results shared by the third day.
- d) **Decision & Follow-Up**
 - i) Students receive written notification of the outcome and next steps.
 - ii) Records of all petitions (approved or denied) are securely maintained.
 - iii) Students must meet again with the Academic Advisor for registration and course overrides.
 - iv) Students off the standard schedule must meet with the Academic Advisor each semester.
 - v) Students who reject an approved plan are withdrawn from the program.

Note: Students are still responsible for professional fees each semester, including off-schedule or summer terms, which also include additional tuition and fees.

5. RESPONSIBILITIES & MEASURES OF SUCCESS

- a) **Student**
 - i) Initiate petition after a course failure or qualifying circumstance.
 - ii) Meet with advisor to confirm options and seat availability.
 - iii) Submit all required documentation completely and on time.
 - iv) Follow through on approved plan and stay in contact with advisor.
- b) **Academic Advisor**
 - i) Confirm seat availability.
 - ii) Assist in developing a compliant alternative curriculum.
 - iii) Provide updated information to faculty/staff.
 - iv) Support registration and track student progression.
- c) **Program Admissions & Records Specialist**
 - i) Collect, track, and organize petitions.
 - ii) Coordinate committee review meetings and distribute petitions.
 - iii) Maintain secure records of petitions and outcomes.
 - iv) File and report final committee decisions.
- d) **Admissions & Advancement Committee**
 - i) Review petitions in a timely manner.
 - ii) Approve or deny each petition.
 - iii) Provide written decisions with clear next steps.

Health and Safety Requirements

All students must provide proof of completion of all the following health and safety requirements before the start of the first semester and as required in the following list. Each item must have two identifiers: student name and date of birth. Students are responsible for all costs associated with these requirements. Instructions for providing this information will be provided at orientation.

Vaccinations are not a requirement of the University. They are a requirement of most healthcare facilities. Students may request an exemption from vaccine requirements due to medical or religious reasons. Students must initiate an exemption request by consulting the Program Manager or Director. The Manager/Director will collaborate with the student to identify the vaccination policy of the clinical sites they are assigned to attend. The student is responsible for following the procedure of the assigned site. Decisions to accept an exemption request are at the exclusive discretion of the clinical site. Students must be aware that there are a limited number of clinical placement options. The SON will honor the clinical site policy and decision. If the available clinical sites do not accept an exemption request, students may be unable to complete the program. (for more information see <https://www.isu.edu/eo/religious-accommodations/clinical-placement/>)

1.	<p>Tetanus and Pertussis Booster Required:</p> <ul style="list-style-type: none"> • Tdap Vaccine (contains pertussis booster) <p>AND</p> <ul style="list-style-type: none"> • TD booster (does not contain pertussis booster) within the last 10 years 	<p>Required: upload to Canvas proof of your Tdap Vaccination and current TD Booster</p> <p>The <u>TD booster</u> you receive every 10 years <u>does not</u> contain the <u>pertussis</u> or “<u>whooping cough</u>” antibodies.</p> <p>The <u>Tdap vaccine</u> protects against (<u>Tetanus, Diphtheria, and Pertussis</u>).</p> <p>The <u>TD booster</u> protects against (<u>Tetanus</u> and <u>Diphtheria</u>)</p> <p><small>Centers for Disease Control and Prevention. (2020, January 22). Summary of pertussis vaccination recommendations. Centers for Disease Control and Prevention. https://www.cdc.gov/vaccines/vpd/pertussis/recs-summary.html</small></p>
2	<p>Measles, Mumps, Rubella Required:</p> <ul style="list-style-type: none"> · Proof of MMR Vaccine series (2 doses) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Positive MMR titer (recommended) 	<p>Required: upload to Canvas, proof of two MMR vaccinations or proof of a positive MMR titer.</p> <p><i>What if you can't find your vaccination records?</i> Then you must get a titer drawn. If the titer is non-responsive, or equivocal; you will need to be revaccinated and upload new vaccination proof to Canvas.</p> <p><small>Centers for Disease Control and Prevention. (2021, January 26). Measles, mumps, and rubella (MMR) vaccination. Centers for Disease Control and Prevention. https://www.cdc.gov/vaccines/vpd/mmr/public/index.html#who-gets-mmr</small></p>
3	<p>Hepatitis B Required:</p>	<p>Required: Students must provide an initial titer for Hepatitis B and upload this into Canvas. If immune, all requirements are met.</p>

