Walden University

Undergraduate Nursing Practicum Manual

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SECTION 1. INTRODUCTION

Purpose of This Manual

Welcome to the field experience component of Walden University’s Bachelor of 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

The BSN practice experiences consist of two online courses that students take to develop knowledge, skills, and competencies in public health nursing 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. The online classroom and practice experiences are integrated throughout the course. Students complete two courses with practice experiences. Each course includes 72 hours of practice experiences, which include 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 is needed (see page 12 for students who are not currently employed). A time log is not required.

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.

Supervision

Preceptors

Faculty members who teach the courses act as the preceptors for the practice experiences. 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. Faculty orient and approve onsite mentors and approve projects.

Mentors

Mentors are asked to provide interaction, guidance, and professional role modeling for students as they explore either a health issue of concern in the community or a quality or safety issue and as they develop possible evidence-based solutions. Mentors are asked to provide feedback to the faculty-preceptor midway through the course and at the end of the class.

Field Experience Roles

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, onsite
mentors, and collaborate with other professionals in the community and work setting to ensure
they obtain a well-rounded educational experience. (See BSN Practice Experience Roles and
Responsibilities for both courses in Appendix C.)

Students are expected to complete the following:

- Submit an application to the Nursing Field Office to participate in a practice experience
  for the course.
- Develop a plan to meet course objectives and outcomes for the practice experience.
- Seek supervision and assistance from the faculty member for project approval and as
  needed throughout the course.
- Be appropriately prepared for each practice experience.
- Maintain an ethical, respectful, 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.
- Participate in online group practicum discussions with the faculty member and
  classmates.
- Seek regular feedback from the faculty member and mentor on progress in practice
  experiences.
- Adhere to Health Insurance Portability and Accountability Act (HIPAA) guidelines at all
  times.
- Be adaptable and flexible learners.
- Evaluate the course, practice experience, and faculty preceptor.
- 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

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 to disability@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.

Doctorally prepared Walden nursing faculty members teach the online classroom 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 approve and orient mentors, collaborate with students, and inform the program director about any difficulties that arise during the practice experience.

Faculty members are responsible for the overall supervision and evaluation of the practicum. They approve the proposed project and guide students in their weekly in online practicum discussions. Faculty members are expected to be available to mentors and students throughout the 6-week course as needed. Faculty members contact the mentor at the following times during the 6-week course:

- Before practice experience begins: Faculty e-mail the mentor to provide their contact information and provide the Walden University BSN Mentor Roles and Responsibilities document (see Appendix C).
- Course mid-term: Faculty e-mail the mentor to request feedback on the student project and interactions.
- End of course: Faculty e-mail the mentor to request final feedback on student project, interaction, and professional development.

**Tempo Students**

Faculty members are responsible for the overall supervision and evaluation of the practicum. They also approve the proposed competency assessment and guide students in achieving the competency. Faculty members are expected to be available to mentors and students throughout the practicum competencies as needed. Faculty members contact the mentor at key points throughout the practicum experience:

- Before practice experience begins: Faculty members e-mail the mentor to provide their contact information and provide the Walden University BSN Mentor Roles and Responsibilities document (see Appendix C).
- **4-6 weeks after practicum begins:** Faculty members e-mail the mentor to request feedback on the student project and interactions.
- **End of practicum competencies:** Faculty members e-mail the mentor to request final feedback on student project, interaction, and professional development.

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

**Process for Facilitation 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 apply for and 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 mentors and students throughout the term to determine whether the students’ learning needs are being met by their practice experiences and to monitor students’ progress. This process culminates in feedback from the mentor and in faculty 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

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.

State Board Requirements

Some state boards of nursing have additional approval requirements. Because of these additional state board requirements and approvals, EARLY applications are strongly encouraged for these states as late applications will not be accepted for these states:

- **Alaska**: [https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing/ApplicantInformation.aspx](https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing/ApplicantInformation.aspx) (Please be aware that the Alaska Board of Nursing requires students to submit a form to the AK Board of Nursing. The School of Nursing Field Office can provide a copy of the Alaska Board of Nursing form.)
- **North Dakota**: [https://www.ndbon.org/](https://www.ndbon.org/)
- **Rhode Island**: [http://www.health.ri.gov/partners/boards/nurseregistrationandnursingeducation/](http://www.health.ri.gov/partners/boards/nurseregistrationandnursingeducation/)
- **Tennessee**: [https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/about.html](https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/about.html)
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 AIM 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 AIM and competency-based education (CBE, Tempo Learning®) 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 has appropriate licensure and credentials prior to the practice experience. Mentors must be licensed within the country where the practice experience will occur.
- Students must provide evidence of current and active nurse licensure where the practicum will take place. The licensure must authorize the student to conduct practice at a level consistent with RN licensure in the U.S. If students encounter issues with obtaining proof of licensure, they should contact the Field Education Office.
- 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 (nurs licensure@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. UNDERGRADUATE NURSING PRACTICE EXPERIENCES

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) and integrate new knowledge into their practice (Caldwell, Ruppert, Stanley, and Schroeder, 2017).

Required Activities for Course-Based Students

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 classroom portion of the program 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 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

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<tr>
<th>Course</th>
<th>Practice Experience Hours</th>
<th>Comments</th>
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<tbody>
<tr>
<td>NURS 4210/4211</td>
<td>Role of the Nurse Leader in Population Health (Didactic, 4 cr.; Practice Experience, 1 cr.)</td>
<td>1 credit = 72 practice experience hours. No time log required.</td>
</tr>
<tr>
<td>NURS 4220/4221</td>
<td>Leadership Competencies in Nursing and Healthcare (Didactic, 4 cr.; Practice Experience, 1 cr.)</td>
<td>1 credit = 72 practice experience hours. No time log required</td>
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*Note: Nonworking students will need to locate a healthcare facility and obtain a service learning agreement.*

*See page 12 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.
• Presentation of project to mentor and other professionals during the practice experience.
• Preparation of all materials directly related to completion of the practice experience.
• Participating in practice experience group discussions with faculty and other students.

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 acquired in NURS 4210/4211 to health problems in their practice or in their community. The faculty preceptor and on-site mentor 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 and population-based interventions. 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 healthcare professionals in a community healthcare 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; and/or
9. Present practice experience presentation to professional colleagues in the community.

See Appendix C for weekly activities.

Project Overview and Learning Objectives

NURS 4220/4221 - Leadership Competencies in Nursing and Healthcare

Quality and Safety Project Overview
The practice experience is an active learning experience that provides students with the opportunity to apply nursing knowledge and skills that students acquire in NURS 4220/4211 to experiences in a healthcare setting. The practice experience comprises 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, with their mentor, 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 a potential 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 the definition of quality to the 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 C for weekly activities.

Nonworking 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. Nonworking 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 uploaded in Meditrek as part of the practicum application.

