School of Nursing

Practicum Manual

Bachelor of Science in Nursing (BSN): RN-BSN and RN-BSN-MSN
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Section 1. Introduction

Purpose of This Manual

Welcome to the field experience component of Walden University’s Bachelor in Science in Nursing Completion (BSN) program. This manual describes the structure and timing of the classroom-based and on-site practice experiences and the policies students must follow to be successful. For more information about the nursing programs, students should refer to the School of Nursing Handbook.

This manual is intended to provide BSN students with information they need related to practicum (practice experience) policies and procedures as well as to serve as a reference for cooperating professionals and other practice experience personnel.

This manual refers to the Walden University Catalog and the Walden University Student Handbook for specific information on university policies and courses. These resources can be accessed at catalog.WaldenU.edu.

Note: Walden University reserves the right to make program changes as needed to help ensure the highest quality program.

Walden University

The BSN program at Walden University is designed to promote Walden University’s vision, mission, and ongoing commitment to social change. These guiding principles serve as a framework for the program curriculum and outcomes and are included here as a reference.

Vision

Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

Mission

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

Social Change

Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals,
communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

School of Nursing

Vision

The School of Nursing envisions recognition as a preeminent 21st-century school of nursing in which the contributions of nursing, health, and related sciences will transform the provision of nursing services along the continuum of care and across the human lifespan to meet the needs of individuals and local and global communities.

Mission

The School of Nursing provides academically rigorous and culturally and contextually relevant educational programs, based in the scholar-practitioner model, for a diverse array of nursing professionals seeking enhancement of critical-thinking skills, abilities to select and implement evidence-based practices, and core and specialty nursing knowledge in order to transform society.

Goals

The goals of the School of Nursing at Walden are to:

1. Empower nursing professionals through academic advancement that enhances personal growth, professional development, and academic achievement.
2. Create an educational environment where learners are able to build on their existing transformational and professional nursing knowledge, skills, and integrative abilities.
3. Educate nursing professionals with consideration for the complex needs of the diverse learner while upholding professional nursing standards.
4. Encourage learners to integrate biopsychosocial, nursing, and health theories; research; and evidence-based practice that exemplify professional nursing standards.
5. Prepare professional nursing leaders who are empowered to promote social change for individuals, groups, and organizations locally, nationally, and globally.

BSN Program Outcomes

At the end of the BSN program, students will be able to:

1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.
7. Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Field Experience Terms

For the purposes of this manual, the following terms are defined in this way:

Practice Experiences

The BSN practice experiences consist of online courses that students take to develop knowledge, skills, and competencies in public health nursing, including population health and leadership in quality and safety near the end of their program of study. In addition to the online classroom component, the practice experiences include an on-site-based experience, in which students are required to propose a potential project in each course to improve patient outcomes and quality/safety of care. The didactic (classroom) and clinical components of the practice experience courses are integrated. Students complete 72 hours of practice experiences including online course discussions with other students and with faculty within the course and collaborative discussions with nursing and other disciplines in the community or in the workplace. No affiliation agreement or official preceptor is needed. A time log is not required (see page 11 for students who are not currently employed.)

Practice Experience Site

A practice experience site is a health agency, school, work setting, or other settings in which students apply practice experiences that are consistent with their education and training. Students in the NURS 4210 course collaborate with nurses and other professionals in the community, such as departments of health, school nurses, and community interest groups. Students in the NURS 4220 course collaborate with nursing leaders and other professionals in the workplace. In order to finalize a grade for NURS4220, students must submit a practice experience interaction form to the gradebook within the course (see Appendix C).

Supervision

Faculty members who teach the courses act as the preceptors. Faculty preceptors monitor, mentor, instruct, and evaluate students to facilitate learning and skill-development. Faculty preceptors guide students and provide feedback on their practice experience (practicum) work.
Field Experience Roles

Students

Students at Walden are adult learners considered to be capable of seeking educational opportunities to meet their personal and professional goals. Walden expects students to collaborate with faculty members and other students in the discussion threads as well as to be self-directed to meet educational requirements. Students work with faculty members and collaborate with other professionals in the community and work setting to ensure they obtain a well-rounded educational experience.

Students are expected to complete the following:

- Develop a plan to meet course objectives and outcomes for the practice experience.
- Seek supervision and assistance from the faculty member as needed.
- Be appropriately prepared for each practice experience.
- Maintain an ethical and professional manner at all times.
- Use acquired knowledge and skills for appropriate practice experience.
- Be on time and be prepared for each practice experience activity.
- Develop a clear and concise plan to meet course outcomes.
- Be respectful.
- Participate in group discussions with the faculty member and classmates.
- Seek regular feedback from the faculty member on progress in practice experiences.
- Adhere to Health Insurance Portability and Accountability Act (HIPAA) guidelines at all times.
- Maintain and submit a practice interaction verification form to document collaboration with professionals as required by the faculty member for NURS 4220.
- Be adaptable and flexible learners.
- Evaluate the course, practice experience, and faculty preceptor.
- Develop long-term and short-term goals during the program.
- Complete the required hours needed for the practice experience portions of the courses.
- Complete all course assignments satisfactorily.

Students With Disabilities

The School of Nursing at Walden will not discriminate on the basis of disability and is committed to providing all qualified students with disabilities equal access to its programs, services, and activities in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973.

In postsecondary education, it is the responsibility of students to self-identify disability status and register with the Office of Disability Services prior to requesting accommodations. To register, students should submit documentation of disability along with Walden’s Accommodation Request form tdisability@mail.waldenu.edu.

The process and forms are available from the Office of Disability Services. Students with disabilities requesting accommodations to access field experiences, such as a practice experience and/or internship, should register with the Office of Disability Services prior to registering for those field experiences and clarify their specific accommodation needs. In most cases, field experience sites have...
their own systems for ensuring equal access for employees/interns with disabilities. The Office of Disability Services will help address any gaps in those systems.

