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Welcome

Welcome to the School of Nursing (SON) at Grantham University. Our faculty and preceptors join with hundreds of other nurses and healthcare professionals to facilitate the learning of our nursing students in professional nursing practice. We appreciate their willingness to lend their expertise as faculty of preceptors and mentors to our students seeking to advance their careers. In partnership with the program faculty, they are making a most valuable contribution to the next generation of Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) nurses.

The faculty performance in our BSN and MSN courses will distinguish them among their peers as professional nurses who possess advanced knowledge and skills in their chosen roles. We look forward to our graduates taking a leadership role in providing better nursing care and services for diverse populations in a variety of settings.

The purpose of the Nursing Supplemental Student Handbook is to provide an orientation to the roles and responsibilities of the student, preceptor, and faculty specific to the School of Nursing. The University Catalog is the primary source for all university policies. Whether you are a faculty member, preceptor, or student, please read this Handbook carefully to understand the roles of each and the interactions among all that are required for successful learning in role performance courses.

Grantham University Mission, Vision, and Core Values

Mission

The mission of Grantham University is to provide accessible, affordable, professionally-relevant degree programs in a continuously changing global society.

Vision

Grantham University aspires to be an internationally recognized leader among distance learning higher education institutions serving students who desire an alternative to traditional institutions of higher learning.

Core Values

Grantham University faculty, administration, and staff are committed to:

Accessibility and Affordability:
Grantham University demonstrates commitment to accessibility and affordability of higher education by facilitating learning that fits into the student schedule, seeking efficiencies that keep programs affordable.

Diversity:
Grantham University affirms its commitment to an inclusive community by making its academic programs, educational services and employment opportunities available to all qualified individuals and encourages tolerance, mutual respect, and acceptance of differences throughout the institution. The University believes diversity enhances its institutional culture, improves productivity, and prepares its graduates to participate effectively in the global community.

Excellence and Innovation:
Grantham University maintains a strong commitment to high standards in all aspects of its academic programs, learning outcomes, and student support services, seeking continuously to strengthen and improve the effectiveness of its academic programs and operations and seeking creative, and effective ways to meet the diverse needs of its student population.

Student Centric Success:
Grantham University places the academic and personal success of its students at the center of all University functions, services, activities, and academic programs. The University also follows best practices to facilitate students’ development and success from the point of entry to degree completion.

Education and Service to Those Who Serve:
Grantham University honors those who serve our country and our communities. We are dedicated to the provision of affordable and uniquely accessible programs and support to these deserving students.

Institutional Integrity:
Grantham University commits all students, faculty, staff, and administrators to uphold the highest standards of integrity, honesty, and personal responsibility. To provide a quality academic experience, the University is committed to continually assessing and re-evaluating every aspect of its academic model. The University endeavors to build an institutional culture grounded in candor, transparency, and best professional practices.
Grantheta University  
*School of Nursing Mission and Philosophy*

**Mission Statement—School of Nursing**

To expand knowledge and skills in areas of leadership, community concepts, research, and evidence-based professional nursing practice related to current trends and issues in today's global society.

**Philosophy of Nursing**

This philosophy describes the beliefs of the nursing faculty of Grantham University about human beings, society, health, and nursing. The faculty has also chosen lifelong learning as an additional concept to be included in this philosophy.

*Human beings* are unique individuals by virtue of their development and lived experiences. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychological, and spiritual factors, whereas the external environment consists of cultural, political, economic, physical, and technological factors.

*Society* is the dynamic and constructed setting within which all persons exist and interact. It characterizes the norms, beliefs, and mores, and defines the rights and responsibilities of its citizens.

*Health* balances mind-body-spirit which is interpreted and expressed in individuals and groups. Health is a dynamic state in which the individual is constantly adapting to changes in the internal and external environment.

*Nursing* synergizes science and art. The science of nursing embodies principles and theories of nursing, based on behavioral and natural sciences that encompass knowledge, skills, and professional values applied in a caring manner. The art of nursing exemplifies caring behaviors of warmth, sincerity, empathy, attentiveness, and compassion. Professional nursing roles involve evidenced-based practices that are preventative, restorative, and promotive across the life span of individuals, families, and communities requiring care. Evolving professional roles are acknowledged and fostered.