Required Activities—Tempo Learning® Students
Students must satisfactorily complete all the requirements of their practice experiences (Table 2). The Tempo areas of expertise (AoEs) are in accordance with the information provided in the competency program guide. They complete the competency portion of the program online. Students are not allowed to take multiple practice experience AoEs concurrently. They must receive a passing grade for the clinical components in the AoEs that have integrated theory and practice components to successfully pass the AoE. They earn five quarter credits and receive a letter grade on a 4.0-grading scale for each AoE.
Table 2. BSN Practice Experience for Tempo

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<th>Area of Expertise</th>
<th>Competencies</th>
<th>Practice Experience Hours</th>
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<tr>
<td>The Role of the Nurse Leader in Population Health</td>
<td>PH4001: The Role of the Nurse Leader in Population Health (0.25 credits)</td>
<td>72 practice experience hours earned across all competencies within the AoE. No time log is required.</td>
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<td></td>
<td>PH4002: Identifying Health Problems Within Your Community (0.5 credits)</td>
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<td>No Affiliation Agreement is needed. RN students collaborate with a mentor and other 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 community or system level of care.</td>
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<td>PH4003: Community Assessment (1.5 credits)</td>
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<td>PH4004: Evidence-Based Practice in Public Health Nursing (1 credit)</td>
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<td>PH4005: Evidence-Based Intervention Plan (1.75 credits)</td>
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<tr>
<td>Leadership Competencies in Nursing and Healthcare</td>
<td>LC4001: Healthcare Quality (0.5 credits)</td>
<td>72 practice experience hours earned across all competencies within the AoE. No time log is required.</td>
<td>No Affiliation Agreement is needed. RN students collaborate with a mentor and with various professionals in their work setting to develop a potential quality improvement project. Note: Nonworking students will need to locate a healthcare facility and obtain a Service Learning Agreement.*</td>
</tr>
<tr>
<td></td>
<td>LC4002: Quality Improvement Processes (0.75 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC4003: Quality Improvement Tools (0.75 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC4004: Leadership for Organizational Culture and Growth (0.5 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC4005: Improving Patient Quality and Safety (2.5 credits)</td>
<td></td>
<td></td>
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</tbody>
</table>

*See page 12 and Appendix D—Service Learning Agreement.

Students must complete the required practicum hours during the duration of the AoE. Although timing in the Tempo modality is flexible, it is recommended that students allot approximately 6 weeks for the completion of the practice experiences. They may start completing practice experience hours during the start of the AoE. They must complete all practice experience hours for each AoE. 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;
- Presentation of project to mentor and other professionals during the practice experience;
- Preparation of all materials directly related to completion of the practice experience; and/or
• Participation in practice experience discussions and assessments with faculty and other students.

Project Overview and Learning Objectives

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 acquired in this AoE to health problems in their practice or in their community. The faculty and on-site mentor will provide feedback on students’ projects as they are developed during the competencies throughout the AoE.

Over the course of these competencies, students will be going through the steps of their practicum project. This project has four parts that will be completed over the course of this AoE:

1. PH4002 involves collaborating with public health officials, gathering health data, and writing a public health nursing problem.
2. PH4003 involves performing a community assessment related to a health problem.
3. PH4004 involves evaluating evidence and creating an annotated bibliography to inform a primary prevention intervention to address the health problem.
4. PH4005 involves collaborating with health professionals and presenting information and incorporating feedback. The presentation will be the product of the work students have done in PH4002, PH4003, and PH4004 and will also include developing an intervention plan as well as a plan to evaluate an intervention.

Note: These steps will take form throughout PH4002, PH4003, PH4004, and PH4005. Students do not have to complete all of these steps in one individual competency.

Achieving competency or achieving mastery of the competency Assessments is required.

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 and population-based interventions. The competency discussions provide an avenue to share ideas with and offer support to each other. The faculty members will engage with the students’ practice experience discussion and completion of the competency Assessments to offer guidance and support.
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 healthcare professionals in a community healthcare 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 C for weekly activities.

Project Overview and Learning Objectives

Leadership Competencies in Nursing and Healthcare

Quality and Safety Project Overview

The practice experience is an active learning experience that provides students with the opportunity to apply nursing knowledge and skills that students have acquired in this AoE to experiences in a healthcare setting. The practice experience is composited of selected on-site experiences and completion of practice experience discussions and competency assessments. Throughout their practice experience, students will collaborate with leaders and other colleagues in their work setting, with fellow students in practice experience discussions, with their mentor, and with their faculty members who serve as preceptors. Each competency throughout this AoE outlines specific learning activities that students will engage in during their practice experience as they complete their proposed Practice Experience Quality and Safety Project Assessment in LC4005. (Note: The practice problem must be related to patient outcomes, and staffing cannot be the main practice problem for the completion of the LC4005 competency Assessment.) 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 a potential evidence-based change in practice to improve a quality and safety problem specific to their work setting to possibly be implemented once the AoE is over and once approved by management at the setting. The practice experience discussion provides an avenue for students to share ideas, to critique each other’s work, and to offer support to each other. The instructor acts as the preceptor to facilitate discussions and completion of competency assessments to offer guidance as needed.
Over the course of these competencies, students will be going through the steps of their quality improvement project which will be submitted in LC4005. Please note that they do not have to complete their practice experience project during one individual competency. This practice experience project has six parts that will be submitted in LC4005:

1. Identify a quality improvement practice problem;
2. Conduct a literature search finding data and evidence-based literature to support the importance of the quality improvement practice problem;
3. Identify the quality improvement tools that will display the data supporting the need for the quality improvement project;
4. Apply a quality improvement process to the development of the quality improvement project;
5. Develop an evidence-based plan to address the quality improvement practice problem; and
6. Present the final quality improvement project as a comprehensive paper and quality improvement storyboard.

The practice experience is an active learning process that provides students with the opportunity to apply their nursing knowledge by addressing a quality improvement practice problem. The practice experience is composed of selected onsite experiences and completion of a Quality Improvement Project with guidance from their faculty.

Achieving competency or mastery of the competency Assessments is required.

**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 C](#) for weekly activities.
**Nonworking 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 the Leadership Competencies in Nursing and Healthcare AoE only. Nonworking 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 uploaded in Meditrek as part of the practicum application.
SECTION 3: APPROVAL PROCESS

Application Deadlines
The deadline for submitting a practicum application is 6 weeks before the students wish to begin the practicum, as shown in Table 3. Students must be sure that they understand the deadline.

Students must submit a separate application for each field site and mentor every quarter, even if the field site and mentor remain the same. Students will not be registered for practicum courses if there is not an approved application on file.

Students should be aware of their program of study and anticipate when they will be ready to begin practicum. Students are encouraged to contact their academic advisor with any questions about their program of study. It is the student’s responsibility to know what quarter they will begin their practicum courses.

Walden advises students to submit their application via Meditrek® as early as possible. Students may submit an application for practicum at least two terms prior to the practicum start. Experience has shown that the applications that are completed in haste and submitted near the deadline are most frequently those that are missing items, have errors, or have other problems.