<ul style="list-style-type: none"> ● Positive Hepatitis B-titer ● If your titer comes back <u>negative</u>, or shows you <u>lack immunity</u>. You will need to get <u>revaccinated and have another titer drawn</u>. <p><u>Hepatitis B Vaccination Routine</u> Age 19 through 59 years: complete a 2- or 3- or 4-dose series</p> <ul style="list-style-type: none"> ● 2-dose series only applies when 2 doses of Heplisav-B* are used at least 4 weeks apart ● 3-dose series Engerix-B, PreHevbrio*, or Recombivax HB at 0, 1, 6 months [minimum intervals: dose 1 to dose 2: 4 weeks / dose 2 to dose 3: 8 weeks / dose 1 to dose 3: 16 weeks]) ● 3-dose series HepA-HepB (Twinrix at 0, 1, 6 months [minimum intervals: dose 1 to dose 2: 4 weeks / dose 2 to dose 3: 5 months]) ● 4-dose series HepA-HepB (Twinrix) accelerated schedule of 3 doses at 0, 7, and 21–30 days, followed 	<ul style="list-style-type: none"> ● If not immune, the student must proceed to start a new series of vaccinations before the immunization verification deadline uploading each one into Canvas as they receive it. This shows compliance with the requirements. ● Upon completion of the 3-vaccination series or the new 2-vaccination series, a titer must be drawn after 4 weeks but not greater than 6 weeks following the last dose in the series. ● If the student has a negative titer after 6 doses of the vaccine, the student is considered a non-responder. ● Non-responders are considered susceptible to Hepatitis B, and the student should take appropriate precautions to prevent exposure and infection to Hepatitis B. Testing for Hepatitis B surface antigen should be considered. Students found to be Hepatitis B surface positive should be medically evaluated. The student is responsible to have the titer drawn in the event of clinical exposure to blood or other potentially infectious body fluids as stated in the SON Blood Borne Pathogen Policy. <p><u>Required Hepatitis B Documentation at admission must be submitted to the SON on Canvas</u> Undergraduate students who have completed the Hepatitis B vaccine series (either the 3 dose Hepatitis B vaccine or 2 dose Heplisav-B) must submit the post-vaccination serologic (anti-HBs) test result that demonstrates immunity to Hepatitis B. (This is a “positive titer,” which indicates immunity.)</p> <p><u>Students who have not completed the Hepatitis B vaccine series, at minimum, must submit</u> Documentation of completing the first vaccination of the series before the immunization verification deadline.</p> <p>Documentation of post-vaccination serologic test result that demonstrates immunity to HepatitisB must be completed and submitted to the SON within 7 months of the student’s acceptance to the program. If documentation of the progress of the vaccination series and/or post-vaccination serologic test result are not received in the SON within 7 months of the student’s acceptance to the program, he/she will not be allowed to proceed in the program and/or receive a formal written warning.</p> <p><u>Series completed while growing up or greater than 8 weeks before the verification deadline:</u> Students must submit the post-vaccination serologic test showing immunity to Hepatitis B.</p> <p><u>Series completed within 8 weeks of the verification deadline:</u> Students who have completed the vaccination series within 8 weeks of the immunization verification deadline must submit the</p>
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	<p>by a booster dose at 12 months</p>	<p>postvaccination serologic test showing immunity. The test must be drawn after 4 weeks, but not greater than 8 weeks following the last dose in the series. Submit the post-vaccination serologic test as directed.</p> <p><u>Series initiated but not completed by the verification deadline:</u> Students must submit evidence of initiation of the series by the deadline. Students are required to submit verification of initiation of the series by the deadline. Students are required to submit verification of subsequent doses of the vaccination series as they are received.</p> <p>AND Upon completion of the vaccination series, the post-vaccination serologic test results showing immunity, must be drawn after 4 weeks but not greater than 8 weeks following the last dose in the series.</p> <p><u>Students with non-immune post-vaccination serologic test result with NO documentation of Hepatitis B vaccine series</u> in the SON, students are required to submit documentation of a second series of either the two (2) dose Heplisav-B Vaccine OR the three (3) dose Hepatitis B vaccination series.</p> <p>PLUS, Upon completion of the vaccination series, the post-vaccination serologic test is performed after 4 weeks but not greater than 8 weeks following the last dose of the vaccine. Result of the post-vaccination serologic test must be submitted by the student. If the post-vaccination serologic result demonstrates immunity to Hepatitis B, no further action is needed.</p> <p><u>With documentation of Hepatitis B vaccine series in SON,</u> students can get a 'booster' (one dose) of Hepatitis B vaccine. Four weeks but not greater than 8 weeks following the vaccine, the post-vaccination serologic test is performed and the student submits the result.</p> <p>If the post-vaccination serologic test result demonstrates immunity to Hepatitis B, no further action is needed. If the post-vaccination serologic test demonstrates non-immunity result to Hepatitis B, students are required to submit documentation of a second series of either the two (2) dose Heplisav-B Vaccine OR the three (3) dose Hepatitis B vaccination series.</p> <p>PLUS upon completion of the vaccination series, the post-vaccination serologic test is performed after 4 weeks but not greater than 8 weeks following the last dose of the vaccine.</p> <p>Result of the post-vaccination serologic test must be submitted by the student. If the post-vaccination serologic demonstrates immunity to Hepatitis B, no further action needed.</p>
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		<p>Students with non-immune post-vaccination serologic test result after re-vaccination (either 6 doses of Hepatitis B 3-dose series OR 4 doses of Heplisav-B OR one of each of the 2 series), the student is considered a non-responder.</p> <p><u>Non-responders are considered susceptible to Hepatitis B infection.</u> The student should take appropriate precautions to prevent exposure and infection to Hepatitis B.</p> <p>If a non-responder experiences an exposure to Hepatitis B, CDC recommends they be tested for HBsAg and anti-HBc for Hepatitis B evaluation. It is the student's responsibility to follow through with CDC recommendation.</p> <p>Other Hepatitis B test results will not be accepted under ordinary circumstances.</p> <p>If the student has an unusual circumstance regarding their Hepatitis B status, they are to contact the Administrative Assistant (AA) for the SON Program the student enrolled in. Contact the AA for Traditional Program in Pocatello or the AA for Accelerated Program in Meridian.</p> <p>The student is responsible to have the required post-vaccination serologic test drawn in the event of clinical exposure to blood or other potentially infectious body fluids as stated in the SON Blood Borne Pathogen Policy</p> <p>Centers for Disease Control and Prevention. (2023a, April 27). Adult immunization schedule – healthcare providers. Centers for Disease Control and Prevention. https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html#note-hepb</p>
4	<p>Varicella (Chicken Pox)</p> <ul style="list-style-type: none"> ● 2 doses of Varicella vaccine OR ● Positive titer 	<p>Required Upload to Canvas documentation of <u>2 doses of Varicella vaccination</u></p> <p><i>What if you <u>cannot find your vaccination record</u> or have <u>had chicken pox before</u>?</i> You will need to have a titer drawn that shows you have immunity.</p> <p><i>What if your titer comes back nonresponsive/ equivocal?</i> You will need to complete the full vaccine series. (2 doses) of Varicella vaccine is required. If the student has had chicken pox, a Varicella titer is required to verify immunity. If the titer is non-responsive, or equivocal, documentation of a repeat series, 2 doses of Varicella vaccine, is required</p> <p>Centers for Disease Control and Prevention. (2023a, April 27). Adult immunization schedule – healthcare providers. Centers for Disease Control and Prevention. https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html#note-varicella</p>

5	<p>Influenza <u>Annual influenza vaccine</u> (Quadrivalent formula is recommended but not required.) Documentation is due October 30th. Unless a Declination Statement is signed and submitted to the SON (see below).</p>	<p>Required Upload documentation of annual influenza vaccine to Canvas or a signed Declination Statement (Appendix I) is due by October 30.</p> <p>Students who decline the Influenza vaccination WILL BE REQUIRED to wear a FACE MASK in the <u>Simulation Lab</u>, <u>all activities that count as clinical hours</u>, <u>AND all clinical facilities REGARDLESS if they have a no face mask policy or not</u>. Clinical facilities may refuse to host students who are not currently on influenza vaccination.</p> <p>Centers for Disease Control and Prevention. (2023a, April 27). Adult immunization schedule – healthcare providers. Centers for Disease Control and Prevention. https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html#note-flu</p>
6	<p>Tuberculosis (TB Test) Required annually · A current negative TB skin test screening to be current at all times while in the SON · Current requires the test to be performed annually and not expired while in the SON · Required Annually</p>	<p>All students enrolled in ISU’s SON must be free of active signs and symptoms of Tuberculosis.</p> <p>Students with a Positive skin test in the past or received the Bacillus Calmette–Guérin (BCG) vaccine. It is recommended the student have a chest x-ray and submit X-ray interpretation results. (NOTE: This vaccine is not widely used in the USA mostly used in Central and South America where disease is most prevalent)</p> <ul style="list-style-type: none"> • Student must submit negative chest x-ray interpretation, And/or • Submit a letter from a health care provider stating the student does not have active Tb. • <i>These instances will be handled on a case by case basis.</i> <p>Please contact the SON for further instructions</p> <p>Students with a baseline positive or a newly recognized positive skin test: It is not recommended that the student receive another Tb skin test. Student must complete the following steps:</p> <p><u>Baseline Testing-QuantiFERON Gold test: One Step Test * recommended</u> The TB blood test does not require two-step testing unlike the <u>Mantoux TB skin</u> test. Additionally, TB blood tests are not affected by the BCG vaccine. Protocol for TB blood test: -Administer TB blood test -Review result -Negative — consider not infected -Positive — consider TB infected and evaluate for TB disease* Document results</p> <p><u>Mantoux tuberculin skin test: Two-Step Test</u> If the Mantoux tuberculin skin test (TST) is used to test health care personnel upon hire (preplacement), two-step testing should be used. This is because some people with latent TB infection have a negative reaction when tested years after being infected. The first TST may</p>