*Lifelong Learning.* The faculty believes that learning is a process influenced by environmental conditions that continue across the life span. The faculty facilitates this learning process by creating a flexible environment and goal-oriented experiences for their students. Respect for individuality, freedom of expression, shared decision-making, and mutual trust promotes egalitarian relationships and creates an optimal learning environment.

In conclusion, the nursing faculty accepts responsibility to provide students with quality educational experiences necessary for personal and professional growth. Likewise, graduates understand the extent and limitations of their roles and are encouraged to increase their professional knowledge and responsibilities to society through continuing education. Consistent with the philosophical statements contained in this document, and the University vision and mission, the faculty will incorporate these beliefs throughout the nursing curriculum.
**RN to BSN Completion Program Outcomes**

1. Utilize effective communication in oral, written, interpersonal, and electronic modes.
2. Employ clinical judgments based on evidenced-based practice standards and ethical practices.
3. Identify accountability when providing and ensuring safe, efficient, and quality patient care.
4. Synthesize available resources to apply critical thinking to complex clinical situations.
5. Select culturally competent care concepts for individuals and families across the life span.
6. Employ proficiency when caring for communities and populations experiencing threats to well-being.
7. Display concepts of lifelong learning to enhance personal and professional nursing practice.
8. Apply clinical technologies and informatics in practice.

NOTE: Concepts underlined are in alignment with GU Learning Outcomes

**MSN Program Outcomes**

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Incorporate concepts of advanced practice nursing when making nursing diagnoses and critical thinking decisions about educational and therapeutic interventions.
3. Design nursing care for a clinical or community-based population based on cultural diversity, biophysical, psychosocial, and organizational needs.
4. Demonstrate high-level communication skills when involved with patients and professionals both within and outside the healthcare field.
5. Combine theory and researched-based knowledge from nursing and the sciences as they relate to the interdisciplinary team when designing, coordinating, and evaluating quality patient care.
6. Demonstrate commitment to the improvement of the nursing profession through life-long learning.

NOTE: Concepts underlined are in alignment with GU Learning Outcomes
Table 1: Grantham Core Values and NLN Core Values with SON Philosophy

**Grantham Core Values**

**EDUCATION AND SERVICE TO THOSE WHO SERVE**

Grantham University honors those who serve our country and our communities. We are dedicated to the provision of affordable and uniquely accessible programs and support to these deserving students.

**DIVERSITY**

Grantham University affirms its commitment to an inclusive community by making its academic programs, educational services, and employment opportunities available to all qualified individuals and encourages tolerance, mutual respect, and acceptance of differences throughout the institution. The University believes diversity enhances its institutional culture, improves productivity, and prepares its graduates to participate effectively in the global community.

**INSTITUTIONAL INTEGRITY**

Grantham University commits all students, faculty, staff, and administrators to uphold the highest standards of integrity, honesty, and personal responsibility. To provide a quality academic experience, the University is committed to continually assessing and re-evaluating every aspect of its academic model. The University endeavors to build an institutional culture grounded in candor, transparency, and best professional practices.

**EXCELLENCE AND INNOVATION**

Grantham University maintains a strong commitment to high standards in all aspects of its academic programs, learning outcomes and student support services, seeking continuously to strengthen and improve the effectiveness of its academic program and operations, and seeking creative and effective ways to meet the diverse needs of its student population.

**NLN Core Values**

**CARING**

Promoting health, healing and hope in response to the human condition.

**DIVERSITY**

Recognizing differences among “persons, ideas, values and ethnicities”, while affirming the uniqueness of each.

**ETHICS**

Reflective consideration of personal, societal, and professional values, principles, and codes, that shapes nursing practice.

**EXCELLENCE**

Creating and implementing transformative strategies with daring ingenuity.

**SON Philosophy**

**NURSING** synergizes science and art. The science of nursing embodies principles and theories of nursing, based on behavioral and natural sciences that encompass knowledge, skills, and professional values applied in a caring manner. The art of nursing exemplifies caring behaviors of warmth, sincerity, empathy, attentiveness, and compassion. Professional nursing roles involve evidence-based practices that are preventative, restorative, and promotive across the lifespan of individuals, families, and communities requiring care. Evolving professional roles are acknowledged and fostered.