If an application is submitted after the application deadline, there is no guarantee that staff will be able to review the application in a timely manner prior to the term start. Submitting an application by the application deadline is strongly advised to allow enough time for processing and increase the likelihood of an application getting reviewed and potentially approved. There are many factors that can significantly impact whether or not an application can be approved. The Field Experience staff will work diligently to review and process late applications to the best of their ability, but there are no guarantees. Late applications are processed in the order they are submitted in Meditrek®. If an application is unable to be approved for the requested term, it will be closed, and students must resubmit a new application for the next term.

Late applications will not be accepted at a certain point before the term begins due to the time it takes to process applications. Students need to be sure they are submitting applications by the application deadline.

Exception: Because of some state board requirements and approvals, late applications may not be accepted from students who will perform their clinical practicum experience from some states.
Table 3. Deadlines for Course-Based Practicum Applications (2018–2019 School Year)

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Start Dates</th>
<th>Application Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 – First 6 Weeks</td>
<td>August 27, 2018</td>
<td>July 16, 2018</td>
</tr>
<tr>
<td>Fall 2018 – Second 6 weeks</td>
<td>October 8, 2018</td>
<td>August 27, 2018</td>
</tr>
<tr>
<td>Winter 2018 – First 6 weeks</td>
<td>November 26, 2018</td>
<td>October 8, 2018</td>
</tr>
<tr>
<td>Winer 2018 – Second 6 weeks</td>
<td>January 7, 2019</td>
<td>November 26, 2018</td>
</tr>
<tr>
<td>Spring 2019 – First 6 weeks</td>
<td>February 25, 2019</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Spring 2019 – Second 6 weeks</td>
<td>April 8, 2019</td>
<td>February 25, 2019</td>
</tr>
<tr>
<td>Summer 2019 – First 6 weeks</td>
<td>May 28, 2019</td>
<td>April 8, 2019</td>
</tr>
<tr>
<td>Summer 2019 – Second 6 weeks</td>
<td>July 8, 2019</td>
<td>May 28, 2019</td>
</tr>
</tbody>
</table>

Deadlines for Tempo Practicum Applications (2018–2019 School Year). Tempo students must work with their coach to apply for their practicum experience 6 weeks before they plan to take PH or LQ.

Application Submission

Students need to be sure to submit an application in Meditrek® by the application deadline to ensure to allow enough time for application processing and course registration.

Each practicum course requires a separate application. This is necessary because each practicum course has distinct requirements. Students must also submit a new and separate application each time they wish to change mentors and/or practicum sites. If a student is using multiple mentors for one course, separate applications must be submitted for each mentor. If students are using multiple field sites to complete practicum hours, separate applications must be submitted for each field site.

Meditrek®

The practicum application consists of multiple parts that students must submit via Meditrek®. Students must submit their practicum application via Meditrek® by the application deadline. Application instructions for Meditrek® can be found on the field office website. There are webinars, tutorials and FAQs on how to guide students on submitting an application in Meditrek®.

Meditrek® is the online clinical rotation management system used to track, monitor, and manage the practicum experience. Students will receive Meditrek® login and password information, directly from Meditrek®, for the entirety of their use with Meditrek®.

- Students will receive one user name and password to utilize Meditrek® for submitting practicum applications and completing practicum logs and practicum evaluations.
- Students should receive this information prior to their first practicum course, approximately 6 months prior to practicum start. If students have not received their password 1 month before their application is due, they should complete a request form...
online at:

- Students can utilize Meditrek® to monitor the status and progress of their applications each term.

**Starting an Application**

1. Students must log in to their Meditrek® to open a new application.
2. Students must select the application type to start a new application. The application types are as follows:
   - Primary Application: The application is the primary application for the mentor and field site for the quarter and course.
   - Supplemental Application: The application is for an additional mentor and/or field site that is needed to supplement the primary application for the quarter and course. Supplemental applications are often needed to complete course requirements or to log the required hours.
   - Replacement Application: The application is replacing a previously submitted application for a different mentor and/or field site for the quarter and course. Replacement applications are often needed in a previously nominated mentor is no longer able to mentor or does not meet the requirements.
   - Remedial Application: The application will be used to complete course requirements after the term has been completed for the prior term; e.g., for students who received an incomplete grade in the course during the prior term and need to complete course requirements during the next quarter.
3. Students must select the correct course number and correct term when opening a new application. Students must select the correct term for the application because applications will not be reviewed if the incorrect term is selected. It is the students’ responsibility to ensure they are selecting the correct quarter for the application submission. The term of the application cannot be changed.

**Policy on Electronic Signatures**

Walden manages the clinical application processes in a nearly paperless environment, which requires reliance on verifiable electronic signatures, as regulated by the Uniform Electronic Transactions Act. Legally, an electronic signature can be the person’s typed name, e-mail address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.
Practicum Requirements

License—Student and Mentor

Students and mentors must maintain an active, unencumbered license in the state where students plan to complete their practicum experience. License verification will be reviewed as part of the application and mentor approval process. Practicum applications will not be approved until this review has been completed.

Licensure Review of Students

The Field Education Office will conduct a routine professional license verification search and review as part of the practicum application process. This search and review will be completed for all students applying for practicum and all candidates for mentorship. Information for this review will be gathered through NURSYS, state boards of nursing, state medical boards, or any other applicable professional credentialing authority. Any information that is attached to a professional license verification will be reviewed by the School of Nursing’s Licensure and Compliance department. The information that will be reviewed includes past and present credentialing information, such as state licensing board orders, consent agreements, letters of reprimand or censure, complaints, malpractice claims, settlements, and awards or other indication of action taken against the license by the professional credentialing authority.

If a student has a past or present order; consent agreement; letter of reprimand, censure, or complaint; or any other information issued by the professional credentialing authority regarding the student’s professional license, the student will be required to inform their field site and mentor of this information. The field site and mentor will need to confirm that the student will be able to complete field experience at the site prior to the approval of the student’s practicum application. Written documentation from the field site and mentor, which confirms that (a) the field site is aware of the past or present board issued information (as described previously) and (b) the field site has agreed to accommodate the practicum placement, must be submitted to the Walden University SON field office. After the review of the license information, the Field Education staff will send instructions to students to request acknowledgment forms from their mentor(s) and field site administrator(s).

Licensure Review of Mentors

A routine professional license verification will be obtained by Walden for all mentor candidates. Any negative information, both past and present, that is part of the license verification will be reviewed by the School of Nursing’s Licensure and Compliance department. Some examples of negative information are disciplinary orders issued by a professional licensing board, malpractice information and letters of complaint, censure, or reprimand. This information will be reviewed as part of the mentor approval process and could lead to a determination that the mentor does not meet the university’s requirements. Students will have the opportunity to appeal the decision or to nominate a replacement mentor who will undergo the same review. Please be aware that the practicum application will not be approved until an acceptable mentor is approved.

Many students find it helpful to review their mentor’s license information prior to submitting their practicum application. If they choose to review this information, it can be found online.
through NURSYS® or the corresponding state board of nursing website if the mentor is a nurse, or by reviewing the mentor’s license information provided by their professional licensing authority (medical board, Department of Health, etc.). If students have any questions about this process or any possible negative information regarding a potential mentor, please contact nurslicensure@mail.waldenu.edu.