		<p>stimulate or boost a reaction. Positive reactions to subsequent TSTs could be misinterpreted as a recent infection.</p> <p>Step 1 Administer first TST following proper protocol Review result Positive — consider TB infected, no second TST needed; evaluate for TB disease. * Negative — a second TST is needed. Retest in 1 to 3 weeks after the first TST result is read. Document result</p> <p>Step 2 Administer second TST 1 to 3 weeks after first test Review results Positive — consider TB infected and evaluate for TB disease. Negative — consider a person not infected. Document result</p> <p>Centers for Disease Control and Prevention. (2019, May 16). TB screening and testing of Health Care Personnel. Centers for Disease Control and Prevention. https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm</p>
7	SARA-CoV2 (Covid-19) · 2 doses of PfizerBioNTech or Moderna	Students are required to comply with the COVID-19 vaccination standards of the clinical site to which they are assigned. The SON will not collect COVID-19 vaccination information unless required by a specific clinical site.
8	Drug screening- a specific date will be assigned for completing drug screening. Do not submit until requested.	<p>All incoming students will complete a standard 12-item urine drug screen before beginning classes. Students will be notified when the drug screen is to be completed. Subsequent drug screens may be requested for cause by any faculty member or clinical site.</p> <p>Students whose prescription medications result in a positive drug screen must provide evidence of a current prescription with the drug screen results. The facility must utilize a drug testing procedure to test for the following drugs:</p> <ul style="list-style-type: none"> • Opiates • Amphetamines • Benzodiazepines • Barbituates • Methylenedioxymethamphetamine • Oxycodone • Methamphetamines • Methadone • Phencyclidine • Marijuana • Cocaine • Buprenorphine
9	CPR	The SON 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 program. It is the

		<p>student's responsibility to maintain a CPR certification and to submit a copy to the Undergraduate Nursing office. The Certification Card is the only acceptable proof, not proof of payment or the temporary card. Certification will be kept in the student's permanent file. The American Heart Association Basic Life Support for Health Care Providers or CPR with AED training are accepted. Certification from any other organization will not be accepted. The American Heart Association covers all the facilities with which we have agreements.</p>
10	Criminal Background Checks	<p>All students will complete a criminal background check per the Idaho Department of Health and Welfare (IDHW) prior to the first semester of classes. Directions will be issued with the admission information. Select clinical sites MAY require a second background check.</p>

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 others.
- I understand that by choosing to decline the influenza vaccine, I will be required to wear a hospital-appropriate face mask for all clinical and classroom experiences during declared flu season. Failure to wear the mask will result in being sent home with no option for make-up. Continued refusal will be considered willful non-compliance and may result in dismissal from the program (see Just Culture).
- I understand I may change my mind at any time and accept the influenza vaccination.

Date _____

Signature _____



Media Release

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University (Idaho State) to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State's educational, marketing, and promotional purposes in perpetuity. Idaho State shall have the right to photograph, record, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse my name, image, voice and likeness in all markets, media, and technology now known or hereafter developed. Idaho State may exercise any of these rights itself or through any assignees, licensees, or other parties including other Universities.

I acknowledge that I will not be compensated for these uses, and that Idaho State exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State, its assignees, and its licensees from any claims that may arise from these uses, including without limitation claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State is not obligated to use any of the rights granted under this Release.

[Signature Line]		[Signature Line]	
FULL NAME (PRINTED)		SIGNATURE	
[Address Line]		[City Line]	[State Line]
ADDRESS (STREET)		(CITY)	(STATE) (ZIP)
[Email Line]	[Phone Line]	DATE	
EMAIL ADDRESS	TELEPHONE NUMBER	DATE	

If you are under eighteen (18) years of age, your parent or guardian must sign below:

I represent that I am a parent/guardian of the minor who has signed the above release and that in that capacity Idaho State has my consent and authorization to use the name, voice and/or likeness as described above.

Parent/Guardian:

[Signature Line]		[Signature Line]	
FULL NAME (PRINTED)		SIGNATURE	
[Address Line]		[City Line]	[State Line]
ADDRESS (STREET)		(CITY)	(STATE) (ZIP)
[Email Line]	[Phone Line]	DATE	
EMAIL ADDRESS	TELEPHONE NUMBER	DATE	

Student Expectations for Successful Achievement of a BSN at ISU

- I understand Nursing is a rigorous academic program.
- I understand that each credit generally requires approximately 3 hours of work per week, split between class and homework.
 - 14-15 credits = 42-45 hours per week
 - 17-18 credits = 51-54 hours per week
- I understand that the program requires in-class and clinical experiences, which may involve weekends, evenings, and nighttime hours.
- I understand that missing classes or clinical rotations should only happen in extreme circumstances that are out of my control.
- I understand that class may not be made up, and I am responsible for knowing the content taught that day.
- I understand professors may not lecture on all assigned material, and I am responsible for all assignments.
- I understand that clinical time is required and challenging to make up. If I miss a clinical, I may be required to attend makeup sessions at a different time, day, or place.
- I understand that clinical rotations occur in various areas and **could require travel up to 200 miles from my program's campus.**
- I understand that I can be scheduled for clinical rotations, classes, final exams, and other educational activities until the last day of each semester.
- I understand that nursing requires professional fees in addition to tuition. These fees support program-wide needs (e.g., adjunct professors, task trainers, and simulation equipment).
- I understand there are costs every semester for books, exams, and class materials. The SON will provide *estimated costs* in advance, and I am responsible for purchasing supplies and paying fees on time.

Signature _____

Date _____

EXPERIENTIAL EDUCATION CONFIDENTIALITY UNDERSTANDING

By signing and dating this Confidentiality Understanding, the undersigned **STUDENT** indicates an understanding of, and agrees to be bound by, applicable terms and conditions of any agreement between any **FACILITY** and IDAHO STATE UNIVERSITY (“**PROGRAM**”). The **STUDENT** acknowledges that, as a material part of the consideration provided to **FACILITY** in exchange for **FACILITY** allowing the **STUDENT’S** clinical education at **FACILITY**, **STUDENT** agrees that any patient information acquired during the clinical education is confidential and that the **STUDENT** shall maintain the confidentiality of and not disclose this information at all times, both during the clinical education and after it has ended. **STUDENT** further agrees to abide by the applicable rules and policies of **FACILITY** and **PROGRAM** while at **FACILITY**. **STUDENT** understands that, in addition to other available remedies, **FACILITY** may immediately remove the **STUDENT** and terminate the **STUDENT’S** clinical education at the **FACILITY** if, in the opinion of **FACILITY**, the **STUDENT** endangers a patient, breaches patient confidentiality, disrupts the operation of **FACILITY**, or refuses to comply with the requests of **FACILITY** or its supervisory staff.