The nursing faculty accepts responsibility to provide students with quality educational experiences necessary for personal and professional growth. Likewise, graduates understand the extent and limitations of their roles and are encouraged to evaluate their professional responsibilities to society through continuing education.

**HUMAN BEINGS** are unique individuals by virtue of their development and lived experiences. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychological, and spiritual factors, whereas the external environment consists of cultural, political, economic, physical, and technological factors.

**SOCIETY** is the dynamic and constructed setting within which all persons exist and interact. It characterizes the norms, beliefs, and mores and defines the rights and responsibilities of its citizens.

LIFELONG LEARNING

The faculty believes that learning is a process influenced by environmental conditions that continue across the life span. The faculty facilitates this learning process by creating a flexible environment and planning goal-oriented experiences for their students. Respect for individuality, freedom of expression, shared decision-making and mutual trust promotes egalitarian relationships and creates an optimal learning environment.
DIVERSITY

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HOLISM

The culture of human caring in nursing and healthcare that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual’s environment, social, norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum.

INSTITUTIONAL INTEGRITY

Grantham University commits all students, faculty, staff, and administrators to uphold the highest standards of integrity, honesty, and personal responsibility. To provide a quality academic experience, the University is committed to continually assessing and re-evaluating every aspect of its academic model. The University endeavors to build an institutional culture grounded in candor, transparency, and best professional practices.

INTEGRITY

Respecting the dignity and moral wholeness of every person without conditions or limitations.

PATIENT CENTEREDNESS

An orientation to care that incorporates and reflects the uniqueness of an individual patient’s background.

SON PHILOSOPHY

SOCIETY is the dynamic and constructed setting within which all persons exist and interact. It characterizes the norms, beliefs, and mores and defines the rights and responsibilities of its citizens.

HUMAN BEINGS are unique individuals by virtue of their development and lived experiences. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychological, and spiritual factors, whereas the external environment consists of cultural, political, economic, physical, and technological factors.

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Table 1: Grantham Core Values and NLN Core Values with SON Philosophy Continued
Table 3: Grantham University & SON Outcomes Comparison with National Standards Of Nursing Education for MSN Program

<table>
<thead>
<tr>
<th>Grantham University Learning Outcomes</th>
<th>Professional Standard NLN Competencies</th>
<th>Professional Standard QSEN Competencies</th>
<th>SON Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong>: Competence in effective written and oral communication.</td>
<td><strong>PROFESSIONAL IDENTITY</strong>: Express one’s identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring advocacy, safe, quality care for diverse patients, families, and communities, and a willingness to provide leadership in improving care.</td>
<td><strong>TEAMWORK AND COLLABORATION</strong>: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient-care.</td>
<td><strong>DEMONSTRATE</strong> high-level communication skills when involved with patients and professionals both within and outside the healthcare field.</td>
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<tr>
<td><strong>CRITICAL THINKING</strong>: Ability to analyze problems, reflectively process information and formulate solutions.</td>
<td><strong>PHILANTHROPIST</strong>: Producer of innovative ideas and interventions that bring about change in the world.</td>
<td><strong>INFORMATICS</strong>: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</td>
<td><strong>INTEGRATE</strong> concepts of advanced practice nursing when making nursing diagnoses and critical thinking decisions about educational and therapeutic interventions.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL, ETHICAL AND SOCIAL RESPONSIBILITIES</strong>: Responsibility to the greater societal good, and applied ethical framework in decision making.</td>
<td><strong>PEOPLE-MINDEDNESS</strong>: Ability to understand and communicate with patients, families, and communities.</td>
<td><strong>EVIDENCE-BASED PRACTICE (EBP)</strong>: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td><strong>INTEGRATE</strong> nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
</tr>
<tr>
<td><strong>RESPECT FOR DIVERSITY</strong>: Awareness of and appreciation for varieties of human experiences and social structures.</td>
<td><strong>MENTAL HEALTH NURSE</strong>: Advocate for the mental health of patients.</td>
<td><strong>SAFETY</strong>: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</td>
<td><strong>DESIGN</strong> nursing care for a clinical or community-based population based on cultural diversity, biophysical, psychosocial, and organizational needs.</td>
</tr>
<tr>
<td><strong>LIFELONG LEARNING</strong>: Definition for an acquisition of educational needs throughout their professional lives.</td>
<td><strong>NURSING JUDGMENT</strong>: Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.</td>
<td><strong>QUALITY IMPROVEMENT (QI)</strong>: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.</td>
<td><strong>DEMONSTRATE</strong> commitment to the improvement of the nursing profession through lifelong learning.</td>
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<td></td>
<td><strong>HUMAN FLOURISHING</strong>: Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.</td>
<td><strong>PATIENT-CENTERED CARE</strong>: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.</td>
<td><strong>COMBINE</strong> Theory and research based knowledge from nursing and the sciences as they relate to the interdisciplinary team when designing, coordinating and evaluating quality patient care.</td>
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**NURSING SUPPLEMENTAL STUDENT HANDBOOK**