**Mentor Commitment Form**

The *Mentor Commitment Form* is an agreement with the mentor to participate in the mentorship with the Walden University nursing student. The *Mentor Commitment Form* is an official form and requires the mentor to complete the form in its entirety. Students are not to complete this form on behalf of the mentor. The form is student-, course-, and term-specific, due to accreditation purposes. Thus, a form is required to be completed for each student for each class every quarter.

The *Mentor Commitment Form* is e-mailed directly to the mentor at the time students enter mentor information on the Meditrek® application in the “Mentor and Field Site Information” section. The mentor should review the form, complete it in its entirety, and sign the form. Students must obtain this form directly from the mentor to upload it in the Meditrek® application. *Mentor Commitment Forms* can also be found online at: https://academicguides.waldenu.edu/fieldexperience/son/MentorResources

If the mentor completes the form electronically, the mentor is agreeing to the Walden University Policy on Electronic Signatures. If the mentor does not complete the form electronically, he or she must print legibly and provide the signature at the bottom of the form.

After the mentor completes and signs the form, he or she should send it directly to the student. The student will then upload this form as part of the application in Meditrek®. It is the responsibility of students to upload the Mentor Commitment Form in Meditrek® and link it to their application.

Upon final approval of the student’s application, the mentor will receive a confirmation e-mail with a *Mentor Orientation*.

More information for mentors can be found online at http://academicguides.waldenu.edu/fieldexperience/son/MentorResources and click on the “Course Information” tab to review course objectives and clinical checklists.

If mentors have any questions, they may contact the Field Education Office at nursingfield@mail.waldenu.edu.

**Service Learning Agreement With Practicum Field Sites**

- **For Students Employed During Practicum for NURS 4220/4221**: Students do not need to obtain an agreement if they are completing their practicum at their place of employment. If students plan to complete practicum at a site other than their employer, they will need to follow the instructions below for a *Service Learning Agreement*. 
• **For Students Not Employed During Practicum for NURS 4220/4221:** For students not employed while enrolled, they will need to secure a mentor and practicum field site to complete their practicum course. Once a field site and mentor has been secured, students must complete and obtain approval utilizing the *Service Learning Agreement* (see Appendix D). Students must complete the first half of the agreement and then obtain a signature from the field site administer to sign the agreement on behalf of the organization. Once the agreement has been finalized, students must upload the agreement to the Meditrek® application before the application will be approved.

The *Service Learning Agreement* is a legal contract between Walden University and a practicum field site. The *Service Learning Agreement* is different from the *Mentor Commitment Form*. Accreditation standards require that Service Learning Agreements be in place before students start their practicum.

Walden requires that agreements are finalized for every field site where practicum will occur for NURS 4220/4221. If students plan to complete practicum hours at multiple sites, an application must be submitted and approved for each field site and mentor. If students plan to complete practicum hours with a contract agency and will be logging hours at multiple sites, an application must be submitted and approved for each physical field site.

**Application Requirements in Meditrek®**

Students need to submit their practicum application via Meditrek® by the application deadline (see Table 3). The following information and documents are required to submit a complete application in Meditrek®.

**Forms to Complete in Meditrek®:**

- Student Information to include the following:
  - Student’s Name
  - Gender, DOB, Last 4 digits of SSN
  - Address
  - Phone Numbers
  - Walden ID number
  - Walden e-mail address

- FERPA Release: Students will complete a FERPA release when completing and submitting an application in Meditrek®. The FERPA release authorizes Walden University to release all information, without limitation, regarding enrollment and academic records for the purpose of facilitating the field experience.

- Mentor and Field Site Information: Students will complete information about the mentor and field site in the application to provide information about the qualifications and appropriateness of the site. The required information is as follows:
  - Mentor Contact Information to include name, title, phone number, e-mail address.
• Mentor Credentials
• Mentor Information to include education degree, licensure, certification, license number, state of license and expiration date.
• Field Site Location: Field site name and address.
• Field Site Description.

Note: Once this section is complete, students can submit their mentor information and an e-mail will be sent to the mentor with the “Mentor Commitment Form.”

Documents to Upload in Meditrek®:
Students are responsible for uploading all documents in Meditrek® to complete their application. For the most up-to-date information regarding applications and Meditrek®, including webinars, tutorials, and FAQs, refer to the field experience website: https://academicguides.waldenu.edu/fieldexperience/son/home

Note: See section on “Practicum Requirements” for more details on these requirements.

• Student RN License:
  • Must be an active and current nursing license.
  • Must be licensed in the state/country where practicum will occur.

• Mentor Commitment Form:
  • This form is sent directly to the mentor via e-mail when students submit the mentor information section in Meditrek®.
  • Mentor must complete the form in its entirety and sign the commitment form.
  • Mentor should submit the form directly to the student for the student to upload in the application in Meditrek®.
  • Note: Mentor Commitment Forms should not be completed by the student on behalf of the mentor. If it is found that the student completed the Mentor Commitment Form on behalf of the mentor, a case will be reviewed by the Academic Integrity Analyst.

• Service Learning Agreement Section for NURS 4220/4221: Students need to list field site information for their practicum site to include field site name and contact information.
  • For Students Employed During Practicum: Students do not need to obtain and agreement if they are completing their practicum at their place of employment. If students plan to complete practicum at a site other than their employer, they will need to follow the instructions below for a Service Learning Agreement.
  • For Students Not Employed During Practicum: For students not employed while enrolled, they will need to secure a mentor and practicum field site to complete their practicum course. Once a field site and mentor has been secured, students must complete and obtain approval utilizing the Service Learning Agreement (see Appendix D). Students must complete the first half of the agreement and then
obtain a signature from the field site administrator to sign the agreement on behalf of
the organization. Once the agreement has been finalized, students must upload the
agreement to the Meditrek® application before the application will be approved.

**Possible Additional Application Requirements—Onboarding**

Field sites may require students to complete onboarding requirements and require Walden to
verify requirements have been completed. If this is the case, students will need to contact the
Field Education Office for information about onboarding.

Onboarding Requirements may include, but not be limited to, background screenings, drug
screening, health requirements, required training and professional liability insurance and any
additional onboarding requirements that may be required by the field site. Requirements must be
submitted for approval through Walden University’s designated provider, CastleBranch.
Students will need to complete onboarding requirements online at
http://walden.castlebranch.com

The School of Nursing Field Education Office Staff will confirm submission of all requirements
in CastleBranch in order to approve practicum applications. Please be aware that students are
responsible for all expenses incurred for onboarding requirements. If a field site requires Walden
to verify complete of requirements, students WILL NOT be permitted to start their field
experience until onboarding requirements are complete.

**Application Review and Approval**

Applications must be completed in its entirety and submitted in Meditrek®. Applications in
incomplete or incomplete-started status will not be reviewed by the Field Education staff. It is
the students’ responsibility to ensure an application is finalized and submitted in Meditrek®.

Generally, field education coordinators will begin reviewing applications after the application
deadline. Applications are reviewed in the order they are submitted in Meditrek®. Approval of
the application must occur prior to the student starting the practicum course and logging hours.
Students cannot begin logging practicum hours until their practicum application is fully approved
and have been registered for the course.