**Practice Experience Course Faculty Members**

Doctorally-prepared Walden nursing faculty members-teach the didactic portion of the course, facilitate the practice experience, grade student work related to the practice experience, and bear the responsibility for assigning the final grade for the course. Faculty members also collaborate with students and inform the program director about any difficulties that arise during the practice experience.

**Working Together**

Walden’s program directors, coordinators, field education coordinators, and practice experience course faculty members are committed to working collaboratively with students to support the successful completion of practice experiences.

**Process for Mentoring and Evaluation of Students**

The practice experience process is collegial, with the recognition that students are adult learners who are capable of critical self-reflection, open to constructive feedback, and responsible for their own learning. Expectations for clinical performance correlate with the stage of students’ learning, with greater professional expertise anticipated as students’ progress through the program.

Once students enroll in a practice experience course, they are mentored and evaluated by a Walden practice experience course faculty member. Faculty preceptors facilitate the experiences, supervise students, interact with students in the practice experience weekly discussions, and provide evaluations as faculty members. Practice experience course faculty members grade students’ coursework and, in general, return students’ written work within Walden guidelines on returning grades. Students are encouraged to consult with the practice experience course faculty members by phone or e-mail about their progress throughout the term as stipulated in the course syllabus.

Practice experience course faculty members also maintain contact with students throughout the term to determine whether the students’ learning needs are being met by their practice experiences and to monitor students’ progress. This culminates in an evaluation toward the end of the 6-week course that is completed by the faculty preceptor for final grading for the course.

**Field Experience Regulatory Requirements**

**State Requirements**

The ability for students to complete a required practice experience in each state depends upon the statutes and regulations of that state. It is the students’ responsibility to know and understand the statutes and regulations of that state and whether completion of the required practice experience is permitted. Students should inform the field education office when moving to another state to ensure successful completion of practice experience is permitted.
Special Note for BSN Students in Washington

Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor’s of Science in Nursing (RN-BSN and RN-BSN-MSN track), Master of Science in Nursing (MSN) with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program.

For more information, go to the following website:
http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx

Note for BSN Students in California

The clinical experiences within the BSN program do not meet the requirements for public health nurse (PHN) certification in the state of California. Accordingly, RN-BSN and RN-BSN-MSN students are not eligible to apply for PHN certification in California and cannot designate themselves as a public health nurse or use a title that includes the term “public health nurse.”

Non-U.S.-Based Requirements

- It is recommended that BSN students verify that their choice of mentors have appropriate licensure and credentials prior to the practice experience. Mentors must be licensed within the country where the practice experience will occur.
- Students must comply with all other requirements required of U.S. students.

Licensure Review

Students must have an active and current registered nursing license at all times that they are enrolled in Walden University’s School of Nursing. Any change in licensure status, including but not limited to lapsed license, complaint, investigation, pending board review, or pending or new board action must be communicated to the School of Nursing Office of Licensure and Compliance (nurslicensure@mail.waldenu.edu). Any students who do not have a current and active nursing license will not be able to complete the coursework in which they are enrolled.
Section 2. BSN Practice Experience Program

Overview

The practice experiences assist students’ transition from the learner role to that of scholar-practitioner. To achieve this transition, students engage in a relationship with professional colleagues in their community, such as in the department of health, and engage with colleagues and leaders in their work setting. Students focus on experiences to promote professional competencies: “…including organization/systems understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies.” (American Association Colleges of Nursing [AACN], 2012, p 2)

In addition to competencies, students focus on role functions, the achievement of individualized learning objectives, and the completion of a project conceptualized by them and their faculty preceptor. The practice experiences require students to apply the knowledge, concepts, and skills that they have acquired during their program of study. The primary objective of the practice experience is to guide students to focus on the BSN generalist role as defined by BSN Essentials. (AACN, 2008)

Required Activities

Students must satisfactorily complete all the requirements of their practice experience courses (Table 1) in accordance with the information provided in the course syllabi. They complete the didactic portion of the program is online. Students are not allowed to take multiple practice experience courses concurrently. They must receive a passing grade for the clinical components in the courses that have integrated didactic (theory) and practice components to successfully pass the course. They earn five quarter credits and receive a letter grade on a 4.0-grading scale for each course.

*Table 1. BSN Practice Experience Courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Practice Experience Hours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4210/4211</td>
<td>Role of the Nurse Leader</td>
<td>No agreements are needed. RN students collaborate with various professionals in the community to define and refine a population-based health problem. A potential evidence-based primary prevention intervention is developed for the system level of care.</td>
</tr>
<tr>
<td>in Population Health</td>
<td>1 credit = 72 practice</td>
<td></td>
</tr>
<tr>
<td>(Didactic, 4 cr.;</td>
<td>experience hours. No time</td>
<td></td>
</tr>
<tr>
<td>Practice Experience,</td>
<td>log required</td>
<td></td>
</tr>
<tr>
<td>1 cr.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Practice Experience Hours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4220/NURS 4221</td>
<td>Leadership Competencies in Nursing and Healthcare (Didactic, 4 cr.; Practice Experience, 1 cr.)</td>
<td>No agreements needed. RN students collaborate with various professionals in their work setting to develop a potential quality improvement project. A Practice Experience Interaction Form must be signed by nursing and other professional to document collaboration on the project. <em>NOTE</em> Non-working students will need to locate a healthcare facility and obtain a service learning agreement.*</td>
</tr>
</tbody>
</table>

*See page 11 and Appendix D—Service Learning Agreement

Students must complete the required hours during the 6 weeks allotted to the practice experiences. They may start completing practice experience hours during the first week of the course. They must complete all practice experience hours for each course by the end of Week 6. The practice experience discussions and activities related to the completion of the required project are part of the practice experience hours.