I have read and understand this Confidentiality Understanding and agree to abide by its terms. This Confidentiality Understanding shall be effective for the duration of the **STUDENT’S** enrollment in the School of Nursing program.

Student’s Signature Date

Student’s Name (Print)

(Original signed form will be saved in the student’s record.)



**Idaho State
University**

Informed Consent and Release

This allows ISU to use and release a student's records for criminal background checks, drug screens, health screens, immunizations, and any other applicable reports

Instructions: This form is to be used when a student is: 1) applying for admission to a program, 2) applying for field-based experience, or 3) requesting to complete a health-related program's clinical requirements. Questions may be directed to Sandi Rich in the Office of General Counsel at sandirich@isu.edu or 208-282-2683.

I am submitting this form in conjunction with my: (check one applicable item and fill in the blank)

_____ 1. Application for admission to the ISU College of _____
(Program).

_____ 2. Application for field-based experience with the ISU College of _____
(Program).

_____ 3. Request to participate in health-related clinical internship experiences for the ISU College of _____
(Program).

- I hereby authorize ISU, its qualified agents, and/or clinical facilities to receive, use, and disclose, in connection with the Program checked above, any applicable information, records, and reports, including, but not limited to, background check information, including copies of any of my past and present law enforcement records; drug screen reports; health histories and screens, immunizations, insurance, Social Security number traces for previous residencies, employment checks, Office of Inspector General (OIG) Sanctions Lists, General Services Administration's Excluded Parties Listing Systems (e.g. GSA/EPLS), violent sex offender and predator registry searches, applicable federal and state exclusion lists, US Treasury Office of Foreign Assets Control (OFAC) checks, and lists of specifically designated nationals. I agree to purchase an ISU approved background check from a designated third-party vendor for the purpose of assisting my Program and/or clinical facilities in evaluating my suitability for admission to the Program or participation in clinical internship and field experiences. The release of my personal information, records, and reports is expressly authorized.
- I understand that information contained in the background check or any additional records and reports may result in: 1) my being denied full admission to the Program and, consequently, dismissal from the Program; or 2) my being denied or dismissed from the field-based experience and, consequently, denied admission to or dismissal from the Program; or 3) my being denied a clinical internship assignment and, consequently, dismissal from the Program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal from the Program.
- I understand that I have online access through the applicable vendor's website to view my background check results which is the same information that the Program receives for my background check. I understand that reasonable efforts will be made by ISU to protect the confidentiality of the information it receives. I further understand that the results of the background check and other reports may be reviewed by the following individuals and entities when evaluating my suitability, including, but not limited to, the applicable dean, chair, program, department, the Office of General Counsel, and clinical facilities.

- If adverse information is contained in my records and results, I understand that I can view my own records and results and may be asked to provide more information in writing to the Program. I understand that admission decisions made by the Program are not subject to appeal.
- I hereby give the Program permission to release my background report and any other records to facilities to which I am assigned for internship/practicum experiences prior to beginning the assignment and regardless of whether such facilities have required the background check or other reports. I understand facilities may refuse me access to their clients or patients based on information contained in my records, background check, or other reports and that facilities' criteria may differ from that of the Program.
- I hereby release, hold harmless, and covenant not to sue the State of Idaho, Idaho State University, its agents, officers, governing board, and employees or clinical facilities from any liability or damage in providing and disclosing my background information or any other records. I agree that a photocopy or electronic version of this authorization may be accepted with the same authority as the original.
- I understand ISU is not responsible for the accuracy and content of the background check information provided by the third-party vendor or any other reports and I hereby further release, hold harmless, and covenant not to sue the State of Idaho, Idaho State University, its agents, officers, governing board, and employees from any and all claims, including, but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of background information.
- I further understand that 1 - background checks, drug screens, additional reports, program admission, field experiences, and internship/practicum placements are subject to the policies and requirements of ISU, my Program, and/or clinical facilities; and 2 - I am responsible for all costs associated with this process.

By signing below, I acknowledge that I have carefully read this document and I understand and agree to its contents:

Signature: _____ **Date** _____
(Student or Parent/Legal Guardian if under 18)

Print Student Name _____

Please print or type all names you have used in the past (use other side of page if necessary):

Student Date of Birth _____

ISU Witness _____ **Date** _____

Print Name _____

College/Department _____

CLINICAL EDUCATION INFORMATION and ASSUMPTION OF RISK

Participation in clinical education, including clinical simulations in didactic (classroom) settings, is required by professional accreditation standards for health sciences programs. Participation in such activities, including any placement in a healthcare facility or clinical site (including hospitals, clinics, pharmacies, or other such entities) for the purpose of clinical education entails certain risks, including the risk of exposure to infectious diseases and other personal injuries. Similarly, there exists some level of risk in didactic settings. While every effort will be made to minimize risks to students, staff, and faculty, the elimination of all such risks is beyond the control of the program or university. Vaccination for many infectious diseases, including COVID-19, may be required by a healthcare facility for placement in clinical education. If unvaccinated, restrictions upon student activities by the program or site may be imposed. Placement at certain healthcare facilities or sites may be contingent on vaccination status and requirements may change without advance notice. Educational opportunities missed due to lack of vaccination may delay graduation and/or result in additional educational expenses.

I freely and voluntarily accept the health risks and potential facility requirements described above to complete my clinical educational requirements. I also understand that COVID-19 and other vaccinations are recommended, but not required by Idaho State University. I understand that some health facilities or clinical sites may require these vaccinations to participate in certain aspects of clinical education. If I choose NOT to be vaccinated for COVID-19 or other diseases, I may be required to adhere to additional guidance based on CDC recommendations and clinical site policy. Before engaging in clinical education, please read, initial, and sign the following:

Initials

_____ 1. I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical site and my designated program contact person for instructions.

_____ 2. If I am exposed to COVID-19 or other communicable diseases, and NOT [up to date](#) on appropriate vaccinations, I will immediately notify the appropriate person(s) at my clinical site and my designated program contact person and may be required to quarantine. I understand that required quarantine time will need to be made up to complete program requirements.

_____ 3. I will comply with clinical site policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified. I will complete any required infection control or personal protective equipment (PPE) training by my program or the clinical facility.

_____ 4. I will follow all infection control guidelines, policies, and procedures of the clinical facility, program, and/or university. Such guidelines are subject to change as more information becomes available.

_____ 5. I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.

_____ 6. I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public health recommendations at any clinical education site.