Students are able to monitor the progress of their application review by logging in to their
Meditrek® account and accessing the application checklist and clicking on the course number.
The Application checklist will list the review status of each section of the application. When a
section of the application is approved, it will be listed next to the section with the date approved.

**Application Approval**

- The application must be submitted in Meditrek®. Incomplete applications will not be
  reviewed.
- The nursing field education coordinators will process the students’ practicum applications
  and notify students if applications are returned or if changes are needed.
• The field education coordinators will review the students’ application materials. If an application is denied, students will be notified, and, in most cases, they will be given an opportunity to revise their application within a short amount of time.

• If an application is approved, an e-mail will be sent by Meditrek® to the mentor and to the student.

**Application Steps**

1. When students successfully submit their application, they will receive an automatic e-mail from Meditrek® stating it was submitted and finalized. Applications will not be reviewed until an application is officially submitted in Meditrek®.

2. The application has different sections and each section is worked on by different coordinators simultaneously. Students should monitor their e-mail account for e-mails from the Field Education staff requesting updates to their application.

3. Students will receive an e-mail with one of the following responses regarding their application:
   - **Returned Status**—The application has been returned for further work: The e-mail will identify what students need to correct. Students will need to log back into Meditrek®, select the application, correct the error, and then resubmit. Students will then get another e-mail that the application has been resubmitted.
   - **Pending Status**—The application is being reviewed by the field education staff. If further information is needed, an e-mail will be sent requesting additional information.
   - **Approved Status**—The application has been approved. Students are approved to complete practicum at the approved field site with the approved mentor during the approved quarter. The practicum course registration will be processed after the application has been approved.

4. Students should monitor their spam/junk e-mail folder for important e-mails from the Field Education Office regarding information about their practicum application.

5. Students can log in to Meditrek® at any time to see the status of their application by clicking on the course on their list of applications. The application statuses are listed below.

**Note:** Students are encouraged to monitor their spam/junk e-mail folders regularly.

**Application Status**

Students can monitor the progress of their application review and approval in their checklist in Meditrek®. The statuses are as follows:

- **Closed**: The application is closed due to inability to approve the application. Students are e-mailed with specific details for the closed application.

- **Incomplete—Started**: Students have started the application but have not submitted the application in Meditrek®. The application will not be reviewed until it is submitted in Meditrek®.
• **Incomplete:** Students have started the application and submitted the practicum site information but have not submitted the application in Meditrek®. The application will not be reviewed until it is submitted in Meditrek®.

• **Submitted:** The application was submitted to Walden and is ready for review by the Field Experience staff.

• **Returned:** The application was submitted and reviewed by a field education coordinator and returned to the student for further work due to issues with the application. An e-mail will be sent to the student with further instructions and information. The application *will not* be further reviewed until the issues are resolved by the student and resubmitted in Meditrek®.

• **Pending:** The application has been submitted and being reviewed by the Field Experience staff. An e-mail will be sent to the student if any additional information is needed or requested.

• **Approved:** Everything is approved, including the affiliation agreement. Student is approved for practicum and may be registered for the practicum course.

**Mentor Options**

**Change of Mentor—Replacement Mentor**

Because circumstances change, sometimes students need to change mentors before they begin their practicum experience. If students need to change their mentor before the practicum course begins, students will need to notify the Field Education Office as soon as possible to request a late application request in order to open a new application in Meditrek®. This is known as a replacement application. If the new mentor involves a new practicum site, then a new affiliation agreement will also be needed. Depending on the timing before the term begins, there may not be enough time to process an application, affiliation agreement, and onboarding, which may delay the practicum experience until a later term.

**Co-Mentors**

In some cases, there may be someone who would be an ideal mentor, but he or she does not meet all the requirements for the course. If students find themselves in this situation, then they have an option to nominate another person as their supplemental mentor, provided they also nominate a mentor who fulfills the requirements. When students complete their practicum application, they must provide a fully completed application for both their mentor and their supplemental mentor. Applications for supplemental mentors should be submitted as early as possible. However, applications are accepted during the quarter if students need a supplemental mentor during the quarter to meet the required practicum hours. If students have a co-mentor (supplemental mentor), they must complete and submit a separate application for the mentor and co-mentor. These applications go through the same review process as other applications.
Supplemental Mentors

Students may need additional mentors to meet all the requirements for the course. If students need to precept with multiple mentors to meet the course requirements, then they have an option to nominate another person as their supplemental mentor, provided they also nominate a mentor who fulfills the requirements. When students complete their practicum application, they must provide a fully completed application for both their mentor and their supplemental mentor. Applications for supplemental mentors should be submitted as early as possible. However, applications are accepted during the quarter if students need a supplemental mentor during the quarter to meet the required practicum hours. If students need a supplemental mentor, they must complete and submit a separate application for the mentor and co-mentor. These applications go through the same review process as other applications.

Examples of Reasons for Supplemental Mentors:

- A mentor may not see enough patients for the student to log the required practicum hours and patients. In this instance, a supplemental mentor may be submitted by the student to obtain enough hours for the course requirements.
- During the course, the student may not be able to log enough hours with the mentor to meet the course requirements. In this instance, a supplemental mentor may be submitted by the student to obtain enough hours for the course requirement.

Course Registration and Start

Registration for the practicum courses is subject to review, based on whether students meet course prerequisites and have an approved practicum application on file.

Application approval does not guarantee the ability of students to be registered for practicum courses. Registration is subject to availability and based upon when the practicum application is approved.

Walden University abides by the rules and regulations required by various state Boards of Nursing. Walden is committed to adhering to the academic standards and compliance requirements as determined by various state nursing boards. For this reason, Walden’s School of Nursing is not able to offer an unlimited number of practicum course sections.

It is the responsibility of the student to ensure all holds are removed from their account. If students have been withdrawn, on a Leave of Absence or has not been continuously enrolled at Walden, they must contact Academic Advising to return and be reinstated at Walden. The Field Education staff will not be able to process a course registration is students have a hold or have not been reinstated.

Students who do not meet the application requirements and deadlines found in this manual will be dropped from the practicum course until all appropriate documents are on file and approved and all course prerequisites are met. If students believe they have met all the requirements for starting the practicum and do not see the course registration on their myWalden page, they should contact the nursing field education coordinators at nursingfield@mail.waldenu.edu.
**Tempo Learning® Students**

Starting practicum competencies is subject to review based on whether students meet the prerequisites and have an approved practicum application on file. Application approval does not guarantee the ability of students to begin practicum courses. Walden University abides by the rules and regulations required by various state Boards of Nursing. Walden is committed to adhering to the academic standards and compliance requirements as determined by various state nursing boards.

Students must work with their academic coach to develop their customized learning plan and account for the 6-week application time required.

**Registration Timeline**

Students will be registered upon full approval of their application. Field Education staff will submit registrations to the Registrar scheduling department after the practicum application is approved.

