Faculty & Staff Policy Handbook

2020-2021
Vision
To be recognized as a leading center for nursing education in the Northwest.

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

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

“Person” refers to diverse individuals, families, groups, communities, and/or populations, across the lifespan, that partner in a therapeutic relationship with a nurse. Person may also be referred to as client or patient.

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

“Nursing” is a science, an art, and a practice discipline that “encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings” (Definition of Nursing, International Council of Nurses, 2010). Nursing is the “protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (What is Nursing? American Nurses Association 2013) Nursing further includes the “promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education” (Definition of Nursing, International Council of Nurses, 2010)

“Environment” refers to both internal and external factors, stressors and stimuli and describes the world a person lives in and interacts with. Based on ecological theory, multiple influencers including, but not limited to, physical, behavioral, developmental, political, economic, ethical, social, legal, psychological, spiritual, technological, and cultural aspects determine environment (Edmondson-Jones 2007). These influencers must be considered when health care is delivered to the person. Both the person and
the person’s health influence the environment. Any change in the environment, no matter how small, may impact the health of the person (Fawcett, 2000).

“Professional Nursing Education” refers to the education of nurses from a university-based teaching institute via a variety of delivery modes, including distance education, for an increasingly diverse student body. A baccalaureate education is the foundation for entry-level nursing practice (Advancing Higher Education in Nursing, 2000; Academic/Professional Progression in Nursing, 2007) and should prepare nurses for graduate education and life-long learning. A graduate education builds on knowledge and competencies of baccalaureate education, and reflects advanced nursing skills in clinical practice, education, leadership, research and evidence-based practice for contemporary nursing roles (Advancing Higher Education in Nursing, 2006, 2011). Nursing education should prepare students as leaders of relationships, leaders of processes and leaders of culture (Salmela, Erikson, Fagerstrom, 2011).

Hallmarks of a baccalaureate education include, but are not limited to:
- A liberal education, with a focus on professional values, core competencies, core knowledge and role formation (American Association of Colleges of Nursing, 1998; Benner, Sutphen, Leonard, & Day, 2010)
- Positive attitudes towards life-long learning
- Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
- An emphasis on evidence-based practice and research
- An emphasis on teaching/learning in care
- Skills and knowledge to meet the needs of diverse populations
- Faculty roles of advisor, resource person, facilitator, and professional role model
- Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
- An emphasis on the utilization of research and evidence-based practice
- Utilization of policy, organization and financing of health care
- Application of ethical values and beliefs that provide a framework for nursing practice
- The theory and practice of professional role formation
- Evaluation and utilization of nursing practice theoretical frameworks
- Analysis of human diversity and social issues
- A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing/DNP [AACN], 2006; American Association of Colleges of Nursing/Masters [AACN], 2011).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty Orientation Policy</td>
<td>12</td>
</tr>
<tr>
<td>Bylaws</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Course Documentation</td>
<td>13</td>
</tr>
<tr>
<td>Community Agencies</td>
<td>14</td>
</tr>
<tr>
<td>Confidentiality Statement</td>
<td>17</td>
</tr>
<tr>
<td>Curriculum Framework</td>
<td>18</td>
</tr>
<tr>
<td>Enhancing Student Learning (formerly LEP)</td>
<td>51</td>
</tr>
<tr>
<td>EAC Policy</td>
<td>52</td>
</tr>
<tr>
<td>Faculty Expectations</td>
<td>26</td>
</tr>
<tr>
<td>Faculty Mentor</td>
<td>30</td>
</tr>
<tr>
<td>Faculty as Preceptor</td>
<td>35</td>
</tr>
<tr>
<td>Faculty of Record Supervision</td>
<td>32</td>
</tr>
<tr>
<td>HBV and HIV Exposure</td>
<td>37</td>
</tr>
<tr>
<td>Health Requirements</td>
<td>38</td>
</tr>
<tr>
<td>Injury/Exposure (Student)</td>
<td>40</td>
</tr>
<tr>
<td>Latex Sensitivity</td>
<td>43</td>
</tr>
<tr>
<td>Liability Coverage</td>
<td>44</td>
</tr>
<tr>
<td>National Certifications and Fellowships</td>
<td>46</td>
</tr>
<tr>
<td>Personal Electronic Devices</td>
<td>48</td>
</tr>
<tr>
<td>Professional Memberships</td>
<td>54</td>
</tr>
<tr>
<td>Professional Attire - Faculty</td>
<td>24</td>
</tr>
<tr>
<td>Professional Attire - Staff</td>
<td>25</td>
</tr>
<tr>
<td>Promotion and Tenure</td>
<td>56</td>
</tr>
<tr>
<td>Promotion Clinical Faculty</td>
<td>65</td>
</tr>
<tr>
<td>Search Process</td>
<td>69</td>
</tr>
<tr>
<td>Staff Expectations</td>
<td>70</td>
</tr>
<tr>
<td>Syllabus &amp; Assignment Policy</td>
<td>72</td>
</tr>
<tr>
<td>Travel</td>
<td>76</td>
</tr>
<tr>
<td>Tuition Reimbursement (Doctoral)</td>
<td>77</td>
</tr>
<tr>
<td>Workload Policy</td>
<td>78</td>
</tr>
</tbody>
</table>
School of Nursing
Boise State University
Original Effective Date: Spring 2007

School of Nursing Bylaws

Purpose
These are the rules and procedures which govern the School of Nursing’s internal affairs.

Scope
All School of Nursing personnel, which includes administration, faculty, and staff.

Responsible Parties
The School of Nursing administration, faculty and staff.

Policy/Process

School Staffing Overview
Titles residing in the School of Nursing are as follows:
- Tenure-Track and Tenured Faculty (Ranks of Professor, Associate, Assistant, Instructor)
- Teaching Faculty (Lecturer, Adjunct, Affiliate)
- Clinical Faculty (Ranks of Professor, Associate, Assistant, Instructor)
- Endowed Faculty
- Emeritus Faculty and Staff
- Professional Staff
- Classified Staff
- Student titles such as Teaching Assistants, Research Assistants, Student Clerical (Workstudy and Non-Workstudy)

School of Nursing Meetings
The School of Nursing faculty and staff meets at least twice each semester. Additional meetings may be called by the School of Nursing Divisional Dean as necessary. Important policy issues, school direction, team updates and other items are generally discussed. Minutes are taken and kept in the School.

The School of Nursing uses a shared faculty and/or administrative governance model. Many recommendations are made at the Team and Committee level, thus voting on issues does not generally occur at School meetings. Should a vote be required, voting privileges are conferred as described under membership and voting privileges.
Team and Committee Membership and Voting Privileges

Voting Rights
School of Nursing voting rights are governed by the provisions set forth in the Boise State University Faculty Constitution. In accordance with the Constitution, the School of Nursing adopts the following:

1. For all non-personnel actions or issues at Team/Committee level, all members are extended the right to vote.
2. For all non-personnel actions or issues at the School of Nursing level (called and regularly scheduled meetings) Tenured Faculty, Tenure Track Faculty, Clinical Track Faculty, Lecturers, Professional Staff and Classified Staff are entitled to vote.
3. For personnel actions with regard to faculty advancement or tenure conferral, voting constituencies will be in accordance with the rules and regulations as stated in the Boise State University Faculty Constitution.

All faculty, professional, and classified staff may serve on teams and committees. Teams and committees have rotating membership. Membership is determined by the Administrative Team via an annual nomination/appointment process. Faculty members serve two-year terms to ensure continuity of knowledge and can be re-appointed to the team; staff are appointed based on area of primary responsibility.

Both Teams and Committees are expected to solicit nursing students for membership as student input is a not only a valuable resource for input, but furthers the goals of the strategic plan for student success.

Each Team member or Committee member has voting rights (faculty and staff). No exclusions are allowed.

Duties and Responsibilities of Teams and Committees
Teams and committees are accountable for recommendations to the faculty to ensure high quality program outcomes. Each Team and Committee is expected to solicit and consider input on issues from the administrative team, faculty, staff, and students as appropriate.

Teams/Committees:
1. Administrative Leadership Team
2. DNP Governance Team
3. AGNP Governance Team
4. RN-BS Governance Team
5. Pre-licensure Governance Team
6. Executive Simulation Team
7. Undergraduate Curriculum Team
8. Assessment and Evaluation team
9. Undergraduate Pre-licensure Progression Team
10. Continuing Education Team
11. International Opportunities Committee
12. Promotion and Tenure Committee
13. Graduate Governance
14. Undergraduate Pre-licensure Student Nurses Association Team

Staff Teams include:
1. School of Nursing Staff Team
2. Simulation and Practice Lab Operations Team
3. Student Services Team
4. Technology Team
5. Marketing Team

Ad Hoc Teams
1. Search Teams
2. Scholarship Team
3. Focused Initiative Teams, as needed

Each Team and Committee has responsibilities for oversight, review and revision for select School policies as delegated by the Administrative team. Policies are updated as needed and are formally reviewed on an annual basis.

Teams and Committees meet a minimum of twice per semester (more as needed). It is expected that faculty/staff attend all scheduled meetings unless prior arrangements have been made to miss a meeting. Minutes are taken for each meeting, distributed to all respective team members and to the Administrative Team. Minutes are kept on file in the School.

Teams and Committees are required to prepare and forward to the Administrative Team two reports during the academic year. In August, each Team and Committee must prepare an action plan based on the goals of the School’s Systematic Evaluation Plan. In May, Teams and Committees are to review their plan and submit an annual report addressing successes and deficiencies; describing means of measurement and making recommendations/comments for the subsequent academic year.

School of Nursing Administrative Leadership Team
Membership: The School of Nursing Administrative Leadership Team consists of the School of Nursing Divisional Dean, the Chief Nurse Administrator, the Undergraduate Pre-licensure Program Director, the RN-BS Program Director, the AGNP Program Director, and the DNP Program Director.
Responsibilities:
1. Ensure the proper number of adequately prepared faculty to teach required courses.
2. Ensure optimum communication with the rest of the University and the community.
3. Ensure orientation of full and part-time faculty.
4. Ensure the faculty members are provided with opportunities to make progress toward promotion and/or tenure.
5. Ensure adequate funding to realize Program outcomes.
6. Oversight of Program and curricular outcomes.
7. Ensure steady progress on the strategic plan for the School, College, and University.
8. Determine student admission.
9. Fiscal responsibility for all accounts.
10. Resolution of personnel and student issues as appropriate within the School.
12. Formation and oversight of teams/committees.
13. Communication and filing of reports with accreditation agencies and the Idaho State Board of Nursing.
14. Supports a working environment that is free of unlawful discrimination and harassment and in which all are treated with respect.
15. Supports, encourages, and rewards career and educational advancement on the basis of ability and performance.
16. Development of course schedules and teaching assignments (in conjunction with Program Directors and Curriculum teams).
17. Annual evaluation of all full and part-time faculty (includes student evaluations of faculty) and staff.

DNP Governance Team
Membership: The Graduate Program Director, faculty, staff and student input/representation as appropriate.
Responsibilities: In conjunction with the SON Divisional Dean, oversight of all processes that pertain to the operation of the DNP Program:
1. Ensure accurate student advising, admissions, and progression through graduation requirements are met
2. Oversight of self-support budget and expenses
3. Oversight of marketing and recruitment activities and strategies
4. Ensure appropriate hiring, orientation, mentoring, and support of adjunct faculty
5. Ensure appropriate course scheduling based on student enrollment numbers and resources.
6. Ensure oversight, development, improvement, and evaluation of curriculum.
7. Oversight of program level policy and revisions.
8. Ensure compliance of online/distance accreditation standards/criteria
9. Comply with e-campus policies/procedures related to distance education delivery
10. Complies with the annual systematic evaluation plan (SEP) for data reporting.
AGNP Governance Team
Membership: The AGNP Program Director, faculty, staff and student input/representation as appropriate.
Responsibilities: In conjunction with the Graduate Program Directors and SON Divisional Dean as appropriate, oversight of all processes that pertain to the operation of the AGNP Program:
1. Ensure accurate student advising, admissions, and progression through graduation requirements are met.
2. Oversight of self-support budget and expenses.
3. Oversight of marketing and recruitment activities and strategies.
4. Ensure appropriate hiring, orientation, mentoring, and support of adjunct faculty, as needed.
5. Ensure appropriate course scheduling based on student enrollment numbers and resources.
6. Ensure oversight, development, improvement, and evaluation of curriculum.
7. Oversight of program level policy and revisions.
8. Ensure compliance of online/distance accreditation standards/criteria.
9. Comply with e-campus policies/procedures related to distance education delivery.
10. Complies with the annual systematic evaluation plan (SEP) for data reporting.