**MSN PROGRAM OUTCOMES**
Faculty Role

The members of the Grantham School of Nursing faculty have doctoral and/or master's degrees related to their fields of nursing practice. They serve as educators and professional mentors for students and colleagues, as well as facilitators, instructors, role models and resource persons in their particular area of expertise. The full-time faculty role encompasses teaching, scholarship, and service, including practice in the field. The part-time faculty teach courses in their field, according to the needs of the program.

As an instructor, the faculty guides and facilitates the learning process and evaluates students according to the course objectives and students’ performance of the learning activities for a particular outcome. Faculty instructors communicate directly with students and preceptors to collaboratively establish the student learning contract and evaluate the student’s performance.

The Dean administers the School of Nursing Programs, and oversees the contractual arrangements with the affiliated clinical sites. Together, with the course faculty, the Dean implements and interprets policies and procedures pertaining to the clinical learning component of the programs.

Student Role

The School of Nursing students have found the online learning environment at Grantham meets the needs of their very busy lives and careers! The faculty expects students who are adult learners to be self-directed and internally motivated. The faculty recognizes that as adult learners mature, they become more diverse and vary widely in learning styles, motivation, prior experience, and patterns of participation in educational programs. Therefore, our programs use learning strategies that meet the adult learner’s need to participate in defining needs, goals, activities, and evaluation of outcomes.
ANA Standards of Professional Practice

The Standards of Practice (ANA, 2010) describe a competent level of nursing care as demonstrated by professional registered nurses. It is derived from the Nursing Process which utilizes critical thinking and forms the foundation of the nurse’s decision-making process.

**Standard 1. Assessment**
The registered nurse collects comprehensive data pertinent to the healthcare consumer’s health and/or the situation.

**Standard 2. Diagnosis**
The registered nurse analyzes the assessment data to determine the diagnoses or the issues.

**Standard 3. Outcomes Identification**
The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

**Standard 4. Planning**
The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

**Standard 5. Implementation**

- **Standard 5a. Coordination of Care**
The registered nurse coordinates care delivery.

- **Standard 5b. Health Teaching and Health Promotion**
The registered nurse employs strategies to promote health and a safe environment

- **Standard 5c. Consultation**
The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

- **Standard 5d. Prescriptive Authority and Treatment**
The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

**Standard 6. Evaluation**
The registered nurse evaluates progress towards attainment of outcomes.

**Standard 7. Ethics**
The registered nurse practices ethically.

**Standard 8. Education**
The registered nurse attains knowledge and competence that reflects current nursing practice.

**Standard 9. Evidence-Based Practice and Research**
The registered nurse integrates evidence and research findings into practice.

**Standard 10. Quality of Practice**
The registered nurse contributes to quality nursing practice.

**Standard 11. Communication**
The registered nurse communicates effectively in all areas of practice.

**Standard 12. Leadership**
The registered nurse demonstrates leadership in the professional practice setting and the profession.