**Timeline of Course Registration:**

- If your practicum application is approved before 4 weeks prior to term start, the Field Education staff will process your registration approximately 4 weeks prior to term start.
- If your practicum application is approved after 4 weeks prior to term start, the Field Education staff will process your registration approximately within 2 business days after application is approved.

*Note:* It does take 24–48 hours for students to see their course information in Blackboard.

**Change of Mentor After Course Begins**

Because circumstances change, sometimes students need to change mentors during their practicum experience. If students need to change their mentor after the practicum course begins, students will need to do the following:

1. Notify the assigned faculty member immediately to discuss the impact of completing course requirements and the option of receiving an incomplete grade to gain additional time to log hours with a new mentor.
2. Notify the Field Education Office immediately. The Field Education staff will open a new replacement application for the student in Meditrek®. Students must submit a new replacement application for the new mentor to be approved. If the new mentor involves a new practicum site, then it is likely the practicum experience will be delayed if an affiliation agreement is not on file.

**Field Education Office**

Field education coordinators are Walden employees who help students understand the practicum policies and procedures. They answer questions about the practicum application process, review materials to ensure that students have completed all required application and documentation and
work collaboratively with the specialization coordinators and the program director throughout the approval process. Once practicum applications have been approved, the field education coordinators ensure that students are enrolled in their appropriate practicum course.

Here are the different ways in which students can reach the Field Experience staff:

- **E-mail:** nursingfield@mail.waldenu.edu. E-mail is often the most efficient way to receive a prompt response. The Field Experience staff have a response time goal of 1–2 business days.

- **Live Chat:** https://academicguides.waldenu.edu/fieldexperience/son/contactus. Live Chat is a great way to communicate with fully trained team members in real time. Live Chat is the best way to reach the Field Experience staff when they are experiencing high call volume.

- **Phone:** 855-593-9632. Periods of high call volume are experienced during term start times so sending an e-mail, using Live Chat, or scheduling an appointment are great options to get in touch with the Field Experience office.

- **Appointments:** https://academicguides.waldenu.edu/fieldexperience/son/contactus. Schedule a phone appointment online to schedule a time to speak with one of the team members in the student’s region by role.

- **Quick Answers:** https://academicguides.waldenu.edu/fieldexperience/son/home. Search the online database for answers to questions to get a quick answer online.

Field Education staff are available to students via e-mail, phone, or appointment. Students can find their regional field education coordinator online at http://academicguides.waldenu.edu/fieldexperience/son/contactus.
SECTION 4. POLICIES

This manual contains only select policy information. All Walden students agree to abide by all university policies and procedures as a condition of acceptance and continued enrollment. Students should consult the 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); and/or
• 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
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
Phone: 612-312-2376
E-mail: julie.ogren@mail.waldenu.edu

Title IX Deputy Coordinator, Academic Residencies
RoChelle Gilbert, EdD, Associate Director, Academic Residencies
Phone: 612-308-9254
E-mail: rochelle.gilbert@mail.waldenu.edu

**Walden University School of Nursing Technical Standards Policy**

**Technical Standards Necessary to the Successful Completion of School of Nursing Programs**

Walden University’s School of Nursing programs are designed to educate nurses for today’s professional environment by developing the skills of reflection, independent learning, and enhanced critical thinking. These will enable students to graduate from Walden’s programs and better equip graduates to advance their careers, develop leadership skills, and stay current in their field throughout their career.

Students enrolled in Walden’s School of Nursing programs must establish professional relationships both within and outside of the university setting and may be required to work actively and physically both in the classroom and with other practitioners and patients in a professional setting during field experiences. Therefore, the following list of technical standards are provided to clearly establish the level of capability required to successfully complete School
of Nursing programs of study and to encourage current and prospective students to self-assess their qualifications for the program.

The School of Nursing encourages any student who may not be able to meet these standards due to a disability to contact the Office of Disability Services to discuss reasonable accommodations. A reasonable accommodation is a modification or adjustment of to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfil the requirements necessary for graduation from the nursing program.

A student in the School of Nursing must meet technical standard requirements in the following areas (examples are not all-inclusive):

1. **Motor and Mobility Function**
2. **Behavioral/Emotional Function**
3. **Critical-Thinking Skills**
4. **Interpersonal and Professional Skills**
5. **Communication Skills**

Students are advised that their success in their chosen program may be dependent on an ability to meet these technical standards.

1. **Motor and Mobility Function**
   Students must be able to perform the following functions:
   - Ability to observe patient condition and responses to health and illness;
   - Coordinate both gross and fine motor muscular movements, maintain equilibrium, and functionally use the senses of touch and vision;
   - Maintain stamina and physical ability required to participate in classes and activities that are part of the curriculum;
   - Execute motor movements sufficient to communicate effectively in a written format;
   - Obtain and interpret data from assessment techniques such as observation, palpation of anatomical structures, percussion, noting surface characteristics, assessment of tone, temperature, depth, and other diagnostic procedures; and
   - Travel to clinical education sites.

2. **Behavioral/Emotional Function**
   Students must be able to perform the following functions:
   - Maintain the mental acuity and professional demeanor in stressful environments or during impending deadlines; and
   - Maintain the mental acuity and professional demeanor sufficient to complete timed written, oral examinations, and laboratory practical assessments within established time limits especially when speed of performance or speed of decision making is a critical component.
3. Critical-Thinking and Cognition Skills
Students must be able to perform the following functions:

- Analyze and synthesize data from a variety of sources;
- Put research findings into practice;
- Exhibit a positive, interactive response to feedback;
- Use sound judgment and apply safety precautions as appropriate; and
- Demonstrate higher-level cognitive abilities, which include:
  - Rational thought,
  - Measurement,
  - Calculation,
  - Conceptualization,
  - Analysis,
  - Synthesis,
  - Organization,
  - Memory,
  - Application,
  - Clinical reasoning,
  - Ethical reasoning, and
  - Sound judgment.

4. Interpersonal and Professional Skills
Students must be able to perform the following functions:

- Interact appropriately with individuals and groups from a variety of social, cultural, and intellectual backgrounds;
- Actively participate and contribute to group projects;
- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication;
- Promptly complete all assignments and responsibilities;
- Develop mature, sensitive, and effective relationships, not only with patients but with all members of the university community and other healthcare teams;
- Tolerate emotionally and mentally demanding workloads;
- Identify potentially violent or abusive situations with patients in order to safely withdraw from the interaction;
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty; and
- Take responsibility for themselves and their behaviors.
5. Communication Skills
Students must be able to perform the following functions:

- Communicate effectively in verbal and written form in any applicable setting including communications with university faculty and staff, other students, and other healthcare professionals;
- Elicit, convey, and clarify information in a timely manner;
- Complete written work at a professional level in a timely manner;
- Document patient/client assessment/evaluation, intervention plans and progress notations succinctly and in a time frame similar to clinical constraints;
- Achieve basic technical competency required to function in the classroom and professional setting including functionality in word processing, e-mail, and use of the Internet; and
- Effectively describe perceived changes and perceive nonverbal communication.