_____ 7. I recognize I have the right not to participate in clinical education because of potential risks to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation will need to be made up to complete program requirements and may delay my graduation.

_____ 8. If I test positive for COVID-19, I will notify my program's clinical coordinator and complete the self-report form.

_____ 9. I will follow all ISU or health facility-related screening and vaccination requirements.

_____ 10. I acknowledge that screening and vaccination requirements are subject to change and may vary by clinical site.

Documenting Exemptions:

Students may request an exemption to a clinical facility or site's vaccination requirement for valid medical or religious reasons. If a student chooses not to be vaccinated for a medical or religious reason and seeks an exemption from the vaccination requirement imposed by a clinical site, further documentation may be required by the site. Some sites may facilitate the religious exemption request themselves and the student will need to complete the site's appropriate form. Other sites may ask the university to help facilitate this process. Decisions to accept an exemption request are generally up to the clinical site.

Medical exemption requests: Students should work with the ISU Office of Disability Services for disability accommodations. Students can call (208) 282-3599 (Pocatello), (208) 373-1723 (Meridian), or email disabilityservices@isu.edu. Upon the conclusion of the accommodation process, the Office of Disability Services will email a letter to the student with the decision of the medical exemption request for submission to any requesting clinical site.

Religious exemption requests: Students should work with the Office of Equity and Inclusion for a religious exemption. Please refer to <https://www.isu.edu/aaction/religious-accomodations/>. The Office of Equity and Inclusion will email a letter to the student with the decision of the religious exemption request for submission to any requesting clinical site. Students can reach the Office of Equity and Inclusion at (208) 282-3964..

Opt-out Guidelines:

In general, satisfactory progression through professional curricula requires that students complete clinical and didactic course requirements in the semester in which they are enrolled. Programmatic requirements are based on professional accreditation standards

and licensing board requirements, and include clinical education activities. Should a student be unable to complete requirements due to illness or CDC-recommended isolation/quarantine, make-up work may be allowed if congruent with programmatic or university policies for other medically-related absences. Should a student choose not to complete any course or program requirement related to clinical education, the student is responsible for contacting the course instructor and providing a rationale for “opting out.” Opt-out policies may vary between programs; students should contact their individual programs for specifics on process. Delays in progression and/or graduation may occur due to quarantine time and/or if a student chooses to opt-out of any aspect of required coursework or clinical education.

Student Signature/ Date

Student Printed Name

This assumption of risk is ineffective for the course of the program of study or until a new document is signed, whichever is greater. *(Original signed form will be saved in the student's record.)*

Idaho State University School of Nursing Infection Control Plan

Overview:

In all clinical settings, there is a risk of exposure to respiratory, contact, droplet, and bloodborne pathogens, including but not limited to hepatitis B (HBV), hepatitis C (HCV), human immunodeficiency virus (HIV), influenza (flu), respiratory syncytial virus (RSV), COVID-19, tuberculosis (TB), clostridioides difficile (c. diff) and others. All students and faculty must understand the risks of contagion and adhere to all standard practices of the profession, the SON, and each clinical site to reduce the chance of exposure.

Introduction:

Clinical care poses risks to professionals and patients. Professionals who fail to follow best practices in infection control pose risks to themselves, other patients, and the community. All healthcare team members are responsible for reducing the risk of contagion at all opportunities. The SON teaches these practices in appropriate courses and reinforces them in all simulated learning experiences. Exposure risk is small in the SON classes and laboratories. Students and faculty must follow all infection control guidelines when providing patient care in all settings.

Clinical sites:

The SON partners with accredited clinical sites for all student experiences. Each site will provide personal protective equipment (PPE), safety equipment, and procedures for use. All students and faculty are expected to comply fully with these standards. Any student or faculty member who identifies an excessive risk at a clinical site is expected to report it to the site's leadership and the SON. Students and faculty can refuse assignments if appropriate PPE and safety equipment are unavailable. Refusal to adhere to clinical site infection control procedures is grounds for dismissal from the SON.

OSHA standards for bloodborne pathogens (BBP, [29 CFR 1910.1030](#)) and personal protective equipment (PPE, [29 CFR 1910 Subpart I](#)) require employers to protect workers from occupational exposure to infectious agents. The BBP standard applies when workers have occupational exposure to human blood or other potentially infectious materials (OPIM), as defined in paragraphs (a) and (b) of the BBP standard, and requires the use of universal precautions to prevent contact with these materials.¹ Adhering to standard and transmission-based precautions in healthcare settings is recommended by Centers for Disease Control and Prevention (CDC), and protects workers from a wider range of infectious disease hazards than the BBP standard. (Occupational Safety and Health Administration, retrieved 1/1/25) (<https://www.osha.gov/bloodborne-pathogens/worker-protections>)

Generally accepted infection control PPE and safety equipment include but are not limited to:

- Handwashing facilities and gel cleanser as appropriate
- Gloves, various levels of protection
- Masks, various levels of protection
- Face shields/eye protection
- Fluid impervious gowns, various levels of protection
- Safety needles/sharps
- Sharps disposal boxes
- Separate trash management for infectious and hazardous material
- Facility air handling engineering controls
- Separate equipment for storage and transport of blood, body fluids, and parts
- Color-coded, standardized labels for infectious and hazardous material during storage and transport
- Equipment and trained personnel for managing unexpected spills of infections and hazardous material
- Eyewash/body decontamination in high-risk locations

SON Laboratories:

The SON operates numerous laboratory spaces. These multi-use spaces provide learning opportunities for task training and simulated experiences. All lab spaces have safety equipment equivalent to standard patient care areas. All faculty and staff will adhere to the SON Laboratory Manual when using any lab. This manual includes the application of PPE and other safety equipment as appropriate to the task or simulation experience. Any student or faculty member who identifies an excessive risk in a lab must report it to the faculty leadership. Students and faculty can refuse assignments if appropriate PPE and safety equipment are unavailable. Refusal to adhere to the lab manual infection control procedures is grounds for dismissal from the SON (see lab manual).

Post-exposure plan:

Even with appropriate use of PPE, exposure to contagions can occur.

- Blood and body fluid exposure: when a patient's blood or other body fluids come in contact with a provider's eyes, nose, mouth, or broken skin.
- Respiratory/droplet or contact exposure occurs when a provider has unprotected contact with known infectious pathogens (e.g., providing care in a respiratory isolation room without appropriate PPE or before the need for isolation is known).

When a student or faculty member is aware of an exposure, it must be reported, and post-exposure care must be initiated as soon as possible.