RN-BS Undergraduate Governance Team
Membership: RN-BS Program Director, full-time faculty, adjunct faculty, staff, and student representation.
Responsibilities: In conjunction with the Program Director, oversight of all processes that relate to the operation of the RN-BS Completion Track:
1. Coordinate activities with faculty to ensure high quality online teaching and learning within the RN-BS Completion and Graduate programs with appropriate collaboration with the Undergraduate Pre-Licensure Program.
2. Coordinate and identify activities that support the current School Strategic Plan.
3. Oversight for consistency with School of Nursing and E-Campus policies/procedures related to distance education delivery.
4. Annual systematic evaluation plan (SEP) review to include actions plans for data reporting.
5. Ensure that accurate student advising, admissions, progression through graduation requirements are met.
6. Oversight of self-support budget and expenses.
7. Oversight of marketing and recruitment activities and strategies.
8. Complies with meeting senior level curriculum outcomes.
9. Ensure oversight, development, improvement, and evaluation of curriculum.
10. Oversight of program level policy and revisions.
11. Ensure appropriate hiring, orientation, mentoring, and support of adjunct faculty.
12. Ensure high quality transition experience between semesters for students.
13. Ensure compliance of online/distance accreditation standards /criteria.

**Pre-license Governance Team**

**Membership:** Pre-Licensure Program Director, Simulation Center, faculty, staff and student input/representation as appropriate.

Responsibilities: In conjunction with the SON Divisional Dean and Associate Divisional Dean, oversight of all processes that pertain to the operation of the Pre-Licensure Program.

1. Ensure accurate student advising, orientation, admissions, and progression through graduation requirements are met.
2. Oversight of budget and expenses.
3. Oversight of marketing and recruitment activities and strategies.
4. Ensure appropriate hiring, orientation, mentoring and support of full time and adjunct faculty.
5. Ensure appropriate course scheduling based on student enrollment numbers and resources.
6. Ensure compliance with accreditation standards and criteria.
7. Complies with the annual systematic evaluation plan (SEP) for data reporting.
8. Collaborates with the RN/BS program track, ensuring coordination of curricular and learning outcomes.
9. Oversight of program level policy and revisions.
10. Ensure oversight, development, improvement, and evaluation of curriculum.
11. Oversight of Pre-Licensure Teams/Committees.

**Executive Simulation Team**

**Membership:** Executive Simulation Team made up of Simulation Center Director, Simulation Faculty Development Facilitator, Learning Labs Operations Manager and an Administrative Assistant.

Responsibilities: In conjunction with the SON Divisional Dean and Associate Divisional Dean, oversight of all processes that pertinent to the operation of the Simulation Center.

1. Oversight of simulation center operations.
2. Ensures appropriate orientation, mentoring, and support of simulation center faculty and staff.
3. Complies with the annual systematic evaluation plan (SEP) for data reporting.
4. Provides updates and reports as needed.

**Undergraduate Curriculum Team**

**Membership:** A minimum of six faculty members (including RN-BS remote faculty), and at least one Program Director, Clinical Operations representation, one staff member, and student input/representation as appropriate.
Responsibilities:
1. Oversight of the undergraduate nursing curriculum:
   - Development and revision of curriculum as needed, including policies.
   - Assurance that the curriculum is evidence based and supports high quality program objectives.
   - Assessment/evaluation of curricular outcomes and course evaluations.
   - Oversight and maintenance of curriculum integrity.
   - Maintenance and analysis of data related to curricular and program outcomes.
2. Oversight of review/revision of assigned department policies regarding curriculum issues.
3. Maintenance and reporting of accreditation standards/criteria, and compliance with the Idaho State Board of Nursing curriculum requirements.
4. Approval of revisions of course syllabi, content, and course delivery, collaboration with administration team on recommendations of course delivery and offerings.

Assessment and Evaluation Team
Membership: A minimum of three faculty members and one staff member. Student input and representation as appropriate.
Responsibilities:
1. Monitoring and updates to the SON Systematic Evaluation Plan (SEP)
2. Provide ongoing systematic evaluation of all SON programs
3. Identify recommendations for Quality Improvement
4. Review alignment of SON programs with parent institution

Undergraduate Pre-Licensure Progression Team
Membership: Pre-Licensure Program Director and a minimum of three faculty members.
Responsibilities:
1. Oversight of issues related to progression of pre-licensure undergraduate students.
2. Establishment and monitoring of admission criteria and process.
3. Oversight and review of the undergraduate Pre-license progression policy, health policy and other policies as determined by the Administrative team.
4. Monitoring and reporting to the faculty and Administrative team on accreditation standards/criteria, admission requirements.
5. Analysis of data related to admission criteria, progression, and completion rates.
6. Communication with students regarding progression in collaboration with the Program Director.

Continuing Education Team
Membership: Continuing Education Coordinator, CE administrative assistant, minimum of two other faculty members.
**Responsibilities:** Development and oversight of educational opportunities related to nursing education. This includes:
1. Development and implementation of courses for educational relationships.
2. Faculty input for educational opportunities as approved by ALT/Divisional deans.
3. Development, implementation and documentation of Faculty CE.

**International Opportunities Committee**
*Membership:* A minimum of three faculty members and student input/representation as appropriate.
*Responsibilities:* Development and oversight of international and study away nursing opportunities. This includes:
1. Development and implementation of courses for international relationships.
2. Secure external funding for international work (in conjunction with the Administrative team).
3. Development of Memoranda of Understanding, policy development, internal and external relationships related to international relationships with Administrative approval.

**School of Nursing Promotion and Tenure Committee**
*Membership:* Three tenured faculty at the rank of at least Associate Professor and two clinical faculty. NOTE: Only tenured faculty vote on tenure or tenure track portfolios.
*Responsibilities:*  
1. Developmental and final review of promotion and/or tenure portfolios per School policy.  
2. Provide education and consultation with faculty on development of promotion and tenure portfolios.  
3. Oversight of review/revision of assigned School policies.

**Graduate Governance Team**
*Membership:* The graduate programs director(s), graduate faculty representing each of the graduate programs, at least one staff member, and student input/representation as appropriate.
*Responsibilities:* In conjunction with the School of Nursing Administrative Leadership Team:
1. Ensures curriculum, evaluation outcomes, policy and/or process congruency and consistency between the graduate programs.  
2. Serves as process or problem-solving group for graduate programs.  
3. Oversight of solicitation, review and awarding of graduate student scholarships.

**Undergraduate Pre Licensure Student Nurses Association (SNA) Team**
*Membership:* The SNA faculty advisor(s), SNA Board Members (President, Vice-President, Treasurer, Secretary, and Directors), active nursing student members, and pre-nursing student members.
*Responsibilities:* In conjunction with faculty advisor(s), the Pre-License Program Director, and the Associate Divisional Dean Chief Nurse Administrator as appropriate, the BSU
Student Nurse Association purpose and function are to:

1. Assume responsibility for contributing to nursing education in order to provide for the highest quality of health care.
2. Provide programs representative of fundamental interests and concerns to nursing students.
3. Aid in the development of the whole person, including his/her professional role, his/her responsibility for health care of people in all walks of life.
4. Have direct input into standards of nursing education and influence the education.
5. Influence health care, nursing education and practice through legislative activities as appropriate.
6. Promote and encourage participation in community affairs and activities towards health care and the resolution of related social issues.
7. Represent nursing students to the consumer, to institutions, and other organizations.
8. Promote and encourage students’ participation in interdisciplinary activities.
9. Promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of a person’s race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
10. Promote and encourage collaborative relationships with nursing and health related organizations.

School of Nursing Search Team(s)
Membership: Is determined by the Administrative Team based on the focus of the search and faculty and/or staff expertise required, and student participation is encouraged.
Responsibilities: Oversight of the search process includes:
   1. Coordination of the search process.
   2. Development of list of recommended candidates for the School of Nursing Divisional Dean.

Undergraduate Scholarship Team
Membership: One member of the Administrative Leadership Team, COHS/SON staff person, and faculty input/representation as needed.
Responsibilities:
   1. Responsibility for oversight of undergraduate scholarships.
   2. Announcement of scholarship application and process to students.
   3. Oversight of review/revision of School policies regarding undergraduate scholarship and scholarship criteria.
   4. Allocation of scholarship funds to students in alignment with donor wishes.
   5. Maintain a close relationship with the College development officer to ensure scholarships are allocated in support of the School mission and donor wishes.
Related Policies/Forms
Faculty Expectations (FP8)
Faculty Responsibilities (FP41)
CHS: None
BSU Faculty Constitution: https://www.boisestate.edu/academics-facultysenate/faculty-constitution/
BSU: 7000 (Position Definitions) https://www.boisestate.edu/policy/human-resources/position-definitions/

Approved: Spring 2007
Revised: July 2020
### Action Plan Template – AY version

**Team/Committee Name:**  
**Semester & Year:**  
**Committee Members with Number of Years on Committee:**  
**Administrative Representatives:**  
**Staff Recorder:**  
**Student Representation:**  
☐ Yes  ☐ No  
**Date Action Plan Completed/Revised:**

<table>
<thead>
<tr>
<th>Strategic (ST) or operational (OP) goal</th>
<th>Objective</th>
<th>Action steps</th>
<th>Timeline</th>
<th>Responsible person</th>
<th>Resources needed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Year Report Additional Information** *(only to be completed at the end of the AY and sent to the Assessment and Evaluation Team Chair):*

**Dates of Meetings Held:**

Have policies associated with the team/committee been reviewed and any suggested changes forwarded to administration  
☐ yes  ☐ no

**Committee/Team Areas of Identified Improvement** *(If noted please indicate plan of improvement in next AY action plan section):*

**Items for Next AY Action Plan:**

**Additional Comments:**
Adjunct Faculty Orientation Policy

Purpose
To ensure that orientation of new Adjunct Faculty is clearly defined, and that all parties adhere to the process. All Adjunct Faculty will be oriented to Boise State School of Nursing’s mission, philosophy and overall structure of the school and specific program requirements and policies. This may include as appropriate: an overview of teaching strategies, educational theories, evaluation techniques, specific objectives and requirements of course.

Scope
Adjunct faculty (teaching either face to face or online distance delivery) in all programs whether funded by state appropriated and self-support funds.

Responsible Party
Divisional Dean, Chief Nurse Administrator, Program Directors, and Clinical Coordinators

Process
Upon hire by the Divisional Dean, Chief Nurse Administrator, or Program Director, Human Resource requirements are completed.

The Divisional Dean, Chief Nurse Administrator, or Program Director or designated staff implements the program specific orientation and mentorship process.

Refer to each program orientation process. Each program utilizes a checklist to verify completion.

Related Policies/Forms

Approved: Spring 2007
Revised: July 2020
Clinical Course Documentation

Purpose
This policy will ensure the necessary documentation in the clinical course setting by School of Nursing faculty.

Scope
Faculty members who teach a clinical course, including face to face courses and online distance delivery.

Responsible Party
Divisional Dean, Chief Nurse Administrator, Program Directors, and Clinical Coordinators

Process
The faculty will review the course syllabus for specific clinical information and requirements.

A. Student Documentation and communication responsibilities (program specific)
   1. Oral and/or assigned communication modes with each student as appropriate to address progression of meeting the course objectives
   2. Maintains ongoing written documentation of any performance behaviors of concern regardless of improvement or passing the course throughout the semester. Ensures it is filed in the student’s record.
   3. Formative and summative evaluations are completed with each student at mid-term and end of course and ensure both are filed in the student’s record.

B. Facility Documentation and Communication responsibilities (program specific)
   1. Clinical Coordinator or assigned staff verifies that all health and agency requirements are completed in collaboration with the Clinical and/or Program Directors.
   2. Completes agency specific documentation regarding incident reports and completes the school incident report through the SON Divisional Dean and Chief Nurse Administrator.

Adopted: Fall 2008 as Standards of Clinical Responsibilities
Revised: Spring 2014 as Clinical Course Documentation
Revised: July 2020
Selection and Approval of Community Agencies

Purpose
To insure that all community agencies are selected based on specific criteria, and that all procedures and policies are followed.

Scope
All clinical agencies who accept School of Nursing students for off-campus clinical experiences.

Responsible Parties
Divisional Dean, Chief Nursing Administrator, Clinical Coordinators, Contract Manager and faculty.

Policy/Process
A. Community agencies are selected on the basis of specified criteria:
   1. Philosophy and objectives of the agency are consistent with objectives for student learning experiences.
   2. The agency is accredited by an appropriate regulatory body, if applicable.
   3. There is adequate staff on units or within the agency reviewed for placement of students.
   4. There are adequate numbers and types of patients/clients for students' learning experiences.
   5. Policy and procedure manuals are current and available to faculty and students within the agency.