Walden University is committed to providing equal access to qualified students with disabilities. A qualified student is a student with a disability who, with or without reasonable accommodations, meets the technical standards requirements for the participation in SON programs and activities. School of Nursing applicants and students who need reasonable accommodations to meet these requirements due to functional limitations caused by a disability should contact disability@mail.waldenu.edu at the earliest opportunity to discuss available options. Students requesting disability accommodations must register with the Office of Disability Services prior to the start of their program, or as soon as possible if their personal situation changes and they are in need of disability accommodations.

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 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 engaged in practice experience-related experiences in both Role of the Nurse Leader in Population Health and Leadership Competencies in Nursing and Healthcare, a total of 144 hours. See Appendices A, B, C, and D for activities and requirements.

Do I have to finish all of the required hours during the practice experiences?
Yes, students must complete the required hours during the practice experiences. No time log is required.

What if I do not complete all the practice experience activities and project by the end of the course? (Does not apply to Tempo students)
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?
The deadline for course-based students submitting the BSN practicum application is the first day of the quarter before the quarter students wish to begin the practicum. Tempo students submit a practicum application 6–12 weeks before they wish to begin practicum.

What happens if I am not working when I need to complete my practice experience for NURS 4220/4221?
Students who are not working at the time they need to complete practice experiences for NURS 4220/4221 will need to find a site for a service learning experience and obtain a Service Learning Agreement (see page 12 and Appendix D).

When can I begin my practice experience?
Students may only begin their practice experience once they are enrolled in the related theory portion of the courses or Tempo competences.

Do I need an affiliation agreement or on-site preceptor?
No affiliation agreement or on-site preceptor is required. Students are required to have an on-site mentor if the student is not working while enrolled in the NURS 4220/4221 course or enrolled in the Tempo LQ Area of Expertise. Student in NURS 4220/4221, not employed at the field site, will need to find a site and submit a signed Service Learning Agreement to their application in Meditrek (see page 12 and Appendix D).
Can I be paid for my practice experience?
No. Students cannot engage in a paid practice experience under any circumstances.
SECTION 6. CONTACT INFORMATION

School of Nursing

Nursing Field Education
Nursing Field Education website: http://academicguides.waldenu.edu/fieldexperience/son
Nursing Field Education Staff: nursingfield@mail.waldenu.edu
Nursing Field Education Supervisors: nursingfield@mail.waldenu.edu

BSN Course-based Coordinator
Anita Korbe, DHSc, FNP, BC, CNE: anita.korbe@waldenu.edu

BSN Tempo Coordinator
TBA

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

Vice Provost, College of Health Sciences and 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

Course-Based 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.
**Tempo Academic Coach**

Tempo students should reach out directly to their Academic Coach for advising support and assistance. If you do not know who your Academic Coach is, please e-mail tempooperations@laureate.net.

**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.

**Student Assistance Program**

https://my.waldenu.edu/portal/c/19655.htm
SECTION 7. PROGRAMS OF STUDY

RN-BSN Courses/Areas of Expertise

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<th>Course/AoE</th>
<th>Credit Hour(s)</th>
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<tr>
<td>NURS 3100 - Issues and Trends in Nursing</td>
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<td>NURS 3020 - Health Assessment</td>
<td>5</td>
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<td>NURS 3110 - Information Management and Patient Care Technology</td>
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<tr>
<td>NURS 3150 - Foundations of Nursing Research</td>
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<td>NURS 4100 - Quality and Safety Through Evidenced-Based Practice</td>
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RN-BSN AIM Courses

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**RN-MSN Courses**

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**MSN Courses Follow**
REFERENCES


APPENDIX A

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 Role of the Nurse Leader in Population Health to health problems in their practice or in their community with support from a mentor, and guidance from the faculty. The practice experience 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. Students 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. 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 a mentor and 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 their mentor, 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 group at risk in their community.
APPENDIX B

Leadership Competencies in Nursing and Healthcare

Quality Improvement Practice Experience Project

Overall Purpose for Practice Experience. This practice experience is an active learning experience that provides students with the opportunity to apply nursing knowledge and skills 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 their mentor and interact 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 brief outline of the activities is presented below. The practice experience is a minimum of 72 hours.

Nonworking 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. Nonworking 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 uploaded in Meditrek as part of the practicum application.

Practice Experience Quality Improvement Project Overview

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. Faculty members will offer guidance as needed.
APPENDIX C

Walden BSN Practice Experience Roles and Responsibilities

Handout for Students and Mentors

Role of the Nurse Leader in Population Health

Getting Started. Students apply to the Nursing Field Office to participate in a practice experience for the course. The application includes mentor’s name, title, license information, contact information, education, and experience. Mentors need to be public health nurses or other qualified interdisciplinary mentors with 2 years of experience related to either population health and/or public health nursing in the community. Mentors are oriented to the purpose of the experience, the learning objectives, and to role expectations of students, mentors, and faculty for the practice experiences.

Student Role and Expectations. Students are expected to be prepared to interact with mentors and other professionals in the community. They are expected to interact with the community mentor and community of interest in a professional, respectful manner. Students are asked to present a PPT presentation on a possible evidence-based solution for a concerning health problem in their practice and in their community. No direct care is provided during their practice experiences.

Mentor Role and Expectations. Mentors are asked to provide information for the student practice experience application: title, education, licensure, contact information, and experience. Mentors are asked to provide interaction, guidance, and professional role modeling for students as they explore the health issue of concern and as they develop possible evidence-based solution to a health problem in their community. Through this process they will experience and learn the importance of interprofessional collaboration and communication, organization/systems, leadership development, evidence-based practice, and information management. Mentors are asked to provide feedback to the faculty midway through the course and at the end of the class.

Faculty Role and Expectations. Faculty are responsible for the overall supervision and evaluation of the practicum. They approve the proposed project. They also guide and interact with students weekly in online practicum discussions. Faculty are expected to be available to mentors and students throughout the practice experience as needed. Faculty contacts the mentor at the following times during the practice experience:

- Before practice experience begins
  - An e-mail is sent to the mentor with contact information for the faculty member and program director with roles/expectations listed within the Walden BSN Practice Experience Handout.
• Mid-term
  o An e-mail is sent to the mentor to request a progress report on the student project and interaction.
• End of course
  o An e-mail is sent to the mentor to request evaluation of the student project and professional development.

Purpose of Practice Experiences
The purpose of the practice experience is to allow students the opportunity to develop a population-based solution to a recurring health problem in their community through evaluation of available and relevant data, through a focused community assessment, and through development of culturally appropriate intervention strategies designed to mitigate the problem and reduce incidence and prevalence among a selected population demographic.

This will be accomplished through:
• Interaction with public health professional mentors representing a public health or community agency;
• Evaluation of health data on public health and other government websites;
• Conduction of a community assessment through a windshield survey and available community resources (published community assessments, news reports, or other pertinent documentation; and
• Development of an evidence-based public health intervention.