The following activities count toward required practice experience hours:
- Activities that are directly related to the completion of practice experience goals and objectives.
- Meeting with professionals in the community and work setting.
- Attendance at meetings in the community and the work setting.
- Preparation of all materials directly related to completion of the practice experience.

**Project Overview and Learning Objectives**

**NURS 4210/NURS 4211 - Role of the Nurse Leader in Population Health Practice Experience**

The practice experience is an active, learning experience that provides students with the opportunity to apply their nursing knowledge in a community or public health setting and to interact with nurse leaders and other healthcare professionals in the healthcare system. Students will apply the concepts and skills that you are acquiring in NURS 4210 to health problems in their practice or in their community. The faculty preceptor will provide feedback on students’ projects as they are developed during the course in weekly group discussion.
Each week, the instructor will assign a discussion to the class. Within an instructor-facilitated discussion team, students will participate in a total of six discussions for this activity. Satisfactory completion of these six discussions and a **PowerPoint Presentation** is required in order to pass the course.

**Population-Based Nursing Care Project Overview**

The purpose of the **Population-Based Nursing Care Project** is for students to design and present a nursing care plan for a specific population group; the plan focuses on primary prevention with system-level (population-base) intervention. The team discussion provides an avenue to share ideas with and offer support to each other. The faculty-preceptor will engage with the students’ practice experience discussion group to offer guidance and support. The team discussion is meant to be relaxed and enjoyable.

**Practice Experience Learning Objectives**

Students will be able to:

1. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
2. Provide culturally competent care, i.e., health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze data pertaining to a specific community health issue.
4. Evaluate how cultural competence improves nursing practice and health outcomes.
5. Evaluate current evidence-based practices for your selected population.
6. Analyze evidence-based practices.
7. Evaluate programs aimed at solving health problems.
8. Analyze effectiveness of practice experience proposal through practice presentations.
9. Present practice experience presentation to professional colleagues in the community.

See [Appendix A](#) for weekly activities.

**Leadership Practice Experience Quality Improvement Project Overview**

**Non-Working Students**

Students not currently working in an agency (hospital, long-term care facility, home health, etc.) will need to start early to find a possible site for a service learning project for NURS 4220 only. Non-Working students will need to have a BSN Service Learning Agreement Approval Form completed. See [Appendix D](#) for a required legal agreement for the service learning project. The BSN Service Learning Approval Form must be mailed to [nursefieldtraining@mail.waldenu.edu](mailto:nursefieldtraining@mail.waldenu.edu) 3 weeks prior to starting the service learning experience.
NURS 4220/4221 - Leadership Competencies in Nursing and Healthcare

Quality and Safety Project

The practice experience is an active learning experience that provides students with the opportunity to apply nursing knowledge and skills that students are acquiring in NURS 4220 to experiences in a healthcare setting. The practice experience is comprised of selected on-site experiences and weekly practice experience discussions. Throughout their practice experience, students will collaborate with leaders and other colleagues in their work setting, with fellow students in practice experience discussion groups, and with their faculty members who serve as preceptors. Each week of the course outlines specific activities or reflections students will engage in during their practice experience as they complete their proposed Practice Experience Quality and Safety Project. (Note: The practice problem must be related to patient outcomes, and staffing cannot be the main practice problem for the completion of the capstone project.) A complete description is presented on the Practice Experience discussion page of each week and is included below. A brief outline of the activities is also presented below.

The purpose of the Practice Experience Quality and Safety Project is for students to design and offer an evidence-based change in practice to improve a quality and safety problem specific to their work setting to possibly be implemented once the course is over and once approved by management at the setting. The team discussion provides an avenue for students to share ideas, to critique each other’s work, and to offer support to each other as a team. The instructor acts as the preceptor to facilitate team discussions and to offer guidance as needed.

Each week, the instructor will assign a discussion to the class. Within an instructor-assigned discussion team, students will participate in a total of six discussions for this project. Satisfactory completion of these six discussions and a Storyboard Presentation of their Practice Experience Quality and Safety Project will satisfy the requirement for the practice experience.

Practice Experience Learning Objectives

Students will be able to:

1. Apply definition of quality to work setting.
2. Analyze an example of quality that was measured, assessed, and improved.
3. Perform a literature review to identify measurement standards for a problem identified in healthcare.
4. Synthesize the purpose, methods, and findings from the evidence-based literature that relate to a practice problem.
5. Apply a process improvement model to a practice problem.
6. Critique whether a quality improvement initiative shows meaningful and sustained improvement.
7. Apply a quality improvement process to an improvement plan.
8. Analyze care coordination/transition care scenarios.
9. Recommend strategies to reduce the cost of care.
10. Justify the appropriate leadership style to apply in a given situation.
11. Develop a process improvement storyboard to address a practice problem.

See Appendix B for weekly activities.

**Non-Working Students**

Students not currently working in an agency (hospital, long-term care facility, home health, etc.) will need to start early to find a possible site for a service learning project for NURS 4220 only. Non-Working students will need to have a BSN Service Learning Agreement Approval Form completed. See Appendix D for a required legal agreement for the service learning project. The BSN Service Learning Approval Form must be mailed to nursefieldtraining@mail.waldenu.edu 3 weeks prior to starting the service learning experience.
Section 3. Policies

This manual contains only select policy information. Students should consult the Walden University Student Handbook for complete information about university policies and procedures.