Exposures at clinical sites:

1. Ensure patient safety
2. Wash the affected area (eyes, nose, mouth, skin) with large amounts of moving water.
3. Seek immediate first aid at the clinical site by reporting the incident to the site preceptor and following the employee exposure plan. Employee exposure plans will vary by setting.
4. As soon as immediate first aid is complete, students notify faculty, and faculty notify their immediate supervisor of the exposure. (If the faculty is exposed, notify the supervisor.)
5. If the clinical site has a post-exposure procedure, complete this process, including documentation. **If the setting does not have a procedure or documentation for post-exposure care, please report to Student Health Services, an emergency department, or a personal provider for care.*
6. Complete the SON Pathogen Exposure form and submit it to your course faculty ASAP. (see attached) Faculty will review for completion and send the form to the Associate Dean for SON.
7. Follow all steps of the exposure plan at the clinical site, including follow-up and care recommendations. Idaho State University provides workers' compensation benefits to faculty while performing their job duties within the scope of their employment.
8. As work experience students, Idaho State University provides workers' compensation benefits to students performing clinical site rotations required by their program. This coverage is not available to students during their normal coursework and other engagements on campus.
9. Coverage could be impacted by a failure to report or follow care recommendations in a timely manner. SON leadership will connect the student or faculty with these University resources if injuries are sustained and require further intervention.
10. Where possible, injured employees and work experience students should seek medical treatment from our preferred providers for ease of claim coordination. Your visit may not be covered by workers comp if you do not initiate care with our preferred provider. If needed, our preferred providers can refer you to a specialist. After hours, the injured employee or work experience student should seek treatment at an Immediate Care or Emergency Center of their choice. Please see the Workers' Compensation webpage for a list of preferred providers: <https://www.isu.edu/ogc/workers-compensation/>

Exposures in a SON laboratory:

1. Ensure patient safety
2. Wash the affected area (eyes, nose, mouth, skin) with large amounts of moving water.
3. Report the incident to the faculty responsible for the lab.
4. Faculty will assess the exposure and determine the need for further care. Basic first aid will be provided on-site as much as possible. Emergency services are available by calling 911 and campus public safety. **Most lab-based incidents result from a clean sharp, or needle piercing the skin. This is a needlestick/sharps injury, not a blood exposure. This kind of injury does not require further healthcare unless multiple interventions are required to stop the bleeding.*
5. As soon as immediate first aid is complete, faculty notify their immediate supervisor of the exposure and complete the SON Pathogen Exposure Form. (see attached)
6. Idaho State University provides workers' compensation benefits to faculty while performing their job duties within the scope of their employment
7. As work experience students, Idaho State University provides workers' compensation benefits to students performing clinical site rotations required by their program. This coverage is not available to students during their normal coursework and other engagement on campus.
8. Coverage could be impacted by a failure to report or follow care recommendations in a timely manner. SON leadership will connect the student or faculty with these University resources if injuries are sustained and require further intervention.
9. Where possible, injured employees and work experience students should seek medical treatment from our preferred providers for ease of claim coordination. Your visit may not be covered by workers comp if you do not initiate care with our preferred provider. If needed, our preferred providers can refer you to a specialist. After hours, the injured employee or work experience student should seek treatment at an Immediate Care or Emergency Center of their choice. Please see the Workers' Compensation webpage for a list of preferred providers: <https://www.isu.edu/ogc/workers-compensation/>

Tracking and Surveillance:

The SON will track infection control exposures. Annually, the Associate Dean or delegate will review all reports, assessing for patterns, commonalities, or opportunities to reduce risk. Results will be reported to the Faculty Council. The Council will determine if further action is appropriate to reduce risk. The Council can also determine if an action plan needs to be made and completed and the timeline for completion.

Supervisor's Accident Report

This form is for ISU employees or authorized volunteers who may become injured while performing their official duties.

Name of Injured Person: _____

Injured Person Contact Info: _____

Position & Department: _____

Supervisor Name & Title: _____

Supervisor Contact Info: _____

Location of Accident: _____

Date of Accident: _____ Time: _____ Date Supervisor Notified: _____

Was the injured person on duty at the time of accident? YES NO

Did they leave work? YES NO Date: _____ Time Out: _____

Did they return to work? YES NO Date: _____ Time In: _____

Describe how the accident occurred. Include details such as the specific task being performed, any machinery, tools, or objects involved, and any factors that contributed to the accident.

Nature of Injury: _____

Part of Body Injured: _____

Name of Treating Physician or Hospital: _____

Was the accident caused by faulty equipment? YES NO

Was the accident caused by someone outside of ISU? YES NO

If yes, identify and explain: _____

Was protective gear or other safeguards provided and/or used? YES NO

Explain: _____

Did anyone witness the incident? YES NO If yes, identify: _____

What corrective action has or will be taken to prevent similar accidents? _____

Injured Person Signature

Date

Supervisor Signature

Date

School of Nursing Laboratory Policy Manual

Overview

The SON operates numerous laboratory spaces on multiple campuses. Partnerships for equitable laboratory space are made with local facilities for SON programs not located on an ISU campus. All lab spaces are multi-use, providing learning opportunities for various nursing and allied health students. All users must follow the guidelines in this manual at all sites.

All lab users will have access to this manual before and during use.

The College of Health Simulation Faculty (COHSF) oversees and directs the use of the simulation labs operated by the SON. Any concerns, questions, or suggestions regarding the labs should be directed to them.

Lab spaces are places for learning. Students are expected to make mistakes and need reminders, guidance, and support to be successful. Any lab user who refuses to follow safety directions from the faculty or commits any willful, intentional violation of these policies will be immediately removed from the lab. For nursing students, this may result in dismissal from the SON per program-specific guidelines. The COHSF will consult with the responsible faculty for non-nursing students to determine if the removed student may return and under what conditions. The COHSF will resolve all questions or disputes regarding the application of these policies.

General use:

1. All SON labs are learning spaces and operate in accordance with all ISU policies and procedures, including those governing academic honesty, civility, and accommodations.
2. All nursing students using the labs are subject to all policies in the SON handbook specific to their program.
3. All labs are designed to replicate patient care settings. As such, all users are expected to follow general standards of patient care consistent with their profession and program, including but not limited to:
 - a. Dress code
 - b. Cell phone use
 - c. ID badges
 - d. Confidentiality: anyone acting as a patient is treated as a patient
 - e. Food and drink are not allowed in any lab area. Each area has a designated location for food and beverages.
 - f. Safety precautions:
 - i. Hand hygiene
 - ii. Use of personal protective equipment (PPE)
 - iii. Use of needles and sharps
 - iv. Disposal of equipment (regular trash, sharps disposal, infectious or hazardous waste)
4. Students are not allowed in the lab without supervision of faculty or designated lab staff.
5. General lab supplies will never be intentionally used on a person. They are not sterile or packaged for human use. The COHSF may identify equipment for use on live patients in specific circumstances. (First aid supplies are maintained separately.)