Learning Objectives
• 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.
• Provide culturally competent care, i.e., health promotion, disease and injury prevention interventions in collaboration with other healthcare professionals in a community healthcare setting.
• Analyze data pertaining to a specific community health issue.
• Evaluate how cultural competence improves nursing practice and health outcomes.
• Evaluate current evidence-based practices for your selected population.
• Analyze evidence-based practices.
• Evaluate programs aimed at solving health problems.
• Evaluate local disaster plans and contemplate collaborative efforts in problem solving.
• Analyze effectiveness of practicum proposal through practice presentations.
• Present practicum presentation to colleagues.

Overview of Practice Experiences

Develop a potential project to improve the health of a specific population of interest. This practicum is designed to help students develop as a scholar-practitioners and health leaders to promote positive social change in their own community. In this practicum experience, students
will focus on primary prevention of a health problem in a specific population at risk at the community and system level of care.

Students are asked to collaborate with a mentor, faculty-preceptor, and other students in the online discussion group. Students are also asked to collaborate with the population at risk if possible. As an advocate, students will promote positive social change through collaboration with families, communities, and professionals in the healthcare system. Students will develop a culturally relevant proposal that could improve health outcomes for a specific population at risk in their communities.

### Practicum Assignments

**Overview**

<table>
<thead>
<tr>
<th>Identification of a Population in Your Community</th>
</tr>
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<tbody>
<tr>
<td>Epidemiology: Define Your Population and Selected Problem</td>
</tr>
<tr>
<td>Population Cultural Considerations and Genetic Predispositions</td>
</tr>
<tr>
<td>Evidence-Based Practice and Evaluation of the Project Through Measurable Goals</td>
</tr>
<tr>
<td>Present PowerPoint Presentation to Community Mentor and Other Members</td>
</tr>
<tr>
<td>Presentation Finalized and Submitted to Faculty</td>
</tr>
</tbody>
</table>

**Assignments leading up to the final practicum project:**

- Students will
  - Investigate a health problem or concern that they believe exists in their community and confirm its existence through comparison of available health data on public health websites and through conversations with public health professionals;
  - Select a population demographic with a high-risk probability for development of this condition or injury;
  - Evaluate the social determinants of health leading to the elevated risk for their selected population and then evaluate community resources already in place designed to mitigate the problem;
  - Consider gaps in services and then develop culturally-/ethnically-/age-appropriate interventions to mitigate this condition or injury;
  - Use public health evidence-based interventions such as found on the Community Guide; and
  - Present the results of their investigations and their proposed solution their mentor and other interested professionals.

**Final Proposed Practicum Project:** After soliciting feedback from the initial presentation to their mentor and other interested professionals, students will submit their final practicum project.
Walden BSN Practice Experience Roles and Responsibilities

Handout for Students and Mentors

Leadership Competencies in Nursing and Healthcare

Getting Started. Students apply to the Nursing Field Office to complete a practice experience for the course. The application includes mentor name, title, license information, contact information, education, and experience. Mentors need to be a nurse manager of a patient care unit, manager of quality improvement/nursing education, or other qualified nursing leader in the facility. Mentors are required to have at least 2 years of experience related to their position and responsibilities. Mentors are oriented to the purpose of the experience, the learning objectives, and to role expectations of students, mentors, and faculty for the practice experiences.

Student Roles and Expectations. Students are expected to be prepared to interact with their nurse mentor and other professionals in the agency in a professional, respectful manner. Students are asked to present a storyboard presentation on a possible evidence-based solution for a quality or safety issue. No direct care is provided during their practice experiences.

Mentor Roles and Expectations. Mentors are asked to provide information for the student practice experience application: title, education, licensure, contact information, and experience. Mentors are asked to provide interaction, guidance, and professional role modeling for students as they explore the quality or safety issue and as they develop possible evidence-based solution. Through this process they will have the opportunity to experience and learn about organization/systems, leadership development, evidence-based practice, information management, interprofessional collaboration and communication. Mentors are asked to provide feedback to the faculty-preceptor midway through the course and at the end of the class.

Faculty Roles and Expectations. Faculty members are responsible for the overall supervision and evaluation of the practicum. They approve the proposed project. They also guide and interact with students weekly in online practicum discussions. Faculty members are expected to be available to mentors and students throughout the practice experiences as needed. Faculty members contact the mentor at the following times during the practice experiences:

- Before practice experience begins
  - An e-mail is sent to the mentor with contact information for faculty and program director with roles/expectations listed within the Walden BSN Practice Experience Handout.

- Course mid-term
  - An e-mail is sent to the mentor to request a progress report on the student project and interaction.

- End of course
  - An e-mail is sent to the mentor to request evaluation of the student project and professional development.
Purpose of Practice Experiences. The purpose of the Practicum Quality and Safety Project is to allow students the opportunity to identify a quality or safety problem in their workplace and design and propose an evidence-based change in practice to improve patient outcomes.

This will be accomplished through:

- Interaction and collaboration with the nurse mentor, healthcare leaders, colleagues, other professionals involved with quality and safety improvement efforts;
- Identification of the practice problem;
- Utilization of an appropriate quality improvement tool;
- Application of a process improvement method; and
- Development of an evidence-based quality improvement plan.

Learning Outcomes

- Apply definition of quality to work setting.
- Identify a quality improvement practice problem.
- Perform a literature review to identify measurement standards for a problem identified in healthcare.
- Summarize the purpose, methods, and findings from the evidence-based literature that relates to a practice problem.
- Apply a process improvement model to a practice problem.
- Apply a quality improvement process to an improvement plan.
- Recommend strategies to reduce the cost of care.
- Develop a quality improvement storyboard to address a practice problem.

Overview of Practice Experiences

Develop a potential project to improve the quality and safety of patient care at their facility. Students are asked to collaborate with a mentor, faculty-preceptor, and other students in the online discussion group. Students are also encouraged to interact and collaborate with other professionals in the agency about quality improvement. Students will develop an evidence-based solution to a safety/quality issue in their setting and present this solution via a storyboard to their mentor and other interested professionals onsite.
### APPENDIX D

BSN Service Learning Approval Form—Quality and Safety Project

<table>
<thead>
<tr>
<th></th>
<th>Student ID:</th>
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</thead>
<tbody>
<tr>
<td>Student Preferred Phone #:</td>
<td>Student WU e-mail address:</td>
</tr>
<tr>
<td>Student Program:</td>
<td>Dates of field experience:</td>
</tr>
<tr>
<td>Intended Term:</td>
<td>Estimated no. of Field Experience Hours: 40 hours of Public Service Recommended</td>
</tr>
</tbody>
</table>

**Field Site Supervisor/Field Site Location Information:**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Job Title:</td>
<td>Name of Organization:</td>
</tr>
<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>
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</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.
   1.

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.)*
   2.

4. Present potential project to one to two 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.

<table>
<thead>
<tr>
<th>ACCEPTED AND APPROVED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
</tr>
</tbody>
</table>
Letter of Agreement for BSN Service Learning Experience

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

By: ___________________________
Printed Name: Brandi DeFries
Title: Director of Field Experience
Date: ___________________________

FIELD SITE: ___________________________

By: ___________________________
Printed Name: ___________________________
Title: ___________________________
Date: ___________________________