Student Conduct and Responsibilities

The following expectations for conduct and behavior apply to all constituents of the university, including students, faculty, and staff. The university supports and expects its members to comply with the principles developed by the International Center for Academic Integrity, as follows:

- **Honesty**: An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- **Trust**: An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- **Fairness**: An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, instructors, and administrators.
- **Respect**: An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
- **Responsibility**: An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Walden is committed to conducting its affairs in accordance with this code in a socially responsible and ethical manner consistent with the Walden community’s respective educational, research, scholarly, and social change missions. As such, Walden supports a code of conduct that is consistent with applicable federal, state, and local laws guaranteeing nondiscrimination for all protected classifications, as well as with the university’s nondiscrimination policies. In addition, members shall not conduct themselves either inside or outside of the classroom in a manner that is unduly disruptive or unethical or that might lower the status or damage the reputation of the university.

Academic Standing

All Walden students are expected to remain in good academic standing throughout their studies, including the practice experience, in accordance with university requirements.

Student Professional Competence Policy

There can be situations in which students maintain satisfactory academic standing but exhibit behaviors that raise questions about their capacity as professionals. There are a number of professional skills and characteristics that are important for those who provide services to children, adolescents, and adults, as well as to professional organizations, in a variety of settings. These interpersonal/professional skills include, but are not limited to, adherence to ethical standards published by professional organizations, professional deportment, sensitivity to client issues, and appropriate use of supervision. Situations can arise in which faculty members, students, or other professionals, observe behaviors by other students that demonstrate a lack of appropriate interpersonal or professional skills. The purpose of this policy is
to provide a set of procedures that Walden faculty members will use to address such issues.

For the purposes of this procedure, a distinction is made between different types of behaviors that impede student development. These include (a) problem behaviors, (b) inappropriate/unprofessional conduct, and (c) critical behaviors.

**Problem Behaviors**
Problem behaviors occur when a student’s attitude and/or behavior is of concern and requires remediation but is not unexpected for professionals in training. These types of behaviors include, but are not limited to, performance anxiety, discomfort with clients of diverse ethnic backgrounds, and lack of appreciation for agency rules and expectations. These types of behaviors

- can typically be remediated with feedback and further training and supervision,
- do not result in the potential for physical and/or emotional harm to others,
- are limited in duration, and
- will likely not develop into an inappropriate/unprofessional conduct situation.

**Inappropriate and/or Unprofessional Conduct**
Inappropriate and/or unprofessional conduct is defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior.
- An inability to acquire professional skills to reach an acceptable level of competency.
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning.
- A problem that typically becomes identified as inappropriate and/or unprofessional conduct when it includes one or more of the following characteristics:
  - The student fails to acknowledge, understand, or address the problem when it is identified, resulting in further manifestations signifying a more pervasive problem.
  - The problem is not merely a reflection of a skill deficit that can be remediated by academic or didactic training. In this case, a group of professional experts (e.g., practice experience course faculty members and preceptors) determines that the deficit is likely not correctable.
  - The quality of services delivered by the student is sufficiently negatively affected.
  - The problem negatively affects other students’ learning.
  - A disproportionate amount of attention and intervention by training personnel/instructors is required to remediate the problem.
  - The student’s behavior does not change as a function of feedback, remediation efforts, and/or time.

**Critical Behaviors**
While critical behaviors can occur in the online learning environment, they are most likely to manifest during face-to-face meetings (e.g., residencies, meetings associated with coursework, practice experience settings). Critical behaviors put, or have the potential to put, students or faculty members (including oneself) at risk for physical harm or serious emotional distress. These types of behaviors include, but are not limited to, the following:
• Being under the influence of drugs or alcohol.
• Carrying a weapon.
• Sexual or other types of harassment.
• Suicide ideation.
  Verbal abuse.
• Exhibiting psychological problems (e.g., those associated with such things as psychosis or mania).
• Threats of harm, intimidation, and abusive or threatening postings.

These behaviors may result in legal, law enforcement, medical, and/or mental health interventions. The procedures for addressing these behaviors are covered in the Review Process for Code of Conduct Violations section of the student handbook.

**Nondiscrimination and Nonharassment Policies**

In Walden’s Code of Conduct, the university maintains the following nondiscrimination and nonharassment policies. In addition, all practice experience sites are required to provide a copy of their nondiscrimination and nonharassment policies. If no such written policy exists, then the following policies must be adopted by the site.

**Nondiscrimination**

Walden University does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

**Sexual Harassment**

Title IX of the Educational Amendments of 1972 prohibits sexual discrimination in educational settings. Walden’s Sexual Misconduct policy, which includes policies related to sexual discrimination, sexual harassment, and sexual violence may be found in the Walden Student Handbook and by visiting https://www.waldenu.edu/experience/support-services/student-safety-title-ix.

If you have been a victim of any form of sexual violence, harassment, or discrimination (or know someone who has), whether at a Walden-sponsored event or at your field experience site, your first priority is your own personal safety. After you are safe, please contact either your field experience coordinator or Walden’s Title IX Coordinator. The Title IX Coordinator is responsible for receiving and processing, in a timely manner, reports from students, faculty, staff, and administrators regarding rights and responsibilities concerning Sexual Misconduct in violation of Title IX. Any questions or complaints regarding Title IX may be referred to the Walden University Title IX Coordinator or Deputy Title IX Coordinator or to the Office of Civil Rights.

**Walden University’s Title IX Coordinator**

Title IX Coordinator Gina Dyson, Director, Student Affairs  
Phone: 443-220-7016  
E-mail: gina.dyson@mail.waldenu.edu

Title IX Deputy Coordinator Julie K. Ogren, Associate Director, Student Affairs
Problem Resolution

During their practice experience, students may be vulnerable to any number of difficulties that can pose barriers to a successful learning experience. By the time students reach the end of the program, they are entering the work setting and should demonstrate effective problem-solving skills in many difficult situations. However, students are not expected to resolve practice experience problems alone.