**Standard 13. Collaboration**
The registered nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.

**Standard 14. Professional Practice Evaluation**
The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

**Standard 15. Resource Utilization**
The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

**Standard 16. Environmental Health**
The registered nurse practices in an environmentally safe and healthy manner.
Practicum *Supervision and Guidance*

The relationships among the university administration, practicum faculty, the preceptor, the student, and the healthcare setting are pivotal in creating successful practicum experiences.

**University Faculty Responsibilities**

The role of the practicum course faculty is the center of the three-person teaching-learning experience (faculty, student, and preceptor). The faculty holds the final responsibility for the final evaluation of the practicum course. Faculty facilitate a classroom environment of learning so that the student can meet the learning objectives in the course. Through student-faculty and student-content interaction, the faculty provides appropriate follow-up to help facilitate a positive clinical experience.

- Assist the student in selecting the clinical facility and preceptor based on student’s areas of interest and approve the final selection of both.
- Provide detailed feedback and guidance to the student so that students can successfully meet the course objectives.
- Is available during office hours (synchronous and asynchronous) to answer any questions from the preceptor and the student.
- Validates student completion of all documentation, including sign off from the preceptor that clinical hours were completed. Consult with preceptor as necessary throughout the course.
- Verify that the contractual arrangements are in place in any facility in which a student is placed.

- For optimal learning, review the student’s learning objectives with the student at the onset. Share any concerns with the student and/or course faculty.
- Actively engage with the student throughout the practicum experience, utilizing varied teaching strategies. Direct supervision, observation and professional critique of performance is essential for a student’s learning experience during the practicum.
- Scaffold the learning so that student continuously to gain more accountability and scope of responsibility as the student progresses through the practicum experience.
- Support students in the maintaining written reports. Review students’ written reports (weekly activity logs) for practicum experience.
- Facilitate positive working relationships among students, and other health care providers at the site and in the community.
- Timely notification to the course faculty with any issues that would prevent the preceptor from accomplishing his/her preceptor responsibilities or diminish the scope or quality of students’ experiences.

**Preceptor Responsibilities**

Precepting is an evidence-based learning experience where an experienced individual with demonstrated professional in a specific area serves as a coach, leader, and facilitator to validate the competencies of another. This outcome-driven approach is a critical part of nursing practice. A preceptor should have a minimum of two years of experience in the specialty area. Certification in that specialty is preferred. The main responsibilities of a preceptor for the Grantham nursing programs include:

- Maintain a current license to practice as advanced practice nurse (ARNP).
- Preceptors in nursing education or administration are not required to have an ARNP license. At a minimum, however, they must possess a current and unencumbered RN license in the state of practice and must have an MSN degree or higher in an appropriate nursing specialty.
- Provide student with an orientation to the facility during the first week. Serve as a host and role model for student while at the clinical site.
Student Conduct and Performance during Practicum Experiences

Professional Behavior and Language
Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition, or mental state, during the practicum experience. Students are expected to:

- Adhere to established practicum deadlines
- Have no unexplained absences, either at arrival or during the practicum experience
- Exhibit promptness when attending practicum experiences
- Remain for the entire clinical learning experience, unless excused
- Adhere to policies and procedures related to the assigned agency
- Promptly and properly identify one’s self and role during practicum experience
- Adhere to the uniform and dress policies dictated by the facility

Unprofessional Conduct and/or Professional Misconduct
Nursing students are expected to act in a manner consistent with the Code of Ethics of their applicable professional organization. Failure to comply may result in action by administrators and/or facility including in appropriate cases, dismissal from the nursing program. Examples include but are not limited to:

- Unprofessional behavior at the agency.
- Unsatisfactory performance as judged by the preceptor.
- Fraudulent or egregious acts.
- Demonstrated and/or documented incompetence.
- Personal conduct which adversely affects the work environment and/or the supervisor’s ability to perform their responsibilities.
- Exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients, or agency personnel.

Probation, Failure, and Dismissal
A student who demonstrates unprofessional conduct and/or professional misconduct will be notified by the preceptor and concurrently the University faculty member of such behavior. The faculty member will counsel the student, document the occurrence of the behaviors in writing, and place the documentation in the student’s file. The student may respond in writing within 48 hours to the faculty member’s findings and/or submit written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the preceptor and the Dean, may dismiss the student from the program.