6. Mannikins and task trainers must be utilized following the product information and at the direction of trained faculty or the simulation technicians.
7. All users will follow the directions of course faculty, simulation faculty, and simulation technicians to use all spaces and equipment responsibly.
8. The labs strive to be latex-free. This is not always possible based on manufacturing and supply availability. **If you have a latex allergy, identify this to the course faculty to plan for your safety.**
9. Everyone is responsible for safety. Anyone identifying a safety risk is responsible for not using the equipment and notifying course faculty immediately. Course faculty will remove or isolate the item and notify either the COHSF, simulation faculty, or simulation technician, who will take corrective action.
10. All users are responsible for cleaning the labs.
 - a. Dispose of used items in appropriate locations
 - i. Regular trash
 - ii. Repackaging bins
 - iii. Place items for washing into labeled bins
 - b. Return unused items to the location from which they were removed.
 - c. Wipe down tables, computer keyboards, mannikins, and other heavily touched equipment with the appropriate cleaning material per the faculty or simulation technician
 - d. If people, not mannikins, use the beds, remove used linen and remake the bed with clean linens. (Avoid wearing shoes in the beds.)
11. No equipment is to be removed from the lab without completing the **Home Use of Lab Equipment** process.

Use of supplies:

The labs provide a variety of healthcare supplies for learning and practice. The supplies are limited. All users will follow the guidance provided by course faculty regarding the quantity of supplies for each procedure or task.

1. Supplies may be:
 - a. used once (one-time use and disposed of)
 - b. reused by the same student (students practice with the equipment repeatedly before disposing)
2. Supply disposal may be:
 - a. Into the trash according to trash type (regular, sharps, infectious, or hazardous)
 - b. Repackaged. Some items are recycled and repackaged by staff. Items for repackaging are placed in labeled bins.
 - c. To be washed, items to be washed by lab staff will have bins available
3. No one will use any equipment until they receive instructions for use.

Sharps

Needles and other sharp items are available and used in the lab. All users must follow standard practice guidelines for appropriate and safe use.

1. Safety devices are provided as available. Recapping needles/sharps is never acceptable.
2. Sharps containers are provided for safe disposal.
3. All needle sticks or sharps injuries must be reported immediately to course faculty. (see infection control plan)

Mannikins and task trainers

Various mannikins and task trainers are stored, maintained, and used in the labs.

1. Do not use mannikins/task trainers without direction from the course faculty or simulation technician.
2. Do not move the mannikins without authorization and direction from the COHSF or simulation technicians.
3. Use only approved supplies on the mannikins
 - a. No iodine products
 - b. No writing implements, use only pencils in the rooms, pen cannot be washed.
 - c. Clean only with a clean, damp cloth and only at the direction of the COH Simulation Faculty or simulation technicians.
4. Handwashing is required before using mannikins.
5. Ensure each mannikin is plugged in before leaving.

Electrical equipment

Various electrical equipment is stored, maintained, and used in the labs. This includes but is not limited to mannikins, IV pumps, oxygen and suction headboards, and video equipment.

1. Always visually inspect the cords and outlets before use. Do not use any frayed or bent equipment.
2. Only unplug devices by holding the plug; never pull on the cord.
3. Do not use or place devices near the sink or other water source.
4. Only use equipment designed to work together. (ex. only IV pump tubing is to be used with IV pumps.)

VR SIM equipment

Some labs are equipped with Virtual Simulation (VR SIM) spaces.

1. No students may use the VR SIM without faculty or designated staff supervision.
2. Students must complete the VR SIM orientation before using the equipment.
3. Students must leave an ISU ID badge or driver's license when signing in to use VR SIM goggles.
4. Goggles must be cleaned at the end of use per posted directions.
5. Goggles must be returned before leaving the space. IDs will be returned to users when the goggles are received.
6. Students may not check goggles out of the lab.

Home Use of Lab Equipment

Some equipment can be assigned for student use outside of the lab. COHSF determines what is

available for checkout. Availability is at the COHSF discretion. Considerations include but are not limited to: replacement cost, risk of misuse, needs for in-lab use, and rationale for home use. *Equipment can be checked out for a maximum of five (5) calendar days.*

1. Disposable equipment:
 - a. Disposable equipment includes items that are either one-time or reusable.
*Needles and sharps require special handling; *see below.*
 - b. Students checking out disposable items are required to dispose of them properly.
*Needles and sharps require special handling; *see below.*
2. Non-disposable items:
 - a. Some task trainers and re-packaged items may be checked out.
3. Any student requesting to check out non-disposable equipment must:
 - a. Have already learned to use the equipment in class
 - b. Have written approval from the course faculty on the Home Use of Lab Equipment Request form.
 - c. Check out the equipment with the simulation technician, COHSF, faculty lab coordinator, or student lab assistant.
4. Undergraduate nursing students do NOT remove needles or sharps from the lab. If other students are approved by their faculty to remove needles or sharps, the course faculty must notify the COHSF in advance.
5. Course faculty who approve the removal of needles or sharps from the lab will be responsible for educating the students on the safe disposal of the items.
6. Items that are accidentally broken or misplaced must be identified immediately to the course faculty and the COH Simulation Faculty. Students will not be held accountable for accidental loss or damage. Honesty is expected.

Home Use of Lab Equipment Request Form

Student name _____ ISU ID # _____

Date request is made _____ Location of lab equipment is coming from _____

To be completed by the student:

Equipment requested: _____

Course name and number enrolled in: _____

Day and time course meets in the lab _____

Faculty signature: _____

By signing the above, I attest that this equipment is appropriate for this class; the student received education about the proper use, care, maintenance, and disposal of the equipment and has demonstrated such.

To be completed by designated lab personnel providing equipment:

The equipment is:

- Disposable- student to dispose of properly no return is needed.
- Non-disposable items. Describe the condition of the item:
 - Excellent, no signs of damage or use
 - Adequate, some wear and tear and functioning correctly

Date Item removed from lab _____

ALL ITEMS ARE DUE IN FIVE (5) CALENDAR DAYS.

DUE DATE _____

Student signature _____

Lab personnel signature _____

ON RETURN

To be completed by designated lab personnel providing equipment:

The equipment is:

- Disposable- student to dispose of properly no return is needed.
- Non-disposable items. Describe the condition of the item:
 - Excellent, no signs of damage or use
 - Adequate, some wear and tear and functioning correctly
 - Damaged, non-functioning

DATE _____

Student signature _____

Lab personnel signature _____

Title IX Notice of Non-discrimination and Accommodations of Students with Disabilities

Title IX Notice of Non-Discrimination (Sexual Harassment)

ISU is committed to providing a safe educational and work environment. As a university community, we value compassion and the safety of all employees and students. Sex- and gender-based discrimination (including sexual harassment, sexual violence, dating/domestic violence, and stalking) limits access to education and work opportunities. ISU will follow the guidelines set forth in Title IX of the Education Amendments of 1972 to stop, remedy, and prevent negative effects of sex- and gender-based discrimination. ISU is dedicated to ensuring a prompt, effective, and compassionate response to any report of sex- or gender-based discrimination. To report possible discrimination, ask questions, or communicate concerns, contact ISU Title IX Coordinator at 208-282-1439. For more information, see <https://www.isu.edu/title-ix/>

Title VI Discrimination Based on Race, Color, or National Origin

Title VI of the Civil Rights Act of 1964 (Title VI) is the federal law that protects individuals from being discriminated against based on their race, color, or national origin in programs that receive federal assistance. While compliance with the law is the responsibility of all members of the ISU community, the University Director of Equity and Inclusion has the primary responsibility for Title VI compliance. Concerned parties may contact the Office of Equity and Inclusion to make a complaint under the grievance procedures of ISU. ISU is committed to resolving issues through our internal processes. We have programs designed to support and assist victims. Individuals also have the right to file a complaint directly with the Office of Civil Rights (OCR) under the OCR's complaint process. Details about resources and processes can be found [here](#).