With Walden Faculty or Staff Members

Consistent with ethical guidelines, in nearly all situations, students should initially address any concerns directly with the faculty or staff member involved (e.g., practice experience course faculty member (faculty preceptor), specialization coordinator) and attempt to resolve the issue at an informal level, before proceeding to a request for intervention (e.g., from the program director or associate dean).

Failure to address the problem at the program level may delay resolution, as the problem will likely be referred back to the program level.

There shall be no retaliation against any student who identifies a problem or seeks assistance in resolving a conflict involving a member of Walden’s faculty or staff, including those students who choose to file a formal grievance.

Step 1. Consult the Program Director

If a problem develops between students and their practice experience course faculty member (or other faculty or staff member), the program director will help students determine the appropriate strategy to resolve the problem in an informal manner. The faculty or staff member and/or the program director should fully inform the dean about any unresolved issues and document all attempts to resolve the issues students have presented. All parties should receive copies of any documentation after it is submitted to and approved by the appropriate dean.

Step 2. Consult the Dean

If students are not able to resolve the problem with the support and intervention of the program director, they should approach the associate dean to seek guidance and/or intervention. The dean should already have copies of all the documentation of the problem and resolution efforts. The dean will initiate further investigation of the concern. Students may be offered counseling or other needed supports at the dean’s discretion.

Step 3. Consider Filing a Grievance

If the dean is unable to facilitate resolution of the problem, students may consider filing a grievance following Walden University’s grievance procedure, as described below. Note: Filing a grievance may initiate reassignment of one or more of the involved parties for a reasonable period to allow for an
appropriate investigation of the situation. The right to confidentiality, both of the complainant and of the accused, will be respected to the extent possible insofar as it does not interfere with the institution’s legal obligation or ability to investigate allegations of misconduct brought to the university’s attention or to take corrective action when it is found that misconduct has occurred.

A formal grievance must be identified as such in writing and directed to the chief academic officer, using the electronic Student Academic Appeals form. The grievance normally should originate no more than 30 calendar days following a resolution decision by the dean or designee (refer to Step 2) concerning the complaint or conduct that gave rise to the grievance. The chief academic officer initially reviews the case to determine appropriate action, which can include referring the matter to an appropriate university office for review. If the conflict is resolved at this stage, no further action is necessary.

**Step 4. Hearing Committee**

If the conflict cannot be resolved at the initial review stage, the chief academic officer appoints a hearing committee to review the allegations. A written decision from the committee will be delivered in as timely a manner as possible, while allowing for appropriate investigation and consideration, not to exceed 60 calendar days from the date the complaint is filed with the chief academic officer, unless the committee notifies the parties of the need for an extension to properly complete the process. The written records are confidential but available for on-site review by the person(s) directly involved.

In all cases, the decision of the chief academic officer is final and not subject to appeal.
Section 5. Frequently Asked Questions

**How long is my practice experience?**
BSN students spend a total of 72 hours within a 6-week period engaged in practice experience-related activities in NURS 4210 and in 4220, a total of 144 hours. See Appendix A and B for activities and requirements.

**Do I have to finish all the practice experience hours during the practice experience course?**
Yes, students must complete their practice experience hours during the practice experience course. No time log is required.

**What if I do not complete all the practice experience activities and project by the end of the course?**
Students usually complete their practice experience without any problems. However, if the project is not completed, the student will need to request an incomplete from the instructor for the course until the work is complete. If students are concerned about this, they should contact their practice experience course faculty member immediately.

**When should I submit my practice experience application?**
Students do not submit a practice experience application. They submit a Practice Experience Interaction Form within the course to document interaction and collaboration with professionals in the work setting for NURS 4220 only.

**What happens if I am not working when I complete NURS 4220?**
Students who are not working at the time they take NURS 4220 will need to find a site for a service learning experience and obtain a Service Learning Agreement (see page 11).

**When can I begin my practice experience?**
Students may begin their practice experience once the course begins. Planning for the experience should be completed at least 3 weeks before the course begins.

**Do I need an affiliation agreement or on-site preceptor?**
No affiliation agreement or on-site preceptor is required. If a student is not working while enrolled in NURS 4220 that student will need to find a site and submit a signed Service Learning Agreement to nursefieldtraining@mailwaldenu.edu.

**Can I be paid for my practice experience?**
No. Students cannot engage in a paid practice experience under any circumstances.

**Will my preceptor be compensated?**
Although Walden University School of Nursing does not compensate preceptors financially for preceptorships, they are provided with the following benefits:

- Verification document of hours precepted to utilize for continuing education and licensure renewal requirements.
- Access to free continuing education opportunities provided by Walden’s School of Nursing Continuing Education program for nurses

**When should I submit my practice experience verification form for NURS 4220?**

The practice experience verification form is submitted at the end of NURS 4220. The form is submitted in Week 6 of the course.

**What if my manager or field site supervisor won’t sign my practice experience interaction form?**

Contact your instructor if you have any problems with the form or with those you collaborate with on-site.
Section 6. Contact Information

School of Nursing

Nursing Field Education

http://academicguides.waldenu.edu/fieldexperience/son/formsanddocuments

BSN Specialization Coordinator

Jan Beeken, PhD, RN: Jan.beeken@mail.waldenu.edu

BSN Program Director

Karen Ouzts, PhD, RN: Karen.ouzts@mail.waldenu.edu

Dean for the School of Nursing

Andrea Lindell, RN, PhD, ANEF: andrea.lindell@mail.waldenu.edu

Students should begin their inquiry at the level at which their question is most likely to be answered. Delays in obtaining information may result if students inquire first from an administrator and must be referred to a more appropriate resource person.