B. The timeline for initiating a new contract is 30 to 60 days prior to the semester in which students will be placed in the agency.

When collecting data about a clinical agency, the faculty member will:
   1. Notify, in writing, the appropriate Program Director of the intention to investigate an agency for selection and approval for clinical learning.
   2. Use the appropriate New Cooperating Agency Selection and Approval Form for collecting and reporting data about the agency.
   3. Make initial contact with the agency to determine if the appropriate agency representative and staff are interested in being reviewed as a source of student learning experiences.
   4. Inform the School of Nursing faculty of intention to investigate a particular community agency.
   5. Make clear to appropriate agency personnel the purpose of collecting data about the agency and staff. Advise agency personnel of the process for negotiating a contract. Be sure agency personnel understand faculty member
conducting the investigation has no authority to negotiate written contracts with community agencies for student learning experiences.

6. Send completed copy of Cooperating Agency Selection and Approval Form to the Chief Nursing Administrator or designee.

C. Review and Approving Process
Chief Nurse Administrator/Clinical Coordinator will review the data submitted by faculty on the new Cooperating Agency Selection and Approval Form and notify whether or not a contract will be pursued.

D. Negotiation of Contract with Community Agency for Student Learning Experiences.
   1. After a clinical agency has been approved for use by faculty and Chief Nursing Administrator, the faculty member who initially intends to use the agency will set up an appointment with the Chief Nursing Administrator/Clinical Coordinator to discuss the process for development of the appropriate contract. Contract discussions should begin a minimum of 90 days prior to the date of intended use of a facility.
   2. In the case of observation experiences ONLY, no contract is required. Faculty must clearly communicate to agency representative, AND students, no direct student interventions or instructional processes may be performed with any client during an observation experience. If the experience is to be both observational and intervention, a contract with the agency is required.
   3. Faculty must specifically outline the student, faculty, agency, department and school responsibilities that will be included in the contract and the course syllabus.
   4. All contracts must include the following information in addition to #3 above:
      5. Indemnification paragraph
      6. Disclaimer of Agency or Joint Venture paragraphs
      7. 180 days contract termination notification.
      8. When an agency requests any changes to the contract template, the proposed changes will be sent to legal counsel with a routing slip.
      9. No student placements may begin without signed originals on file in the College of Health Science. It is best to begin process 90 days prior to semester as there is no assurance that the process will be completed by the desired date. Contracts that are with out-of-area agencies or have changes to the standard contract could require more time to process.
   10. When the contract terms have been agreed to by the College of Health Sciences and the agency, two signed, original copies will be sent to the agency. The designated agency representative will sign both copies and mail back one of the originals to Boise State University, College of Health Sciences.
   11. The Contract Manager will keep a current list of all contracts for the College of Health Sciences.

E. Renewal of Contracts
The Contract Manager will notify the Clinical Coordinator of contracts that will expire a minimum of 180 days before the expiration date. The Clinical Coordinator will review the
contract and determine if the agency is still appropriate for student learning experiences. The Clinical Coordinator will send a message to faculty to solicit input regarding current or planned use of the agency.

Related Policies/Forms
Cooperating Agency Selection and Approval Form (Form D-16-3)
  CHS: 301, 302, 303.
  BSU: None.

Adopted: Fall 1985
Revised: July 2020

Team: Admin.
Faculty and Staff
Confidentiality/Non-Disclosure Statement

I understand and agree, that in the performance of my duties as a faculty and/or staff member in the School of Nursing of the College of Health Sciences at Boise State University, I will conduct myself in a professional, civil and ethical manner at all times. I understand that confidential information is defined as, concerning any Boise State University students or faculty. In addition, my role involves confidentiality at clinical sites regarding patients/families, personnel, financial data, strategic planning initiatives, and electronic data (including passwords and ID codes). I will remain current regarding HIPAA standards and clinical site practices, as related to Protected Health Information (PHI). HIPAA defines PHI as: individually identifiable health information which includes any information related to the individual’s past, present, or future physical or mental health or condition, the provision of health care to an individual; or the past, present, or future payment for the provision of health care to the individual. I understand that failure to act in a professional, civil, and ethical manner while representing Boise State University is unacceptable in my role as a School of Nursing employee and may result in disciplinary action(s) and/or dismissal.

________________________________________ __________________________
Signature         Date

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

The curriculum framework provides direction for the selection and organization of learning experiences to achieve program objectives. The curriculum is centered on the philosophy that guides the curriculum design by ensuring that the common themes necessary for nursing practice are addressed and developed progressively across the course of study.

The five integral threads interwoven across the nursing curriculum are: Clinical Reasoning and Critical Inquiry, Communication, Experiential Learning, Global Worldview, and Professionalism and Leadership. They are defined as follows:

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

Clinical reasoning is “the practitioner’s ability to assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the individual patient’s environment” (Murphy, 2004, p. 227). Inherent in clinical reasoning is practical reasoning, enhancing nurses’ basic analytic processes with evidenced, reflective clinical judgment, which also takes into account the unpredictable, ever-changing nature of patient care situations and contexts (Benner et al., 2010; Sullivan & Rosin, 2008).
Critical inquiry is a process involving examining existing assumptions, knowledge, and questions, gaining (and creating) new information, and acquiring new perspectives. It then requires using critical analysis to reflect, take action, examine responses, and share learning with others (Jennings & Smith, 2002). Critical inquiry skills allow a person to identify a problem, propose solutions, find evidence for and against proposed solutions, and evaluate the solutions based on this evidence (Suthers, 1997). Critical inquiry assists students to examine and challenge the status quo and the power relations that produce inequalities, in ways that can lead to advocacy and community action (Wright, 2004).

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

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

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

Experiential Learning may include, but is not limited to:

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

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

This approach may include, but is not limited to:

A. Diverse communities  
B. Intercultural issues  
C. Student and faculty foreign exchange opportunities  
D. Intercultural and international program development  
E. Faculty/institutional support services  
F. Service-learning programs

Professionalism and Leadership
Professionalism requires a body of knowledge, on-going generation of knowledge, evidence-based practice, socially sanctioned or mandated service, autonomy, self-governance, code of ethics and participation in professional societies and organizations (Porter-O’Grady & Malloch, 2012).

Professionalism is exhibited in the behaviors and attitudes of each individual nurse. The integration of core disciplinary values, knowledge, and personal reflection is the foundation of professionalism in nursing. Core disciplinary values include the values of integrity, respect for human dignity, caring and advocacy. All nurses must have knowledge of legal, ethical and practice standards. Personal reflection includes the integration of personal evaluation and self-care practices with lifelong career and personal goals. Nursing professionalism is expressed through leadership skills such as creativity, collaboration, assertiveness, adaptability to change, vision, innovation, life-long commitment to learning and professional accountability, role behaviors and appearance (Porter-O’Grady & Malloch, 2010; Porter-O’Grady & Malloch, 2012) that influence, motivate and affect others to contribute to the improvement of client health care and to the success of the organization. Professionalism is the foundation of the nurse’s roles of information resource, clinician, mentor, care coordinator, advocate and change agent. It also underpins the management skills of administration, organization, delegation, supervision, change leadership and resource management (Huber, 2011). Nursing professionalism is the foundation for the efficient, effective use and stewardship of human, physical, financial, intellectual and technical resources to meet client needs and support organizational outcomes.
The curriculum of the School of Nursing was developed to be congruent with the strategic vision of the College and University. The School of Nursing recognizes clinical reasoning and critical inquiry, communication, experiential learning, global worldview, and professionalism and leadership are necessary to deliver nursing care to clients in a variety of environments to optimize health.
References


Professional Attire for Clinical Teaching Faculty

Purpose
To provide requirements and guidelines for all nursing faculty in [graduate and undergraduate] clinical teaching settings (including simulation and practice labs) so that they will represent themselves, their roles and the School in a consistently professional manner.

Scope
All School of Nursing faculty including adjunct instructors.

Responsible Parties
School of Nursing faculty.

Policy/Process
All nursing faculty in clinical patient care settings or simulation/skills lab are to represent themselves, their roles and the School in a consistently professional manner. The following faculty dress requirements are in place:

1. Business casual dress, or scrub uniform which is clean, pressed and in good repair.

2. Shoes should be professional and deemed appropriate for the setting. Shoes must also be in good repair, clean, with closed-toes, and with backs which are closed or with straps.

3. No distracting or unsafe jewelry, facial piercing, tattoos, neck ties, scarves or lanyards hanging from the neck/body, in labs, sim and patient care areas.

4. White lab coat, embroidered by SON with Boise State approved branding, clean and pressed as appropriate.

5. Facility provided name badge with photo, or Boise State University picture ID on a collar clip.

Adopted: Fall 2013
Revised: July 2020
Professional Attire for Staff

Purpose
To provide requirements and guidelines for all nursing staff in clinical, community partner and office settings.

Scope
All School of Nursing staff.

Responsible Parties
School of Nursing staff Organizational Workstream Lead (functional supervisor).

Policy/Process
When in Office settings:
1. In order to represent our department in the most professionally appropriate way, staff members are to dress in a way that conveys competence and openness to others. A good "standard" is that when presenting information to anyone outside the School or meeting with campus partners who hold titles “Director” or above, professional attire or “Bronco Snappy” (Boise State gear like jackets, polos, scarves, skirts, ties, etc.) is highly recommended.
2. If specific questions arise about dress code (including dress code expectations for specific events or meetings), employees should contact their immediate supervisor.
3. When students are present, staff need to be mindful of the additional dress codes that the students must adhere to and try to align with that standard.
4. If an issue arises, their leadership will talk with an employee individually.

When at Clinical and Community sites:
All staff are to represent themselves, their roles and the School in a professional reflective of the additional dress code requirements of students and faculty:
1. Business casual dress, which is clean, pressed and in good repair.
2. Length of skirts or shorts must be no shorter than 2 inches above the knee.
3. Shoes should be professional and deemed appropriate for the setting. In all clinical or site visits; shoes must also be in good repair, clean, with closed-toes, and with backs which are closed or with straps.
4. No distracting or unsafe jewelry, facial piercings, tattoos, neckties, scarves or lanyards hanging from the neck/body.
5. Facility provided name badge with photo, or Boise State University picture ID on a collar clip for clinical site visits.

Reviewed: July 2020
(renumbered, previous number FP42)
Faculty Expectations

Purpose:
To define annual responsibilities of all faculty members.

Scope:
Full and part-time faculty and staff who teach.

Responsible Parties:
School of Nursing Divisional Dean, Chief Nurse Administrator, Program Directors, and faculty.

Policy:
Policy Statement: The policy ensures that faculty members are aware of their responsibilities in the School of Nursing. In addition, all faculty members are responsible to comply with all Boise State University, State, and Federal policies.

Responsibilities
Professional Behaviors
A. Demonstrate positive support of all Boise State University, COHS, and SON faculty policies.
B. Promote the Mission, Vision, and Goals of the College of Health Sciences.
C. Comply with the Boise State University’s, College of Health Sciences, and the School of Nursing’s Workload Policy.
D. As faculty assigned to a class: prepare syllabi, Blackboard sites, and communicate with the program director, colleagues and staff as needed prior to the start of the semester the course is offered.
E. Document any proposed course content revisions and submit them to the appropriate program director and/or Curriculum Team for approval.
F. Participate in the development, review, and revision of academic policies.
G. Attend School, Program, and Team meetings in person or via Zoom. If unable to attend, provide advance notice and make arrangements to obtain/disseminate missed meeting information.
H. Maintain expertise and credentials in specialty courses/programs through ongoing professional development.
I. Submit end-of-course grades and any clinical student evaluations (mid-term and/or final) for filing prior to due date.
J. Complete clinical site evaluations as required.
K. Responsible for completing any reports requested by School of Nursing in a timely manner.

L. Participate on School Teams and ad hoc committees as assigned.

M. Maintain compliance with the annual School faculty requirements and documentation such as professional licensure (RN, AGNP, etc.) driver’s license, auto insurance, health requirements, CPR, etc.

N. All RNs teaching in the School of Nursing, live, online, or distance, must have current Idaho or compact state nursing licensure. The cost of this licensure is upon the faculty member. If the faculty member’s job at Boise State requires licensure in another state in order to teach your assigned course(s) will the School reimburse for licensure.

O. Complete the Annual Faculty Evaluation, which includes a self-assessment of each semester’s student and course evaluations. Also, identify new annual goals, and submit with the Annual Evaluation to the appropriate Program Director before the due date.

P. Maintain at least four (4) available office hours per week as appropriate to the program delivery method and student needs and document this in course syllabi.