Notification of Student Rights Under FERPA

Idaho State University in compliance with the Family Education Rights and Privacy Act (FERPA), is responsible for protecting and maintaining the privacy of student records and judiciously evaluating requests for release of information from those records. FERPA affords students certain rights with respect to their education records.

FERPA authorizes the release of “Directory Information” without the student’s prior consent under certain conditions which are set forth in the Act. Idaho State University has defined its “Directory Information” as follows:

Student name	Full-Time/Part-Time status
Address listings	Major field of study
Telephone listings	Degree types and dates
Photograph	Club/athletic participation
E-mail address	records
Dates of attendance	Height & weight of members of
Enrollment status	athletic teams
Class level	Scholarships Awarded
College	High-School attended

Students may restrict access to their directory information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. Although the initial request may be filed at any time, the restriction of information is permanent until you request, in writing, that it be removed. The restriction will remain in place even after you have stopped attending or have graduated from Idaho State University. Students who wish to restrict access to all of their directory information, as listed above, may do so by following the protocol outlined here.

Accommodation of Students with Disabilities

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. The ADA extends civil rights protection for people with disabilities in matters that include transportation, public accommodations, accessibility, services provided by state and local government, telecommunication relay services, and employment in the private sector.

Idaho State University will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. ISU will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities. Students with disability-related needs should contact the Director of Disability Services, Mail Stop 8121, (208) 282-3599 (V/TTY). 1-800-377-3529 <https://www.isu.edu/disabilityservices/student-accommodationinformation>

The College is committed to providing an accessible learning environment for students with documented disabilities. Upon acceptance into this program you represent that you have read and understand all the requirements of this program and are qualified to meet those requirements with or without reasonable accommodation. If you are a qualified individual who has a diagnosed disability or if you believe you have a disability (physical, learning, hearing, vision, psychiatric) that might require reasonable accommodation in this Program, please contact Disability Services. If there are aspects of the instruction or design of program courses that result in disability-related barriers to your participation, please contact Disability Services to engage in a confidential conversation about the process for requesting accommodations.

Students need to self-advocate, articulate their needs for services and accommodations proactively, and pursue resources on campus for assistance. Students are encouraged to register with Disability Services as soon as the student begins a course or in the timeliest manner possible as accommodations are not provided retroactively. Students with disabilities must obtain an accommodation letter(s) from the Disability Services office, which outlines the specific accommodations required before accommodations in program courses can be provided. Students are highly encouraged to make sure all necessary parties have received a copy of the accommodation letter to ensure proper implementation. This may include the Office of the Associate Dean for Academic Affairs and the instructor/module coordinator/preceptor. Accommodations are determined on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. Accommodations must be

reasonable in nature and should not fundamentally alter the design of the program/course or learning objectives. If there is a concern about the reasonable nature of an approved accommodation, an interactive process will be initiated with Disability Services to explore reasonable options for equal access.

More information can be found online at [isu.edu/disability services](http://isu.edu/disability%20services), or by contacting Disabilities Services at the following campus locations.

- Pocatello Campus: Phone (208) 282-3599, Fax (208) 282-4617, Video Relay (208) 417-0620, Rendezvous Building, Room 125, Campus Stop 8121, Pocatello, Id 83209-8121, email disabilityservices@isu.edu .
- Meridian Campus: Phone (208) 373-1723, Fax (208) 373-1907, Video Relay (208) 417-0620, Sam & Aline Skaggs Health Science Center, 2nd Floor, Room 841C, 1311 E Central Dr., Meridian, Id 83642, email dsmeridian@isu.edu

Students who feel they have been discriminated against based upon a disability and wish to file a grievance shall file such complaints with the Office of Equity and Inclusion. The investigation and grievance procedures established for acts of illegal discrimination shall apply.

Religious Accommodations

The College of Pharmacy values the rich diversity of spiritual expression and practice found among its campus community and promotes a campus community of unrestricted academic inquiry, free religious expression and an environment in which diverse faith perspectives are practiced with dialogue and respect. It is therefore the policy of Idaho State University that students who miss class, assignments, or exams to observe a religious holiday must be accommodated as follows:

1. Absences may not be counted as a missed class in any course in which attendance is a measure of academic performance;
2. Reasonable extensions of time must be given, without academic penalty, for missed assignments; and
3. Exams must be reasonably rescheduled without academic penalty.

Accommodations for observance of a religious holiday will not be retroactively approved. As such, students must inform the University Office of Equity and Inclusion (OEI) of their need to observe a religious holiday reasonably well in advance of the absence, preferably at the beginning of the term/semester.

Upon receiving the completed form, OEI will review to determine whether to approve the accommodation. OEI will review the request and provide a decision via ISU email to the student and the instructor listed on the exemption form typically within 7 business days of submission of the form. Upon notification of the absence(s), each faculty member shall excuse the student from in-person attendance in class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.

Ultimately, the student is responsible for all material covered in class and must work with each individual faculty member as soon as possible, ideally before the absence occurs, to arrange to complete any required work. Any faculty member with concerns regarding the academic

implications of a particular student's religious observance of holidays may seek guidance from OEI, and/or as relevant, Associate Dean for Academic Affairs. If a faculty member fails to follow this Religious Accommodations Policy, the student may appeal the faculty member's decision in writing to, per the College Course Complaint Process.

See the University Request for Religious Accommodations in the Classroom through Idaho State University's Office of Equity and Inclusion. Students should also refer to the College Attendance Requirements and Absences section of this Handbook.

Handbook Acknowledgment

Idaho State University School of Nursing

Received and Read the Student Handbook

Statement of Understanding:

My signature below acknowledges the following statements are accurate:

- I have received and read the ISU School of Nursing's Student Handbook.
- I have had an opportunity to review the handbook with faculty and staff.
- I have the opportunity to ask questions about the handbook at any time.
- I will comply with all aspects of the Handbook at all times throughout my role as a professional nursing student.
- I understand that failure to do so may result in disciplinary actions, including potential dismissal from the nursing program.

LEGAL name (please print):

Student Signature:

Date: _____

ISU ID (Bengal Card #): _____