Note: Students should be familiar with the information in this manual, the School of Nursing Handbook, and the nursing field education website before contacting a School of Nursing faculty member or staff member for help.

Other Important Resources

Academic Advising Team

Academic advisors are available at 1-800-WALDENU (1-800-925-3368), option 3, Monday through Friday, 7 a.m. to 7 p.m. Central time. Students can also e-mail advisors for the BSN program at academicadvising@mail.waldenu.edu

Office of Disability Services

The director of disability services can be reached by phone at 1-612-312-1205, or e-mail at disability@mail.waldenu.edu. For more information, visit the Office of Disability Services.
# Section 7. Programs of Study

## RN BSN Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3100 - Issues and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3020 - Health Assessment</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3110 - Information Management and Patient Care Technology</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3150 - Foundations of Nursing Research</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4100 - Quality and Safety Through Evidenced-Based Practice</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4105 - Advocacy Through Healthcare Policy</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4115 - Role of the Nurse—Public and Global Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4210 - Role of the Nurse Leader in Population Health (Didactic—4 cr., Practicum—1 cr.)</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4005 - Topics in Clinical Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4220 - Leadership Competencies in Nursing and Healthcare (Didactic—4 cr., Practicum—1 cr.)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total** | **50**

## RN-BSN-MSN (AIM) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3100 - Issues and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3020 - Health Assessment</td>
<td>5</td>
</tr>
<tr>
<td><strong>NURS 3110 = 5051 Graduate Core Informatics Course</strong>—Transforming Nursing and Healthcare Through Technology</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3150 - Foundations of Nursing Research</td>
<td>5</td>
</tr>
<tr>
<td><strong>NURS 4100 = 5052 Graduate Core EBP Course</strong>—Essentials of Evidence-Based Practice</td>
<td>5</td>
</tr>
<tr>
<td><strong>NURS 4105 = 5050 Graduate Core Policy Course</strong>—Policy and Advocacy for Improving Population Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4115 - Role of the Nurse—Public and Global Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4210 - Role of the Nurse Leader in Population Health (Didactic—4 cr., Practicum—1 cr.)</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4005 - Topics in Clinical Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4220 - Leadership Competencies in Nursing &amp; Healthcare (Didactic—4 cr., Practicum—1 cr.)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total** | **50**
References


Appendix A

NURS 4210/4211 – Role of the Nurse Leader in Population Health Practice experience

The practice experience is an active learning experience that provides students with the opportunity to apply their nursing knowledge in a community or public health setting. Students will apply the concepts and skills that they are acquiring in NURS 4210 to health problems in their practice or in their community with guidance from the faculty. The practice experience for NURS 4210 is a minimum of 72 hours.

**Overall Purpose for Practice Experience:** Develop a potential project to improve the health of a specific population of interest or a population at risk. This practice experience is designed to help students develop as scholar-practitioners and health leaders to promote positive social change in their own community. In this practice experience, students will focus on **primary prevention** of a health problem in their community (see text for definition.) They already possess the knowledge and skills to help those who are acutely ill. This experience will help students learn how to prevent a health problem in a specific population at risk at the **community and system level of care** (see text for definition). Consequently, because students are well aware of how to care for individuals, they will now develop leadership and advocacy skills to improve the health of the community. Collaborating with other professionals and community members in the community will be the key to a successful practice experience and project. Students collaborate with each other in the discussions, with their instructor, with healthcare professionals (nurses and other disciplines), with local and state departments of health, and most importantly with the population they hope to help. As advocates, students will promote positive social change through collaboration with families, communities, and professionals in the healthcare system. They will develop a culturally relevant proposal that could improve health outcomes for a specific population at risk in their community.

**Population-Based Nursing Care Project Overview**

Each week, the instructor will assign a discussion to the class. Within an instructor-assigned discussion team, students will participate in a total of six discussions for this activity. Satisfactory completion of these six discussions and a PowerPoint Presentation are required.

Depending on the health issue chosen, students will collaborate with various healthcare providers in their community, such as departments of health, to fully understand the health issue. The team discussion provides an avenue for students to share ideas with and offer support to each other. The instructor will visit the team site to offer guidance as needed. The team discussion is meant to be relaxed and enjoyable. Have fun!

**Practice Experience: Population-Based Nursing Care Project**

**Practice Experience Learning Objectives**

Students will be able to:

1. Develop an intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
2. Provide culturally competent care, i.e., health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting
3. Analyze data pertaining to a specific community health issue
4. Evaluate how cultural competence improves nursing practice and health outcomes
5. Evaluate current evidence-based practices for your selected population
6. Analyze evidence-based practices
7. Evaluate programs aimed at solving health problems
8. Evaluate local disaster plans and contemplate collaborative efforts in problem solving
9. Analyze effectiveness of practice experience proposal through practice presentations
10. Present practice experience presentation to colleagues

Weekly Practice experience Assignments
Practice Experience Group Discussions
Overview

Week 1: Identification of a Population in Your Community
As a community of practice your task for this week is to collaborate with professionals across the health care system and with your community of practice in the discussion in order to find a gap in care or social determinant that often results in poor health care outcomes. You will begin to take the lead in advocating for and collaborating with others to improve the health care outcomes for populations at risk.

Week 2: Practice experience: Epidemiology: Define Your Population and Selected Problem
This week, you will further refine your population and problem and compare your suspicions about this problem to local, state, and national data on the topic. Your practice experience project should come into clear focus as you continue to analyze related health data, and you should consider how you, as the nurse, might help them avoid development of the problem in the first place (primary prevention measures).