Q. Begin all classes on time as scheduled.

R. Maintain professional attire with appropriate identification as appropriate.

S. Comply with criteria for not transporting students in personal vehicles.

T. Responsible for following university guidelines concerning storage of research data and forms.

U. Provide course, research, and intellectual property hand off per university policy to the appropriate faculty and/or program director upon separation from the School of Nursing.

Communication/Documentation

A. Maintain confidentiality in all matters of faculty, staff, and student issues as identified in School Confidentiality Statement.

B. Discuss with the appropriate Program Director any upcoming absences during contract period to ensure smooth delivery of courses/programs.

C. Report and document behaviors of concern of students, staff, or faculty to the appropriate Program Director per report lines in a timely manner.

Related Policies/Forms
Boise State University Policy #4560 Workload for Tenured and Tenure-Track Faculty: https://www.boisestate.edu/policy/academic-affairs-faculty-administration/policy-title-workload-for-tenured-and-tenure-track-faculty/
COHS Core Values
COHS Work Expectations Policy CHS-215
SON Professional Attire for Clinical Teaching Faculty Policy FP-42
SON Faculty Health Requirements FP-15
SON Workload Policy FP-37

Adopted: Spring 2014
Revised: Summer 2018
Revised: July 2020
Faculty Mentor

Purpose
To define the duties and responsibilities of a Faculty Mentor.

Scope
School of Nursing faculty members who are new to the program and their mentors.

Responsible Parties
School of Nursing Divisional Dean, Chief Nurse Administrator, Program Directors, and faculty mentors

Policy/Process
1. A mentor is an experienced faculty member who serves as a mentor or a coach for faculty members who are new to the Program. The mentor helps the new faculty member become oriented to Boise State University and assimilate into the School of Nursing.
2. The role of the faculty when assigned the task of mentoring is primarily a resource role. The expectation is that the mentor will be available to answer questions and give directions when the new faculty member has a request and will meet with the new faculty member periodically.
3. The appropriate Program Director will assign faculty to mentor new faculty.

Description of the role of a Mentor includes but is not limited to:
1. Sharing ideas.
2. Socializing into the system.
3. Serving as a resource.
5. Assisting new faculty to complete the Orientation Checklist.
6. Completing the Mentor Responsibilities for Clinical Adjunct Faculty.

Mentor Experience:
1. The mentor has more teaching background than the orientee and one-year experience with current curriculum.
2. Positive attitude and positive feelings regarding the institution.
3. Commitment to mentoring process.
4. Understanding of mentoring process
Assignments:
1. For one academic year, new faculty will be assigned an experienced faculty member as mentor.
2. Mentors will facilitate the new faculty member’s adaptation to academia by serving as a resource person for:
   a. School of Nursing concerns, i.e. explaining/reviewing School policies
   b. student concerns, i.e. lines of communication, policies regarding progression
   c. clinical issues i.e. monitoring student progress, handling student issues, how agencies are selected, history of agency use, introduction to agency personnel lecture/classroom issues, i.e. lecture organization, test construction, length of university hour, university grading policy, arranging guest speakers, information on teaching strategies used in department, information on test strategies used in department, student mail/file communication system, history of program, history of curriculum.
   d. completion of the Orientation Checklist with mentee.
3. Initiate meeting to formulate goals/needs and set direction for development.
4. Mentors should follow the Mentor Responsibilities for Clinical Adjunct Faculty allowing structured time in the beginning of the semester, during orientation, and during the clinical teaching period. The mentor and mentee will meet with the respective Program Director and review curriculum, evaluation tools, and learning experiences for students. Ongoing visits will include discussion of issues relevant to mentee regarding learning and evaluation.

Role of the mentee:
1. Responsible for identifying own learning needs.
2. Self directed, but requests assistance when needed.
3. Completes Orientation Checklist within first six (6) months.

Related Policies/Forms
Job Description: JD4 Job Description: Faculty
Faculty Orientation Checklist
Mentor Responsibilities for Clinical Adjunct
Faculty Adjunct Faculty Orientation Checklist

Adopted: Fall 1990
Revised: July 2020

Team:
Admin.
CHS: None.
BSU: None.
Faculty of Record Supervision of Clinical Adjunct Instructors/Preceptors

Purpose
To provide responsibilities of the full-time School of Nursing faculty member’s supervision of all clinical adjunct instructors who are clinical experts. The School of Nursing will not assign any Clinical Instructor without a Master’s degree to be the faculty of record for any clinical class section. The Faculty of Record (FOR) will be an assigned full-time School of Nursing faculty member, who will be listed as such in all class/schedule documents. The role of the Clinical Adjunct Instructor will be as a Clinical Preceptor/teacher, working directly under the FOR supervision.

Scope
Faculty who supervise clinical adjunct instructors who are clinical experts.

Responsible Parties
1. Clinical Adjunct Instructors.
2. Full-Time Faculty who supervise clinical adjunct instructors who are clinical experts.
3. Undergraduate Program Director

Policy/Process
The Faculty of Record will orient the Clinical Adjunct Instructor to their role as Clinical Preceptor/teacher within the course. Orientation will include course requirements, review of the course syllabus, orientation to the class course Blackboard site, daily documentation, and specific course documents.

Faculty of Record Responsibilities:

1. Review the course syllabus, including all assignments prior to the start of class.
2. Assure that clinical adjunct instructors are oriented to the clinical course syllabus and offsite facility.
3. Responsible for collection of completed Clinical Adjunct Instructor’s orientation checklist.
4. On-site consultation and supervision with the Clinical Adjunct Instructor on a weekly basis throughout the semester and PRN.
5. Consults with the Clinical Adjunct Instructor for the student mid-term and final class evaluations, and co-signs all evaluations. Ensures that all clinical evaluations are completed and submitted to student files.
6. Support the Clinical Adjunct Instructor with documentation (forms used, appropriate language, etc.) related to student progression in the course meeting/not meeting the course objectives.
7. Be available for meetings/conferences/appointments related to the clinical experience/student progression issues, as needed.
8. Assists the Clinical Adjunct Instructor with entering all final student clinical grades.
9. Assists the Clinical Adjunct Instructor with any student adverse events on-site and all related documentation.
10. Provides the UG Program Director with input on the Clinical Instructor's performance.

**Clinical Adjunct Instructor Responsibilities**

1. Adheres to the School of Nursing policy regarding faculty expectations (FP-8).
2. Acknowledges receipt and understanding of Adjunct Faculty Handbook.
3. Review course syllabus.
4. Attend all scheduled clinical experiences/activities/meetings.
5. Complete all onboarding requirements prior to scheduled clinical experience.
6. Fulfills class responsibilities under the supervision of the assigned Faculty of Record, for daily supervision of students at the clinical site and for feedback on assignments.
7. Completes orientation to the clinical site under the supervision of the FOR or per agency protocol prior to the beginning of class.
8. Completes and returns Orientation Checklist to FOR.
9. Collects, and works with FOR to grade student clinical assignments, and returns to students as appropriate.
10. Works with the FOR to evaluate students’ progress and complete mid-term and final clinical evaluations, in addition to any anecdotal documentation that may be necessary regarding poor performance.
11. Notifies FOR and/or Course Coordinator as soon as possible of any student adverse event.
12. Reviews the School of Nursing UG/PL Student Policy Handbook and uses it as a resource for appropriate student situations.

**Related Policies/Forms**
SON: Faculty Expectations Policy FP-8

Initial Draft: Spring 2013  
Revised titles: Spring 2016  
Revised: July 2020
Boise State University: School of Nursing

Clinical Support Model

FOR: Faculty of Record
Clinical Support: Clinical Adjunct Instructors

• Onsite Support
  - Clinical Orientation
    - 1:1 supportive sessions
    - O&A-based on Learning outcomes objectives
  - Student/Unit Concerns/Needs
    - Initiation of appropriate forms
    - Support 1:1 student session

• Role model
  - Facilitating transfer-patient care
    - Theory
    - Direct Observation
    - Integrating facilities policies/ANA/TSG/NPSE
  - Mid-term & Final Evaluations
    - Review: Advise
    - Focus: Alignment of Clinical Learning Outcome Objectives

• Guidance
  - FP44 (Faculty of Record) Faculty of Record Supervision of Clinical Instructors/Preceptors
  - Policy: FP8 (Adjunct Instructor Policy) Instructor Expectations
  - Adjunct Faculty Handbook

• Evaluation
Faculty as Preceptors

Purpose
To define the process and faculty responsibilities when acting as a preceptor for a student from another department, college, or university.

Scope
All faculty members in the School of Nursing.

Responsible Parties
Faculty, select staff, and School of Nursing Administration Team. Policy/Process

1. Faculty wishing to act as a preceptor to a student either from within the university or from another program/college/university must complete (or work with the student to complete) the following prior to the student being allowed to attend courses/ clinical. This process may take a considerable amount of time and should therefore, be initiated as early as possible.
   a. Communicate with the student's program to ensure the faculty's role is fully articulated and learning objectives are well defined.
   b. If student being precepted is assigned to a clinical facility that requires a My Clinical Exchange (mCE) account for student and faculty, ensure the student is aware of this requirement. Please contact a member of the Clinical Operations team for new account sign-up instructions for both student and faculty, and to obtain a list of all requirements necessary to ensure compliance.
   c. Request approval to act as preceptor from the Chief Nurse Administrator of the School of Nursing. The request must include course objectives, program curriculum, syllabi and course descriptions, and the Preceptor Agreement.
   d. Time in the role of Preceptor falls under service for tenure and promotion consideration.

2. If approved, the Preceptor Agreement will be sent to the School of Nursing contracts manager to ensure affiliation agreement is in place.

3. The faculty and student will:
   a. Complete the “Preceptor Checklist” verifying health requirements, background checks/drug testing and any other requirements deemed necessary have been completed, are on file with the student’s institution,
and are easily available upon School of Nursing request. These requirements are to be specified in the “Preceptorship Agreement”.

b. Discuss and have the student sign the School of Nursing “Confidentiality Statement”.

c. Create a calendar, showing when the student will be in the Norco Building and when and where they will be in clinical settings. Meet with staff assigned to track internal preceptorships.

d. Assigned staff will send completed Preceptor Agreement and forms to the designated person at the student’s college or university and copies to faculty and student.

Related Forms:
Preceptor Agreement
Preceptor Checklist

Adopted: Fall 2017
Revised: July 2020
Faculty HBV and HIV Exposure

Purpose
Management of parental/mucous membrane and non-intact skin exposure to blood or body fluids.

Scope
All School of Nursing personnel and students.

Responsible Parties
School of Nursing faculty and administration.

Policy/Process
If a faculty member has an exposure to blood or body fluids while performing the duties of a Boise State University faculty member, she/he should do the following:

2. Immediately report exposure to Program Director in writing.
3. The Program Director will fill out the electronic form from Human Resources for Workman’s Compensation.
4. Receive appropriate baseline testing, counseling, and treatment at site designated for workers compensation injury care. Confer with University Workers Compensation campus office for advice on filing a claim. Arrange for follow-up care and treatment through Workers Compensation office.
5. Confer with Program Director/clinical coordinator whenever necessary to discuss treatment or follow-up issues.
6. Refer to EAP as appropriate.
7. Agency policy: as pertinent

Related Policies/Forms
Boise State University Hazardous Waste Management Manual
Boise State University Bloodborne Pathogens (BBP) Exposure Control Master Plan
Faculty (and Specified Staff) Health Requirements

Purpose
To outline the health requirements of all nursing faculty and specified staff.

Scope
Any nursing faculty or staff with work/research assignments in off campus clinical sites.

Responsible Parties:
All faculty and Nursing Administration (except remote faculty) and specific staff

Policy
All faculty, except for remote faculty, and specific staff will present the following information to Nursing Administration in the SON by the first day of classes each academic year (even if entering clinical at a later date). Oversight of this policy rests with the Program Directors, the Chief Nurse Administrator, and the Divisional Dean in the School of Nursing.

1. Faculty only: Idaho RN licensure (or Compact State) (upon initial employment and, thereafter, upon renewal)
2. Current CPR —adult, child, and infant. Card must not expire during the academic year.
3. Tuberculosis (TB) Status. Report must indicate a negative TB testing. Report must be provided yearly and must not expire during the academic year. If TB report is positive, the TB health form is to be completed by a health provider. (Contact an Administrative Assistant in Nursing for the positive TB form.)
4. Documentation of a positive titer or proof of current varicella immunization.
5. Documented administration of a one dose of Tdap vaccine and then Td booster every ten years thereafter is required.
6. Documentation of Measles (Rubeola), Mumps, and German Measles (Rubella) status as outlined below:
7. If born before January 1, 1957, no documentation is required.
8. If born after January 1, 1957, must have a positive Measles, Mumps, and German Measles titer OR two MMR immunizations. The immunizations must be given at least one month apart.
9. Documentation of Hepatitis B vaccinations or signature of a declination form. If you choose to have the Hep B series, two of these must be received prior to the first day of classes. The third is required six months after the second. The Hepatitis B immunization can be obtained by the Central District Health Department or at the University Health Services. If a faculty member declines receipt of Hepatitis B vaccine, a declination statement must be signed and placed in the personnel file.