Probation
Probation is based on the performance of the student in relationship to course objectives, and expected behaviors and attitudes that are consistent with those of a professional nurse. In addition to persistent behavior or behaviors related to unprofessional conduct (see above), a student enrolled in a clinical nursing course may be placed on clinical probation for one or more of the following:

- Initiating practicum experiences without a contract
- Initiating interventions or actions without appropriate supervision or approval of the supervisor
- Consistent difficulties applying theory to the clinical setting
- Inconsistently completing clinical assignments or logs

The faculty member will notify the Dean of any student placed on clinical probation. In addition, the faculty member will send a letter to the student indicating the areas of weakness as the basis for clinical probation. A copy of the letter will be placed in the student’s academic file.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the faculty member will remove the probationary status at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.

Failure
Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives, expected behaviors, and attitudes that are consistent with those of a professional nurse. A student enrolled in the Practicum may receive a failure and/or dismissal from the program for one or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation;
- Recurring absenteeism or tardiness without notification
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the preceptor/faculty
- Acts of dishonesty
- Repeated lack of preparation
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice
- Demonstrating practices that are inconsistent with professional standards or codes of ethics
- Unsatisfactory final evaluation.

Dismissal
A student may be dismissed without a probationary period for identified infractions. Grounds for dismissal without a probationary period include:

- Falsification of documents or records
- While in the clinical area, being under the influence of alcohol, marijuana, or any controlled substance not legally prescribed
- Insubordination or failure to follow direct orders from a preceptor
- Theft of University, or agency property
**Practicum Requirements**

**Background Checks**
All students must submit information and fingerprints for background screening according to the health care facility requirements.

**Non-Payment for Nursing Practicum**
Each clinical course requires a supervised practicum with a university-approved preceptor under the direction of the assigned course faculty. The student cannot be paid while participating in the practicum experience.

**Practicum Facility Requirements**
Prior to enrolling in the practicum courses, students must provide proof that the following criteria are valid throughout the semester of each practicum course. The criteria are:

- Current and unencumbered RN licensure in the state of practice
- Current Professional Liability Insurance (minimum of $1,000,000/$3,000,000 required). Professional liability insurance is available through the American Nurses Association and other selected carriers.
- Immunization/Health Screening Requirements. The requirements are subject to change, depending upon current knowledge and practices relating to the health care facility, or in keeping with policies related to a practicum site.
- Major Medical/Hospitalization Insurance. All students registered in practicum nursing courses must have major medical/hospitalization insurance. Students are required to sign a waiver to release Grantham University from financial liability if the student does not maintain or cancels his/her major medical/hospitalization insurance.
- CPR Certification (All students need adult CPR certification).

Students who do not have current and reported CPR certifications, immunizations, health screening tests, health insurance, and professional liability insurance will not be allowed in the clinical areas, and the days missed will be counted as clinical absences.

Clinical absences can impact fulfillment of the clinical course objectives.

**Dress Guidelines**
Clothing is to be appropriate for professional appearance. The student is required to follow the dress code of the institution and have a current GU ID. Makeup should be minimal. Colognes, perfumes, and aftershave lotions are to be avoided. The agencies also have the right to refuse the placement of a student who is inappropriately attired.

**Identification Name Badge**
The identification name badge includes the first and last name and GU ID. The ID may be clipped on the uniform/lab coat. The identification name badge must be worn by all students during any practicum experience. If a student does not display a name badge, the student may be asked to leave the clinical area.

**Tardiness and Absence**
A student who is absent or tardy during the practicum on the assigned day is expected to contact the preceptor prior to the assigned reporting time. Students are expected to have 100% attendance for all practicum experiences. The stated course objectives must be met in order to successfully pass the course.

**Accidents/Injuries**
If an accident or injury occurs while the student is in the assigned practicum area, the student is responsible for following up on the necessary medical care. Preceptors are to follow the clinical agency's policy for employee/student injuries, such as an incident report, emergency room treatment, etc. The Dean and Course Faculty should be notified and a memo regarding the injury and its disposition should be placed in the student's record within 24 hours.