Week 3: Practice experience: Population Cultural Considerations and Genetic Predispositions
This week, you will identify any genetic predisposition your chosen population has to a particular disease and develop primary practice interventions that reflect the cultural considerations of the population. Then, you will develop culturally appropriate, measurable interventions to help your population members maintain an optimal state of health, avoiding the problem that you identified them being at risk for developing.

Week 4: Evidence-Based Practice and Evaluation of the Project Through Measureable Goals
Dr. Marcia Stanhope (2016) explained that evidence-based public health practice refers to those decisions made by using the best available evidence, data and information systems and program frameworks; engaging community stakeholders in the decision-making process; evaluating the results; and then disseminating that information to those who can use the information.
Week 5: Present Your PowerPoint Presentation to Your Community Members
This week, you will be presenting your practice experience project to community members, community professionals, or mentors to elicit their opinions about your project and to gather their suggestions for improvement, which you can then incorporate into the document before it is due by Day 3 of Week 6.

Week 6: Presentations
This week, you will present your PowerPoint presentation to the class incorporating the feedback you received from the presentation to community members in Week 5. The presentation is due in the discussions by Day 3 of Week 6. (Presentation also needs to be submitted to the Week 6 Assignment link.)
Appendix B

NURS 4220/4221 - Leadership Competencies in Nursing and Healthcare

Quality Improvement Practice Experience Project

The practice experience is an active learning experience that provides students with the opportunity to apply nursing knowledge and skills that they are acquiring in NURS 4220 to experiences in a healthcare setting. The practice experience is comprised of selected on-site experiences and weekly practice experience discussions. Throughout the practice experience, students will collaborate with leaders and other colleagues, with fellow students in practice experience discussion groups, and with their faculty members. Each week of the course outlines specific activities or reflections in which students will engage during their practice experience as they complete the proposed Quality Improvement Project. A complete description is presented on the practice experience discussion page of each week, and a brief outline of the activities is presented below. The practice experience for NURS 4220 is a minimum of 72 hours.

Non-Working Students

Students not currently working in an agency (hospital, long-term care facility, home health, etc.) will need to start early to find a possible site for a service learning project for NURS 4220 only. Non-Working students will need to have a BSN Service Learning Agreement Approval Form completed. See Appendix D for a required legal agreement for the service learning project. The BSN Service Learning Approval Form must be mailed to nursefieldtraining@mail.waldenu.edu 3 weeks prior to starting the service learning experience.

Practice Experience Quality Improvement Project Overview

Each week, the instructor will assign a discussion to the class. Within an instructor-assigned discussion team, students will participate in a total of six discussions for this project. Satisfactory completion of these six discussions and a PowerPoint Presentation of the Practice Experience Quality Improvement Project will satisfy the requirement for the practice experience.

The purpose of the Practice Experience Quality Improvement Project is for students to design and offer an evidence-based solution for a quality issue specific to their work setting using quality process and tools. The project is to be implemented once the course is over and once approved by management at their setting. The team discussion provides an avenue for students to share ideas, to critique each other’s work, and to offer support to each other as a team. The instructor will visit the team site to offer guidance as needed. The team discussion is meant to be relaxed and enjoyable. Have fun!

NURS 4220 - Leadership Competencies in Nursing and Healthcare
**Practice Experience Quality and Safety Project Overview**

**Week 1:** Discussion: Identifying a Practice Problem in Need of Improvement

**Week 2:** Discussion: Applying Measurement Tools to a Practice Problem

**Week 3:** Discussion: Applying Process Improvement Models to your practice problem.

**Week 4:** Discussion: Developing the Performance Improvement Plan

**Week 5:** Discussion: Applying Key Interventions to a Practice Problem

**Week 6:** Discussion: Presenting a Quality Improvement Plan
Appendix C

Walden BSN Practice Experience Interaction Form

____________________ (insert student’s name) is a student enrolled in a BSN level leadership course and is required to participate in practice experiences. The practice experiences are projects that are developed in collaboration with individuals in leadership positions. The practice experience is a critical component of each student’s learning. We would appreciate if you would confirm your interactions with the student in one or more of the following areas by signing were indicated. (This course is required for all RN-BSN, RN-BSN-MSN, and RN-MSN students at Walden.)

Thank you for your time and participation.

Karen Ouzts, PhD, RN  
Director, BSN Program (RN-BSN or RN-BSN-MSN)  
Coordinator, RN MSN Program  
Walden University  
720-383-1356  
Karen.Ouzts@mail.WaldenU.edu

Name of Agency _____________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Suggested Interactions and Collaboration</th>
<th>Name</th>
<th>Signature</th>
<th>Contact Information (email or phone)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collaborate with leaders and manager about potential project to improve quality and safety.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Collab 2-3 professionals to determine measures and challenges associated with measurement for the practice problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informally present quality improvement storyboard for feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other collaboration</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

Comments:

Student Signature ________________________________
Date __________________
(Please scan and upload to the submission link in week 6. Contact instructor with questions.)
Appendix D

BSN Service Learning Approval Form—Quality and Safety Project

This 2-page Approval Form must be filled out COMPLETELY by the student, along with

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Preferred Phone #:</td>
<td>Student WU email address:</td>
</tr>
</tbody>
</table>

the attached Letter of Agreement signed by your practice experience site, and returned to nursefieldtraining@mail.waldenu.edu 3 weeks prior to starting your service learning experience. Once approved by the BSN Program Director, you will be registered for NURS 4220/4221: Leadership Competencies in Nursing and Healthcare.
### Student Program:

<table>
<thead>
<tr>
<th>Intended Term:</th>
<th>Dates of field experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated # of Field Experience Hours: 40 hours of Public Service Recommended</td>
</tr>
</tbody>
</table>

### Field Site Supervisor/Field Site Location Information:

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Name of Organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>Mailing Address:</td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Organization’s website (if available):</td>
<td></td>
</tr>
</tbody>
</table>

### Service Learning Experience Proposal Plan

1. Collaborate with nursing leader on a proposed Quality and Safety Improvement Project.

2. Describe your proposed topic for the project:

3. Collaborate with nursing leaders and other professionals as the potential project is developed. (Note: the project is not actually implemented but is offered as a possible improvement project.)