10. Documented administration of annual influenza vaccines are required by November 1 of each year.

Faculty members who wish an exemption of these requirements for valid medical reasons or religious convictions must meet with the Divisional Dean of the School of Nursing.

Related Policies/ Forms
TB Positive
Questionnaire

CHS: None. BSU:
None.
Search Terms: Personnel, health requirements.
Adopted: Spring 1990
Revised: July 2020
Injury/Exposure Sustained in the Clinical Setting

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

Scope
All students in the School of Nursing.

Responsible Parties
Faculty, administrators and students.

Policy
Exposure: An exposure is an occurrence in which a person is subjected to an infectious agent in such a way that could lead to acquisition of a disease. Should exposure to infectious diseases (such as TB, HIV, etc.) occur, the clinical faculty and/or agency clinical supervisor will supply information regarding the appropriate protocol.

Process
All contaminated needle sticks, body fluid splashes, or communicable droplet or aerosolized contact to mucous membranes or open skin should be treated as if there is a potential risk of pathogen exposure. Should an exposure to mucous membrane/open skin area occur, the student should implement the following procedures:

1. Report the exposure to their clinical faculty or supervisor.
2. Follow agency infection control processes for reporting and follow-up, as directed by clinical faculty or supervisor.
3. The student must complete any forms or processes requested by the clinical agency prior to leaving the clinical facility.
4. The student will seek a risk assessment and determination of recommended screening, treatment, and or follow up from the clinical facility infection control practitioner or other health care provider (if the clinical facility does not have a specified infection control practitioner or employee health center). This assessment should be performed within one hour of the injury.
5. The clinical faculty will assist the student to complete a School of Nursing Incident Report, with both faculty and student signing the form. These forms can be obtained from the respective Program Director.

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

7. The student may seek counseling and referral regarding implications of the exposure, risks and/or treatment from the following agencies:
   a. Boise State University Counseling Center
   b. Boise State University, University Health Center
   c. Private provider of choice

Rights & Responsibilities

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

Student Responsibilities
4. The student has the responsibility to follow the clinical agency policy regarding an injury/exposure.
5. The student has the responsibility to protect patient/public safety.
6. The student has the responsibility to report the incident to their clinical faculty.
7. Complete and submit the agency’s injury/exposure report form and the Boise State University Incident/Accident Report Form. A copy of both reports will be retained in the student's file.
8. Faculty are to give the report to the Divisional Dean, the Divisional Dean files the report with Boise State University’s Risk Management.
9. The student may be eligible for Workman’s Compensation for treatment of the injury as determined by the Boise State Insurer.

Faculty Responsibilities
1. The clinical faculty will assist the student in completion of required reports and evaluation as required by the clinical agency policy.
2. If needed, the clinical faculty will assist the student in completion of a risk assessment regarding the accidental exposure.
3. The clinical faculty will ensure that the student is informed of his/her rights and responsibilities and the required procedures as described above.
4. The clinical faculty will inform and may assist the student regarding accessing resources for risk assessment, screening, advice, referral for testing, treatment, and counseling.
5. The clinical faculty will assist the student to analyze the occurrence regarding implications, if any, for future practice.
6. The clinical faculty will complete the Student Injury/Exposure Report form, including student and faculty signature, and place the completed report in the student’s Program file.
7. The faculty member is to notify the Course Coordinator, Program Director and Divisional Dean of the incident within 24 hours of the occurrence.
8. The faculty will ensure that students are oriented to the OSHA policies within each clinical agency.
9. Faculty will complete Boise State University’s Risk Management Forms.

Related Policies/Forms CHS:
304, 305, 306
BSU: None
SON: FP 18 Faculty HBV and HIV Exposure

Revised: July 2020
Policy for Latex Sensitivity

Purpose
Allergy to natural rubber latex is a real concern in clinical settings where many medical devices, including gloves, contain latex. Individuals accepted into clinically-based programs in the College of Health Sciences (CHS) should be aware of, and screened for, sensitivity to latex-based products. Continuing evaluation of possible sensitivity should occur throughout the educational and clinical experience. All CHS programs that place students in situations where the use of natural rubber latex is a probability will adhere to the following protocol, or will incorporate a more restrictive protocol into their program/departmental policies.

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

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

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

4. If the student, in consultation with his/her physician, decides it is necessary to withdraw from the Program, the Program’s Director will make every effort to assist with reimbursement of current semester fees from the institution.
Purpose
This policy describes the terms and conditions of liability coverage extended to faculty.

Scope
School of Nursing faculty who are full time, part time, temporary (adjuncts) or administrative.

Responsible Parties
All faculty members.

Policy/Process

Application of Coverage
If a faculty member is providing university classroom instruction, conducting research, and/or participating in community service within the course and scope of his/her Boise State University employment, the individual(s) are covered by the State’s General Liability Coverage or the State’s Medical Malpractice Liability Coverage if working within a clinical medical setting via the Idaho Tort Claims Act. No additional insurance is required for State (or Boise State University) employees working within the course and scope of their employment.

Determination of whether a specific community service or volunteer activity qualifies to be within the course and scope of the faculty member’s employment (for liability coverage) is subject to the pre-approval of the School of Nursing Divisional Dean. Forms describing various service activities are filed annually each January.

Coverage does not extend to those individuals who are practicing their profession outside (private role) of their normal course and scope of employment for Boise State University. In that case, the individual would need to provide their own private liability coverage at their own cost.

General Liability Coverage
As provided by the Idaho Tort Claims Act there is a $500,000 per occurrence for claims made within the Idaho State jurisdiction. For example, if an occurrence involved 5 third parties, the maximum allowable claim recovery would be $500,000, not 5 x $500,000 or $2,500,000, unless separate occurrences.

Medical Malpractice Coverage
The State of Idaho (Boise State University) Medical Malpractice Coverage – “provides
coverage for the rendering of (or failure to render) medical services by a licensed
medical professional. This includes doctors, dentists, nurses, etc., including furnishing
drugs and medical supplies.”

This medical malpractice liability insurance coverage protects all licensed nursing and
University medical employees up to $500,000 per occurrence (Idaho Tort Claims Act)
while they are working within the course and scope of their employment for Boise
State University.

Faculty members, while teaching in these clinical medical settings, are also covered
by the medical Malpractice Coverage under the Idaho Tort Claims Act.

Other Coverage
The State of Idaho (Boise State University) Medical Malpractice liability insurance
protection only applies to employees, not to practicum students working off campus in
a clinical medical setting or training program. However, the School of Nursing
maintains and carries a separate medical malpractice liability insurance policy to
cover Boise State University Health Care Students in accordance with the limits
required by the various clinical enterprises ($1 million each claim with $5 million
aggregate).

Automotive Liability
Coverage is provided for all Boise State University (State)-owned or leased vehicles
licensed for road use by University employees on University business. When a Boise
State University employee drives their own personal vehicle on approved University
business under Idaho law their own personal automobile insurance (liability and
physical damage) is primary. Boise State University’s (State) auto insurance would
only apply on an excess or secondary basis, if needed.

Certification indicating the possession of a valid driver’s license and current proof of
insurance is required to be on file with the School of Nursing Administration Office for
every faculty member who operates a State-owned or leased vehicle or who drives
their personal vehicles on approved University business, regardless of frequency.

Office of Risk Management
For further details on the University’s insurance program, visit the department of Risk

Related Policies/Forms
Faculty Expectations Policy FP8, see R:\College of Health\Nursing\Resources\
Policies\Faculty Policies\AY

Approved: Spring 2009
Reviewed: July 2020
Legal Review: July 2020
Funding for National Certifications and Fellowships for Nursing Faculty and Staff

Purpose
The School of Nursing supports national certification(s) and fellowship membership(s) as a validation of clinical and scholarly excellence. This policy provides a method of documentation and compensation for expenses incurred obtaining and maintaining national certification(s) or fellowship(s) for Boise State University School of Nursing faculty and staff members.

Scope
School of Nursing members

Responsible Parties: Administrative Leadership Team, Divisional Dean, Chief Nurse Administrator

Policy/Process
1. Tenured, tenure track, and clinical track nursing faculty, or staff members who comply with the guidelines are eligible for reimbursement of the cost of national certification or fellowship.
2. Temporary faculty (adjunct or lecturers) are not eligible for reimbursement of national certification or fellowship costs.
3. The certification or fellowship must be related to the role of the faculty or staff member to be eligible for reimbursement. The final decision on eligibility for reimbursement rests with the Administrative Team.

Supported Certifications or Fellowships:
1. Qualifying national certifications or fellowships must be awarded through a nationally recognized professional organization.
2. Qualifying national certifications or fellowships will be those that will enhance the faculty/staff member’s field of practice/study and contribute to the overall breadth of nursing clinical and scholarly excellence among School of Nursing faculty and staff.

Adding Certifications or Fellowships:
1. Meet with one’s Program Director to discuss adding the national certification or fellowship to the list of qualifying organizations.
2. Any national certification or fellowship that is determined to qualify by this process will be added to the list of national qualifying certifications or fellowships.
Available Funding Support:
The University allows for reimbursement up to $300 per certification or fellowship (newly obtained or renewal). General scholarly funds may be used to pay for educational materials or the preparation for national certification examination or to provide additional reimbursement for costs over $300 for certifications of fellowships. Acceptable expenses, for example are:

1. Cost of examination
2. Pre-test or practice exam
3. Study materials, such as books, journals, on-line modules, other publications
4. Cost of Continuing Education Units, if required, to include related travel costs if CEUs can only be obtained by conference attendance

Note that Professional Development Funds (as per University policy) cannot be used to pay in advance for any exam cost. In addition, as prohibited by University policy, state licensure costs cannot be reimbursed under this policy or by using Professional Development Funds.

Reimbursement:
Under the policy, once the result of “pass” for certifications or proof of joining the fellowship is submitted (see below), the faculty or staff member is eligible for reimbursement of costs of examination and fees for a national certification or dues for a fellowship up to $300.00

1. Each faculty or staff member will oversee his/her personal certification and recertification and management of fellowship requirements.
2. A copy of the up to date certification and fellowship obtained will be kept in the faculty or staff member’s personnel file.
3. Proof of passing the examination or meeting the requirements as outlined by the national certification or fellowship must be presented for reimbursement. In addition, as mandated by University policy, original receipts associated with the expense must be submitted within 90 days of when the expense was incurred.
4. Travel for the purpose of maintaining the national certification or fellowship must be approved in advance and follow all University policies to include the completion of a Travel Authorization.

Understanding that each national certification or fellowship is unique and may vary in the way it is obtained or maintained, the College of Health Sciences’ Senior Business Manager will work with the faculty and staff to ensure proper reimbursement and compliance with policy.

Adopted: (unknown)
Revised: Spring 2013
Reviewed: July 2020
ELECTRONIC DEVICES AND SOCIAL MEDIA

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

The Personal Electronic Device Guidelines for Boise State University School of Nursing (SON) are used in conjunction with the National Council of State Boards of Nursing: Social Media Guidelines for Nurses Social Media Guidelines for Nurses

Scope
All students, staff, and faculty in the SON.

Responsible Parties
All students, staff, and faculty in the SON.

Handheld Devices in the Clinical Setting
1. All faculty, staff, and students will adhere to agency policy regarding the use of electronic devices in the clinical setting. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines in the clinical or other settings.
2. Personal health identifiers (PHI) must be removed from any patient data collected on electronic devices. Confidentiality further extends to families, healthcare workers, and organizations. Additionally, students must use a password to protect access to information on their electronic device. This password must be kept confidential and will not be shared with others.
3. Using electronic devices for personal, non-school related functions is strictly prohibited.

Using Social Media Sites
On-line social networking refers to a community of individuals where people can connect and communicate with others via the internet. Examples of social networking sites include Facebook, Twitter, LinkedIn, Snapchat, and personal blogs. It is important to remember that information posted on the internet or phone is often
obtainable by others regardless of privacy settings and after it has been removed by the original poster.

The SON highly recommends that students refrain from posting any photos, personal information, or any other materials you would not want to be seen by classmates, faculty, staff, or potential employers.