4. Present potential project to 1-2 people on-site for their information and for feedback.

### The Student shall be responsible for the following:

1. Review the BSN Practicum Manual so that student can better understand what is expected from their FIELD SITE supervisors.

2. Honoring the time schedule established between the FIELD SITE, UNIVERSITY, and Student.

3. Following the existing FIELD SITE policies, and all FIELD SITE rules and procedures.

4. Conducting him/herself in a professional manner.

5. Accepting constructive feedback and engaging in regular self-appraisal.

6. If applicable, providing all required documentation to FIELD SITE including licenses, criminal background checks, drug testing clearances, certifications, and immunization reports or other health information.

7. Understand the neighborhood and/or community in which the organization resides.

8. Notify the field experience site supervisor or course instructor immediately if any changes or problems arise.

9. Provide Field Site Supervisor with contact information for BSN Program Director.

### ACCEPTED AND APPROVED:

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
This Agreement is entered into for the Walden University, LLC, hereinafter referred to as the “UNIVERSITY” and ________________________________, hereinafter referred to as the “FIELD SITE.”

This Agreement is entered into this _____ day of _____ , ____ , and shall continue for a period of one year (the “Initial Term”). Upon expiration of the Initial Term of this Agreement, this Agreement and the Term shall automatically renew for successive one (1) year periods (each a “Renewal Term”). Either party may terminate this Agreement for any reason or no reason, upon thirty (30) calendar days’ prior written notice to the other party. In the event of termination of this Agreement before any participating Student(s) has completed the current term, such Student(s) shall be permitted to complete the current term subject to the applicable terms of the Agreement, which shall survive until the date of such completion, provided that the FIELD SITE may dismiss any Student as indicated below.

The purpose of this Agreement is to guide and direct a working relationship between the UNIVERSITY and the FIELD SITE in providing a service learning experience in accordance with Walden University’s Bachelor of Science in Nursing for UNIVERSITY’s students (“Students”).

### ACTIVITIES AND SERVICES

The UNIVERSITY requests qualified mentors to provide activities and services for Students, to act as “site supervisors” for service learning experiences. The service learning experience shall be more specifically detailed in the attached Approval Form.

### ROLES AND RESPONSIBILITIES

**FIELD SITE personnel shall be responsible for the following:**

1. Assigning an appropriately qualified site supervisor.
2. Signing off on a Practice Experience Verification form to record Student collaboration with nursing and other leaders at the FIELD SITE.
3. Conferring with the UNIVERSITY BSN Program Director as needed throughout the Student’s service learning experience and communicating any concerns regarding the Student to the UNIVERSITY.
4. Requesting that all required documentation be provided to FIELD SITE, including criminal background checks, drug testing clearances, immunization reports or other health information from candidate, if applicable.
5. If required by FIELD SITE, Providing all Students an orientation of FIELD SITE policies.
6. Dismissing any Student whose health, conduct, or performance is deemed a detriment to the health, safety or well-being of the Student or others at the FIELD SITE, after consultation with the BSN Program Director or designated University Representative. The FIELD SITE has the final responsibility and authority to dismiss a Student from the FIELD SITE.

**UNIVERSITY personnel shall be responsible for the following:**

1. Providing oversight and direction to the service learning experience.
2. Confirming Student placement(s) with the FIELD SITE prior to placement.
3. Orienting FIELD SITE personnel and Student(s) to expectations and responsibilities.
4. Provide the FIELD SITE with information regarding the particular requirements relating to the service learning experience including required hours and supervision requirements, if necessary.
5. Inform Student(s) that the UNIVERSITY or FIELD SITE shall have the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student's ability to successfully complete the service learning experience at the FIELD SITE or jeopardizes the health, safety or well-being of any individuals, clients or employees of the FIELD SITE. The FIELD SITE supervisor shall promptly notify the BSN Program Director of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The FIELD SITE will, however, have final responsibility and authority to dismiss any Student from the FIELD SITE.

**MUTUAL AGREEMENT**

The following is understood and agreed:

1. The terms of this Agreement shall be in force until either party terminates this Agreement upon thirty (30) days’ prior written notice to the other.
2. This Agreement may be modified by mutual consent, provided any and all modifications will be in writing and signed by an official of the UNIVERSITY and of the FIELD SITE.
3. The parties shall maintain liability insurance with limits sufficient to cover the activities contemplated by this Agreement.
4. The parties agree to indemnify and hold harmless the other from all loss or liability resulting from the negligent acts or omissions of the indemnifying party and/or its employees or agents arising out of the performance or the terms and conditions of this Agreement.
5. In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the parties acknowledge and agree that the FIELD SITE has a legitimate educational interest in the educational records of the Student participating in the service learning experience and to the extent that access to Student’s records are required by the FIELD SITE in order to carry out the service learning experience.
6. The parties agree that the Student(s) will have equal access to their respective programs and facilities without regard for gender identity, race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, veteran status, sexual orientation or other legally protected status. FIELD SITE and UNIVERSITY will comply with all applicable non-discrimination laws.
7. The Agreement shall be governed by the laws of the State of Minnesota.
8. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

WALDEN UNIVERSITY, LLC

FIELD SITE: ________________________________

By: ________________________________ By: ______________________________

Printed Name: Brandi DeFries Printed Name: ______________________________
Title: Director of Field Experience  
Date: ____________________________  

Title: ________________________________  
Date: ________________________________