Students are also strongly urged to refrain from posting insulting, disrespectful, disruptive, or disparaging comments on social media. Professional standards in nursing require nurses to work with people of many different backgrounds, cultures, and experiences. This requires the utmost professionalism in communicating with the public.

Nursing students must adhere to the Boise State University Statement of Shared Values, the Boise State University Student Code of Conduct, the American Nurses Association (ANA) Code of Ethics, and other similar codes which include policies governing veracity (truth telling) and non-maleficence (do no harm). These codes and standards can be applied to classroom and hallway discussions, virtual learning environments, text messaging, and on-line social networking sites.

Boise State Student code of conduct: Student Conduct - Dean of Students

Boise State Office of the Dean of Students: Dean of Students - Helping Students Thrive.

The SON encourages all nursing students to read the "White Paper: A Nurse’s Guide to the use of Social Media" published by the National Council of State Boards of Nursing. White Paper: A Nurse’s Guide to the Use of Social Media Additionally a pamphlet has been added by the NCSBN Use of Social Media

Professional Boundaries
On-line boundaries between nursing students and others should be maintained as they would in any other context. For more information, please review the School of Nursing’s Confidentiality Policy located in the Student Handbook.

Device Hygiene
Like any tool used in the clinical setting, electronic devices can serve as a vector for the spread of infection. Students are encouraged to review the manufacturer guidelines for cleaning their device. General recommendations include the following:

1. Wash hands before using the device.
2. Store devices in a clean area.
3. Avoid setting devices down in any area that might be contaminated, e.g. laying the device down on bedside tables or bringing it into an isolation room.
4. Wipe down handheld devices using solutions recommended by manufacturer or per agency policy.
Related Policies/Forms
SON: Undergraduate Student Handbook
http://hs.boisestate.edu/nursing/handbooks/
BSU: Statement of Shared Values
https://www.boisestate.edu/deanofstudents/student-conduct/shared-values-and-philosophy/
ANA: Code of Ethics http://www.nursingworld.org/
National Council of State Boards of Nursing: Social Media Guidelines for Nurses  Social Media Guidelines for Nurses

Revised: July 2020
Enhancing Success of Multilingual Students

Purpose
To provide guidelines for supporting multilingual students to enhance student success and support faculty in meeting the student’s educational needs.

Scope
All multilingual nursing students.

Responsible Parties
Administration, faculty and staff who work with nursing students.

Policy/Process
Students from diverse backgrounds and who speak multiple languages add cultural and linguistic expertise to the nursing profession and those we serve. The following guidelines assist faculty and staff to better meet the educational needs of multilingual students.

Ideally, the multilingual student self-identifies during the admission process, entrance to nursing courses, advising, and/or as recommended by faculty when learning needs appear during writing, speaking, or clinical practice experiences.

1. Connect the student with University services for multilingual students and encourage the student to participate in any available resources to support learning.
   a. Services for students are listed at English Support for multilingual learners https://www.boisestate.edu/englishsupport/for-students/
   b. Writing assistance can be found through Boise State University’s Writing Center
2. Faculty and staff can find multiple ways to support multilingual learners at this site: https://www.boisestate.edu/englishsupport/for-faculty-and-staff/
3. Faculty may request consultation from englishsupport@boisestate.edu

Multilingual students needing accommodations to fully participate in courses should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC’s website at https://www.boisestate.edu/eac/new-students/

Related Policies/Forms
Also see SON EAC policy FP12
Revised: July 2020
Purpose
To provide guidelines for supporting students in need of accommodations, enhance student success, and support faculty in meeting the student’s educational needs. To establish documentation of a student in need of accommodations to be successful. To facilitate communication between faculty and students requiring accommodations.

Scope
All nursing students requesting accommodations.

Responsible Parties
Administration, faculty and staff who work with nursing students.

Policy/Process
1. Students needing accommodations to fully participate in courses should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC’s website at https://www.boisestate.edu/eac/new-students/

2. Students requesting accommodations go to the Educational Access Center link: https://www.boisestate.edu/eac/new-students/ and complete a Request for Services form.

3. Multilingual students needing accommodations to fully participate in courses should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC’s website at https://www.boisestate.edu/eac/new-students/

4. When students are approved for accommodations, the EAC sends a notification to each instructor via email. Students and instructors are encouraged to discuss the implementation of the accommodations.

5. Student confidentiality will be maintained on a need to know basis, and may include the student’s faculty and program director.

6. A copy of the accommodations will be placed in the student’s file.

7. Students with an accommodation need to follow the written accommodations and policies of the EAC.
8. Students with testing accommodations that need to take a test, reserve a time with the EAC or the testing center, noting you have EAC testing accommodations when requesting to take a test.

9. The faculty will comply with reasonable accommodations to meet course outcomes.

Related Policies/Forms

FP 45- Multilingual policy
Approved: August 2020
Membership Reimbursement for Nursing Faculty and Staff

Purpose
The School of Nursing supports faculty and staff membership in professional organizations as a validation of professional and scholarly excellence. This policy provides a method of documentation and reimbursement for membership dues.

Scope
Full-time School of Nursing employees.

Responsible Parties
Administrative Leadership Team, Divisional Dean, and the Chief Nurse Administrator

Policy/Process
1. All School of Nursing faculty and staff members who comply with the guidelines are eligible for reimbursement, up to $300 total per academic year, of the cost of annual membership dues in professional organizations. Multiple memberships are allowed if within the $300 per AY total.
2. Temporary faculty (adjunct or lecturers) and temporary staff and student workers, etc. are not eligible for reimbursement.
3. Up to $300 total per AY in financial support is provided as reimbursement following approval of a “Faculty/Staff Request for Planned Absence, Expense/Reimbursement or Travel” form.
   - Submitted form must divulge how membership meets professional goals and/or requirements.
4. To be eligible for reimbursement beyond $300/AY the membership must be endorsed by the employee’s supervisor as required by or benefiting the School of Nursing, e.g. accreditation requirements.

Available Funding Support:
1. Nursing or professional licensure costs cannot be reimbursed under this policy.
2. When membership is sought as part of attending a conference and the registration fee is less for members, reimbursement for membership shall be included in the travel expenses.
3. No amount of the $300 per year can be carried over from one academic year to the next.
4. Reimbursement is based upon availability of funding.
5. The final decision on eligibility for reimbursement rests with the Administrative Team, Divisional Dean, and Chief Nurse Administrator

Reviewed: July 2020
Promotion and Tenure Policy

Purpose
To establish a policy on promotion and tenure for the tenured/tenure track faculty in the School of Nursing.

Scope
All School of Nursing (SON) tenure-track or tenured faculty.

Responsible Parties
SON Administrative Team, SON tenure/tenure-track faculty, and SON Promotion and Tenure Policy Committee

Policy/Process
Professional Preparation for Rank Determination:

A. **Assistant Professor:** An earned academic doctorate (PhD, EdD, DNSc) or clinical doctorate (DNP) from an accredited nursing institution of higher learning, plus additional appropriate coursework or full-time college teaching experience.

B. **Associate Professor:** An earned academic doctorate (PhD, EdD, DNSc) or clinical doctorate (DNP) plus five (5) years of full time experience in an academic rank.

C. **Professor:** An earned academic doctorate (PhD, EdD, DNSc) or clinical doctorate (DNP) plus a minimum of eight (8) years of full time experience in an academic rank at an accredited institution of higher learning.

Definitions:

**Tenure:** Academic tenure is a condition of presumed continuous employment that insures an intellectual atmosphere that is free and open. This encourages superior faculty to remain at the University, thus strengthening the excellence of the institution. Granting tenure implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

**Promotion:** Academic promotion refers to an elevation in academic rank either from Assistant Professor to Associate Professor or Associate Professor to Professor.

**Developmental Review:** All University tenure track faculty are evaluated in the Spring
of their second and fourth years of service as to their progress toward tenure. This is a formal, internal evaluation requiring the submission of a portfolio, and should not be confused with the annual faculty evaluation process. The Developmental Review does not result in advancement in rank or salary level.

**Tenure and Promotion Eligibility:**

**Tenure Conferral:** Faculty members are expected to apply for tenure during his or her 6th year of employment at the University. Application for tenure may also be made as early as in the 5th year of service should the faculty member’s record support the action. See University Policy #4370 regarding the counting of prior service at another institution.

For individuals holding the rank of Assistant Professor, review for tenure conferral as well as promotion to Associate Professor will occur simultaneously.

**Promotion Eligibility:** Candidates pursuing promotion in academic rank (see definition above) shall be advanced for promotion only when their record clearly demonstrates significant contributions and commitment to teaching and scholarly activity. Service, although expected of every candidate, cannot be considered in place of or substituting for teaching and scholarly activity. Promotion from Associate Professor to Professor requires eight years of full-time experience in an academic rank at an accredited institution of higher learning.

Individuals may apply for promotion during the eighth year of experience, but no earlier than during his or her third full year of employment at the University. See University Policy #4370 regarding the process by which prior service is established.

**Criteria for Tenure and Promotion:**

There are three main areas of faculty involvement pertinent to tenure and promotion:

A. **Teaching**

Teaching, as demonstrated by teaching effectiveness and professional commitment to teaching, is an important role of the faculty at the University. Effective and outstanding teaching should be recognized as an important criterion for tenure.

B. **Scholarly and Research Activities**

The SON faculties define scholarship as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, 5) can be translated into practice, and 6) can be peer-reviewed through various methods. It includes the scholarship of discovery,
the scholarship of teaching, the scholarship of application (engagement and evidence-based practice), and the scholarship of integration as outlined by Boyer 4 and the American Association of Colleges of Nursing7. Each candidate for tenure must possess a demonstrably high level of achievement in his or her discipline through scholarly, creative, and research activities. Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable or transferable knowledge. As described by Polit & Beck, research is a “systematic inquiry that uses orderly, disciplined methods to answer questions or solve problems. The ultimate goal of research is to develop, refine and expand knowledge” (p 3).

- Evidence-based practice (EBP) means “using the best evidence in making patient care decisions, and such evidence typically comes from research conducted by nurses and other healthcare professionals” (p 3). Nursing authors of the Iowa model (Titler et al, 2001) defined evidence-based practice as “the conscientious and judicious use of current best evidence to guide health care decisions”.

- Translational science and translational research are used interchangeably in the literature. Translational science or research involves moving knowledge gained from the basic sciences to its application in clinical and community settings. As the concept of translational health research has evolved with practice and time, it is clear that translational research encompasses a bidirectional continuum”.

C. Service

It is expected that each candidate for tenure will have demonstrated a commitment of service to Boise State University, to the College of Health Sciences, to the School of Nursing, to the community and to the profession. Participation and leadership in school, college, or university committees, Faculty Senate, professional organizations, and/or affairs of the local, state, or national community normally demonstrate this type of commitment.

External Reviews:

All faculty review actions, with the exception of the developmental review, require blinded external review by three reviewers of the same or higher rank as the rank the faculty candidate is seeking (e.g. if associate, reviewer must hold an associate or professor rank). Faculty are to submit the names of three external reviewers in the Spring to the SON Divisional Dean, who will oversee this process and provide information as to the selection of the reviewers, submission of materials to be sent to reviewers and mandatory deadlines.
School of Nursing Promotion and Tenure Committee:

The SON Promotion and Tenure Committee consists of three (3) tenured faculty members and two (2) clinical faculty members. This committee reviews actions for both the tenure- tenure track faculty and for the clinical track. Only tenured Committee-members can vote on actions affecting tenured and tenure-track faculty members. Clinical track actions are voted on by the committee as a whole. Members are appointed by the Administrative Team which consists of the School of Nursing Divisional Dean, Undergraduate Pre-licensure Program Director, RN-BS Program Director, AGNP Program Director, DNP Program Director, Simulation and Learning Lab Coordinator, Faculty Development and Education Coordinator, Business Project Manager, and the Executive Management Assistant.

Evidence in Support of an Application for Tenure and Promotion:

Evidence regarding teaching, scholarly/research activities and service should be included in the portfolio/dossier.

Evidence of an effective teaching record includes the following:

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Receives above average to outstanding ratings by students and peers on classroom and/or clinical teaching</td>
<td>● Receives outstanding student and peer evaluations of effective instructional strategies</td>
</tr>
<tr>
<td>● Provides leadership for student advising/mentoring</td>
<td>● Is recognized as expert for student advising/mentoring</td>
</tr>
<tr>
<td>● Provides leadership in development of effective and innovative classroom teaching strategies</td>
<td>● Is recognized as expert in development of effective and innovative classroom teaching strategies</td>
</tr>
<tr>
<td>● Provides leadership in development, currency and relevance of course curricular content</td>
<td>● Is recognized as expert for the development of current and relevant content</td>
</tr>
<tr>
<td>● Demonstrates ongoing growth and leadership as a content expert</td>
<td>● Is recognized as a content expert</td>
</tr>
</tbody>
</table>

Evidence of an effective scholarly and research activities record includes the following:

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrates productivity and leadership within a focused area of nursing or health sciences research or translational science</td>
<td>● Assumes a leadership role within a focused area of nursing or health sciences research or translational science</td>
</tr>
</tbody>
</table>
● Demonstrates productivity and leadership in disseminating research findings through presentations at local, regional, or national conferences or meetings
● Publishes a co-authored article (average 1 per year) to a peer reviewed journal
● Demonstrates progress in selected area of research

Evidence of an effective service record includes the following:

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Participates as an active member in professional organizations</td>
<td>● Seeks or holds office in professional organizations</td>
</tr>
<tr>
<td>● Participates in SON and/or COHS or university committees</td>
<td>● Takes an active role in SON and university committees</td>
</tr>
<tr>
<td>● Engages in service activities at the community, state, regional, and national level</td>
<td>● Engages in service activities at the community, state, regional, national, and international level</td>
</tr>
<tr>
<td>Process Description</td>
<td>2 year Developmental Review*</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Review Notification</td>
<td>Week of Nov 15</td>
</tr>
<tr>
<td>Chief Nurse Administrator</td>
<td></td>
</tr>
<tr>
<td>Notice of Intent from Applicant</td>
<td></td>
</tr>
<tr>
<td>SON Portfolio Workshop</td>
<td>Fall Semester - Usually November- TBD</td>
</tr>
<tr>
<td>External Reviewer List</td>
<td>- NA -</td>
</tr>
<tr>
<td>to Chief Nurse Administrator</td>
<td></td>
</tr>
<tr>
<td>Materials for External Review to Divisional Dean and Chief Nurse Administrator</td>
<td>- NA -</td>
</tr>
<tr>
<td>Portfolio to SON P&amp;T Committee</td>
<td>Week of March 1</td>
</tr>
<tr>
<td>SON P&amp;T Letter of Review</td>
<td>Week of March 15</td>
</tr>
<tr>
<td>SON P&amp;T Letter of Recommendation</td>
<td></td>
</tr>
<tr>
<td>SON Program Divisional Dean and Chief Nurse Administrator Letter of Review</td>
<td>April 15</td>
</tr>
<tr>
<td>SON Divisional Dean and Chief Nurse Administrator Letter of Recommendation</td>
<td>- NA -</td>
</tr>
</tbody>
</table>
**Table:**

<table>
<thead>
<tr>
<th></th>
<th>- NA -</th>
<th>Week of Dec 15</th>
<th>Week of Dec 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHS P&amp;T Recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean’s Recommendation</td>
<td>- NA -</td>
<td>Week of Jan 15</td>
<td>Week of Jan 15</td>
</tr>
<tr>
<td>Provost/President Decision</td>
<td>- NA -</td>
<td>Week of March 15</td>
<td>Week of March 15</td>
</tr>
</tbody>
</table>

* 2-year and 4 year developmental reviews are conducted during the Spring of the second and fourth years of service.

** For individuals holding the rank of Assistant Professor, review for tenure conferral as well as promotion to Associate Professor will occur simultaneously. Associate Professors hired without tenure will follow this schedule.
References


NIH (2005). Title 45 CFR, Part 46.102,d.


Related Policies/Forms


SON Policy FP-8. (2015) Faculty Expectations Policy. See R:\College of Health\Nursing\Resources\Policies\Faculty Policies\AY

SON Policy FP-47 (2015). Promotion and Tenure Policy. See R:\College of Health\Nursing\Resources\Policies\Faculty Policies\AY1516

Adopted: Fall 2007 (as F-II-402)
Clinical Faculty Promotion Policy

Purpose
To establish a policy on promotion for clinical faculty in the School of Nursing in accordance with Boise State University policy #4490.

Scope
All School of Nursing (SON) clinical faculty.

Responsible Parties
College of Health Sciences (COHS) Dean, School of Nursing Divisional Dean, O CN clinical faculty, and SON Promotion and Tenure committee members.

Promotion
Academic promotion refers to an elevation in academic rank, either from Clinical Instructor to Clinical Assistant, or Clinical Assistant to Clinical Associate, or Clinical Associate to Clinical Professor. Clinical faculty are not eligible for tenure.

Promotion Criteria
The criteria for promotion must be approved by the School of Nursing Divisional Dean and the College Dean and must be consistent with the general criteria given in Boise State University Policy #4490, section V(B), COHS Clinical Faculty Policy (Spring 2019) and must be followed by the SON Promotion and Tenure Committee.

Candidates pursuing promotion in academic rank shall be advanced for promotion only when their records demonstrate a consistent commitment to teaching, service and professional development; these three criteria represent the most significant elements of the clinical faculty’s mission at Boise State University. Administrative duties/activities that contribute to and support the teaching mission are considered equivalent to direct teaching activities.

Policy/Process

Professional Preparation for Rank Determination

A. Clinical Instructor: The title granted to newly employed individuals without a graduate degree or have little or no academic teaching experience.

B. Clinical Assistant Professor: The usual entry-level rank for individuals who hold a graduate degree (master level); have demonstrated experience in a clinical area, and have some teaching experience.
C. Clinical Associate Professor: A rank marking an individual who holds a graduate degree (master level), as defined by the SON. These Clinical Faculty members have a consistent track record of accomplishment as a clinical educator and demonstrated leadership in their department or discipline.

D. Clinical Professor: A rank of high distinction for an individual with a terminal degree and who is regarded as a regional or national authority in the relevant discipline.

Degree and Certification Requirements

A graduate degree appropriate for the field is required for Clinical Faculty members; although a terminal degree is desired. Clinical Faculty members must hold appropriate certification/licensure/registration in their discipline and/or field of expertise.

Experience Requirements

Except under extraordinary circumstances, advancement may not occur before the acquisition of a required number of years of experience as a Clinical Faculty member.

A. At the time of initial appointment, the department chair shall make a written recommendation to the college dean regarding the application of experience at another academic institution and application of professional (nonacademic) experience toward the years of experience required for promotion; the dean is responsible for making the final determination. Professional (nonacademic) experience of two years or more in the relevant discipline may be substituted for a maximum of two years of the required total experience. University experience requirements are necessary but not sufficient conditions for promotion.

B. For promotion from clinical instructor to clinical assistant professor, two years of full-time experience as a clinical faculty member are required (i.e., an application for promotion can be submitted no earlier than during the third full year of employment at Boise State).

C. For promotion from clinical assistant professor to clinical associate professor, five years of full-time experience as a faculty member are required.

D. For promotion from clinical associate professor to clinical professor, a minimum of eight years of full-time experience as a clinical faculty member are required.

Criteria for Evaluation of Teaching and Service by Rank

A. Clinical Instructor to Clinical Assistant- the candidate has established a consistent record of accomplishment as a clinical and/or didactic teacher that
demonstrates teaching effectiveness and professional commitment to teaching. The individual demonstrates a capacity and commitment for future contributions to the teaching/learning mission of the SON. Participation in SON-related work groups/committees or service to teaching-focused clinical partners is expected.

B. Clinical Assistant to Clinical Associate- the candidate has established a consistent record of accomplishment as a clinical and/or didactic teacher or administrator who demonstrates teaching effectiveness and professional commitment to teaching/learning and/or activities that support faculty in their teaching roles. The individual demonstrates a capacity and commitment for future contributions to the teaching/learning mission of the SON. The candidate is emerging as a leader/mentor to SON faculty, clinical partners, and/or professional nursing organizations. Active participation in SON, COHS, and/or University committees is expected. Service to clinical partners or professional nursing organizations is an acceptable activity that demonstrates service to the SON and the nursing profession. Internal letters of evaluation from two department colleagues holding clinical or tenure-track faculty appointments that document achievements commensurate with this rank.

C. Clinical Associate to Clinical Professor- the candidate has established a consistent record of accomplishment as a clinical and/or didactic teacher or administrator who demonstrates teaching effectiveness and professional commitment to teaching/learning and/or activities that support faculty in their teaching roles. The individual demonstrates a capacity and commitment for future contributions to the teaching/learning mission of the SON. The candidate is a recognized leader/mentor to SON faculty, clinical partners, and/or professional nursing organizations. Acting as a committee chair for SON, COHS, and/or University committees is desired. Service to clinical partners or professional nursing organizations is an acceptable activity that demonstrates service to the SON and the nursing profession.

Clinical Professor is a rank of high distinction for an individual with a terminal degree and who is regarded as a regional, national or international authority in the nursing discipline. External letters of review from three recognized leaders in Nursing are required to support and document achievements commensurate with this rank. Refer to Boise State University Policy #4340 IV.B.1 and 2 for external review instructions.

Procedure and Timelines

A. Promotion folder-should provide the committee with materials demonstrating that they meet or exceed the expectations for teaching, service/administrative activities, and professional preparation/development. The promotion folder must have a table of contents and contain at least the following documentation:

1. a letter from the applicant requesting promotion that indicates the SON policy by which they wish to be evaluated,
2. a comprehensive vita that includes dates of each rank,
3. a concise summary of evidence that describes how they have met or exceeded the requirements for promotion for teaching, service/administrative activities and professional preparation/development,
4. student/course evaluations for at least the previous three years and a table summarizing key data,
5. all annual evaluations,
6. a copy of the job description/workload assignment for the position held by the applicant,
7. and letters as indicated in Section: Criteria for Evaluation of Teaching and Service by Rank.

B. The following procedure and timelines closely follow the promotion guidelines for tenured and tenure-track faculty described in University Policy #4340.

1. Candidates must notify the SON Divisional Dean and their direct supervisor that they plan to apply for promotion no later than November 30 the year before they plan to put forward their application.

2. The candidate submits to the SON Divisional Dean or designee a promotion folder by September 1.

3. During the month of September, faculty on the SON P & T committee reviews the promotion folder and provides written input to the SON Divisional Dean.

4. The SON Divisional Dean forwards the promotion folder along with his/her recommendation, any clarification that may be required on the applicant’s specific responsibilities to the COHS P & T Committee by October 15.

Related Forms: Boise State University Policy-Clinical Faculty #4490
COHS-Clinical Faculty Policy (September 2019)
Reviewed: June 2020
Faculty Search Process

Purpose
To define the process of faculty participation in the search process for vacant positions.

Scope
Administrative and faculty members on the Faculty Search Team

Process
Members of the Search Team plan faculty recruitment activities as delegated by the Divisional Dean, Chief Nursing Administrator and Program Directors during the academic year. Members of the search team will participate in training required by Boise State University Human Resource and/or School of Nursing search training prior to beginning service on the team.

Recruitment strategies adhere to Boise State University Human Resource guidelines. The process includes a review of submitted applications, phone/Skype interviews. Recommendations are made to the Chief Nurse Administrator and Divisional Dean for on-site interviews.

On-campus interviews will include, but are not limited to, the Dean of the College of Health Sciences, the Search Team, appropriate Program Directors, and select faculty and students. Faculty and students (if available), who interview a candidate, complete the Faculty Applicant Evaluation Form and return it to the Search team.

The Search Team reviews the summaries and forwards written recommendations to the Divisional Dean and Chief Nurse Administrator. The Divisional Dean and Chief Nurse Administrator make the final decision for hire. A tentative offer of employment is made to the candidate by the Chief Nurse Administrator and the Divisional Dean in collaboration with the Dean.

Related Policies:
BSU: 1060
http://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/

Revised: July 2020
SON Staff Expectations

Purpose:
To define annual expectations for all staff members.

Scope:
Full and part-time staff members

Responsible Parties:
School of Nursing Divisional Dean; Chief Nurse Administrator, Organizational Workstream Leads (functional supervisors)

Policy:

Policy Statement: The policy ensures that staff members are aware of their responsibilities in the School of Nursing. In addition, all staff members are responsible to comply with all Boise State University, State, and Federal policies.

Responsibilities:
Professional Behaviors
A. Demonstrate positive support of all Boise State University, COHS, and SON policies.
B. Promote the Mission, Vision, and Goals of the College of Health Sciences.
C. As staff members assigned to teaching a class: prepare syllabi, Blackboard sites, and communicate with teaching peers and staff as needed prior to the start of the semester the course is offered.
D. Document any course content revisions and report to the appropriate Curriculum Team.
E. Attend all required School, Program, and Team meetings. If unable to attend, make arrangements with your supervisor, in advance, to meet the requirements of your role.
F. Maintain expertise and credentials in specialty courses/programs through ongoing professional development.
G. Responsible for completing any reports requested in a timely manner.
H. Participate in assigned School Teams and ad hoc committees.
I. In partnership with your supervisor, complete the Annual Staff Evaluation, which includes a self-assessment, (and of each semester’s student and course
evaluations; if you are teaching). Also, identify new annual goals, and submit with the Annual Evaluation to the appropriate Supervisor before the due date.

J. Expected to maintain professional office hours (flex hours, 7:30 AM to 5:00 PM, etc.) unless otherwise approved by immediate supervisor

K. Maintain professional attire in all School of Nursing Interactions (see dress policy for school of nursing staff).

L. Comply with criteria for not transporting students in personal vehicles.

Communication/Documentation

A. Maintain confidentiality in all matters of faculty, staff, and student issues as identified in School Confidentiality Statement.

B. Discuss with appropriate supervisor any upcoming absences to ensure smooth delivery of programs.

C. Report behaviors of concern of students, staff, or faculty to the appropriate supervisor per report lines.

Related Policies/Forms COHS Core Values
SON Dress Policy for Staff FP43

Adopted: Summer 2018
Reviewed: July 2020
Syllabus & Assignment Policy

Purpose
Faculty are required to adhere to this policy for syllabus format and faculty expectations for assignments.

Scope
All School of Nursing faculty

Responsible Parties
School of Nursing faculty

Policy/Process

A. Syllabus:

The following elements are required in the syllabus for every course in the School of Nursing. The templates for both graduate and undergraduate syllabi can be found on the school drive under: R:\College of Health\Nursing\Resources\Forms\Syllabi Template

Suggested elements in syllabus may include:
1. Title page – course name, number, semester/year, credit(s), and course faculty/information, course description
2. Course Catalog Statement (exactly as appears in course catalog)
3. Course Overview (expanded, more detail)
4. Required Texts (and optional texts if applicable)
5. Teaching/Learning Methodology
6. Statement of Shared Values
7. Course Behavior, Norms, and Professional Expectations
8. Course Policies and Guidelines
9. Assignment Policy
10. Attendance Policy
11. School Policies and Statements
12. University Policies and Statements
13. Assignments and Forms
14. Syllabus Grid to include:
   a. Level Objectives
   b. Course Objectives
   c. Assignment and Point Values
d. Course Objectives Covered by Assignments  
e. Evidence Basis for Course Content  

15. Course Schedule/Calendar (may be separate attachment)  

16. Assignments:  
The purpose of the Assignment Policy is to help students be very clear about important information and deadlines about assignments. The Assignment Policy in the syllabus should include the following information:  
a. Clear statement of assignment due date and time deadline (if applicable). If there is a separate course schedule/calendar, specific due dates may be listed there, rather than within the course syllabus.  
b. Clear statement of faculty policy for grading, such as point or percentage deduction if late assignments are accepted and whether due dates can be negotiated due to emergencies or unanticipated events.  

B. When to submit a syllabus revision to the Undergraduate Curriculum Team or the applicable graduate governance team:  
Certain significant changes to a course require the course syllabus to be submitted to the Curriculum Team for review. Included among these (but not limited to these) are:  
1. Major course revision  
2. Change in course delivery method  
3. Change in course credit  
4. Change in course title and/or description  
5. Changes in level objectives selected for use in course  
6. Changes in course objectives  

C. Faculty are responsible to send a copy of their syllabus each semester to the designated staff member or program director.  

Related Policies/Forms  
CHS: None.  
BSU: 2200 (Computation of the Grade Point Average) Boise State University Policies - Policy Manual  

Revised: July 2020
### Course: Course number and name

<table>
<thead>
<tr>
<th>Level/Program Objectives</th>
<th>Course Objectives (Tied to Level objectives)</th>
<th>Assignments and Assessments (Tied to Course Objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From the appropriate level objectives, choose the objective(s) in each category the course will cover. Course does not need to cover every objective in every category</strong></td>
<td>List each course objective (best practice number of objectives?)&lt;br&gt;A course objective specifies a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective. As such, objectives need to be written in such a way that they are measurable by some sort of assessment</td>
<td>List the assignments or assessments in the course and refer to the course objective which applies&lt;br&gt;Points/percentage of grade?</td>
</tr>
<tr>
<td><strong>1. Clinical Reasoning and Critical Inquiry:</strong>&lt;br&gt;A&lt;br&gt;B</td>
<td>Reference on creating course objectives</td>
<td>Exams 55%&lt;br&gt;3 Unit Exams (1-3)&lt;br&gt;Cumulative Final Exam (1-3)</td>
</tr>
<tr>
<td><strong>2. Communication:</strong>&lt;br&gt;A&lt;br&gt;B</td>
<td>For each course objective, refer back to the Level/Program objective to which the course objective applies</td>
<td>Assignments 35%&lt;br&gt;Discussion (3)&lt;br&gt;2 Case Studies (1-2)</td>
</tr>
<tr>
<td><strong>3. Experiential Learning:</strong>&lt;br&gt;A&lt;br&gt;B</td>
<td>1. Objective one. (1, A, B)&lt;br&gt;2. Objective two (2, A, B)&lt;br&gt;3. Objective three (3, A, B)</td>
<td>In-class activities 10%&lt;br&gt;Attendance (2)&lt;br&gt;Group activities (2)</td>
</tr>
<tr>
<td><strong>4. Global Worldview:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Professionalism and Leadership:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence basis for course content**

List official standards and/or competencies used as a foundation to the course. Textbook does not need to be listed here unless it is an official standard. Examples:

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

Quality and Safety Education for Nurses (QSEN) Initiative (Robert Wood Johnson Foundation)
https://qsen.org/

2020 National Patient Safety Goals (The Joint Commission)
Travel & Professional Development for Faculty and Staff Policy

Purpose
Define the Travel and Professional Development Funds policy which allows faculty and staff to request allocated funds.

Scope
School faculty and staff

Responsible Parties
Divisional Dean, Chief Nurse Administrator, Program Directors, faculty and staff

Process
Overall funding will be determined by the Divisional Dean, the Chief Nurse Administrator and the Administrative Leadership Team on an annual basis based on fund availability.

Faculty and staff are to complete and submit the School’s Travel Request documents and receive approval through the Divisional Dean and their appropriate Program Director in advance of travel. Individual funding will be determined by the Divisional Dean or Program Director on an individual basis.

Items purchased for personal/professional purposes are Boise State University’s property and must be returned when the employee separates service from the University unless approved by the Divisional Dean.

Related Policies/Forms
(R:\Resources\Forms\Faculty forms\Travel)
https://www.boisestate.edu/nursing/son-employee-resources/request-travel-form/

Adopted: Spring 2014
Revised: July 2020
Faculty Doctoral Education Support

Purpose
To provide requirements and guidelines for all full-time nursing faculty seeking financial support while completing doctoral programs.

Scope
All School of Nursing full-time faculty (Faculty)

Responsible Parties
School of Nursing faculty and School of Nursing Administrative Leadership Team

Policy/Process

A. The Faculty is a full-time faculty member employed in Boise State University’s School of Nursing.

B. The Faculty, while remaining in his/her current position wishes to pursue doctoral education that is within the state of Idaho through Boise State University’s Fee Waiver Policy and has submitted a formal application to the Divisional Dean of the School of Nursing.
   • https://www.boisestate.edu/hrs-benefits/education-benefit/

Faculty seeking doctoral education support shall adhere to Tuition Fee Waiver Benefit provided by Boise State University.

Policy Adopted: Spring 2007 as Faculty Tuition Support Policy
Approved by COHS Dean: Spring 2007

Revised: Fall 2017 as Faculty Doctoral Education Support Policy
Revised to comply with University Fee Waiver Policy: July 2020
School of Nursing Workload Policy

Purpose:
The policy establishes the School of Nursing procedures governing the assignment of workload.

Administrative Guidelines for Documentation of Faculty Workload are per the Boise State University's Workload Policy #4560.

Scope:
This policy applies to all full-time faculty, including tenure, tenure-track, clinical track, and lecturers in both the graduate and/or undergraduate programs in the School of Nursing at Boise State University.

Responsible Party:
The Divisional Dean of the School of Nursing, receives the Chief Nursing Administrator recommendations. The final approval is the Dean of the College of Health Sciences.

Process for Determining Workload:
A. Faculty discuss workload issues and requests for the next academic year during annual evaluation.
B. Final Workload is negotiated between individual program directors and faculty.
C. Final faculty assignments are determined by the Chief Nursing Administrator and are based on the needs of the School of Nursing and faculty expertise. Individual program directors will sign off on individual workloads and forward to the Chief Nursing Administrator, School of Nursing Divisional Dean will approve, and the Dean will have final approval of the School of Nursing workload assignments in its entirety.
D. Any subsequent or proposed adjustments to a faculty member’s workload are made in conjunction with faculty, and approved by the program director and Chief Nursing Administrator.
E. Administrative guidelines for documenting faculty workload apply (see workload policy BSU #4560; section 7)
F. Annual review of policy will be in conjunction with BSU Workload Policy #4560.

Definitions:
Teaching: Teaching is the preparation, development and delivery of academic courses via distance or face to face delivery. This includes the application of assessments related to student performance and other administrative and pedagogic activities associated with the successful delivery and sustainability of a given academic course, internship or clinical
practicum. Teaching also includes mentorship of students in areas such as professional
development, research, presentations or preparation of theses or scholarly projects.

Scholarship: Scholarship is defined as those activities that systematically advance the
teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to
the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, 5)
can be translated into practice, 6) is disseminated through a peer-review process.

Service: Service is defined as activities in which faculty members offer professional
knowledge, skills, and advice to their University, profession, and/or public communities.
Service activities, whether compensated or not, draw on professional expertise, related to
the teaching and research missions of the University and imply a connection to the
University.

A. Service consists of professional activities other than teaching and scholarly
activity, and may be divided into four areas:
   B. Institutional service to the University, the College of Health Sciences, or the School
   of Nursing.
   C. Professional service to academic and professional organizations, which have
direct ties to a faculty member’s areas of interest.
   D. Leadership is defined as involvement in School of Nursing activities.
   E. Public or Community service, which involves professional service (including paid
or unpaid consulting) as a representative of Boise State University to local,
regional or national organizations, public or private. Faculty members use their
professional abilities to make a significant contribution to the well-being of the
larger community.

Professional development: Professional development is the acquisition of new skills and/or
updating old skills within the specific health-related discipline.

Faculty practice: Faculty practice is described by the School of Nursing as practice that
simultaneously meets the needs of organizations or patients/populations, while
contributing to faculty development. The roles of clinician, educator, researcher,
consultant, and/or administrator are visible during faculty practice through compensated
and uncompensated models. Nursing faculty are encouraged to maintain faculty practice
as it helps ensure faculty stay current and maintain expertise in clinical areas, provides
opportunities for scholarship, and significantly augments their mentoring skills for students.
POLICY

I. Policy Statement

Professional expectations of all faculty members in the school of nursing include teaching, scholarship and service. APRN faculty hired to teach in the AGNP program will have required practice.

II. General Distribution Requirements

Faculty workload consists of a distribution of 50-80% teaching 3:3 (3 classes of 3 credits each equivalent), and 20-50% distributed between service and scholarship.

A. Standard Workload Distributions:
   a. Tenure/Tenure Track Faculty
      1) 60% - Teaching (9 credit equivalents) per semester
      2) 30% - Scholarship
      3) 10% - Service
   b. Clinical Track Faculty & Lecturers
      1) 80% - Teaching (12 credit equivalents) per semester
      2) 10%- Scholarship or faculty practice (refereed publications, not required)
      3) 10% - Service (or higher if needed by school)
      4) 10- 20% Faculty Practice (required if APRN needed to maintain certification)

B. Scholarship for Tenure/Tenure track Faculty:
   It is expected that tenure/tenure track faculty publish one manuscript annually to a peer-reviewed journal (School of Nursing Promotion and Tenure Policy F-II-402), over a three year period. Additionally, they must show adequate progression of their identified publication agenda, (i.e., submission, revisions, etc.) annually. Dissemination of research findings through presentations at local, regional or national conferences or meetings should occur annually (School of Nursing Promotion and Tenure Policy F-II- 402). Faculty who don’t meet this criteria will be subject to increased teaching assignments.

C. Service (10-20%)
   It is expected that faculty will have demonstrated a commitment of service to Boise State University, to the profession, and to the community; School of Nursing Promotion and Tenure Policy F-II-402

D. Administrative Assignments
   Examples: Divisional Dean, Program Director, Simulation Curriculum Facilitator.

Revised: July 2020, Ref: BSU Workload Policy #4560