



Nursing Student Handbook

A COMMITMENT TO OUR STUDENTS



Grantham University considers support for students' degree attainment to be our responsibility. For Grantham University, student-centric success is a core value. Our unwavering 65-year tradition has been to serve the adult learner. That past, our present, and the future all articulate the identical creed: *It is our pledge to purposefully, continuously, and passionately work alongside you to help you graduate. Students' timely progress is our objective and graduation is our goal. As such, and without equivocation, we declare in this Constitution that we absolutely expect you to graduate.* (excerpt from the Grantham University Constitution)

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Welcome from the Dean!

Great journeys should never be taken alone. Grantham University is a leader in distance education, which is the great equalizer. Every nurse now has access to the very best education. A University that has achieved DEAC accreditation and programmatic candidacy with six decades of experience in distance education will make a difference in your success. Offering flexible, frequent course starts, Master and Doctoral prepared faculty, student advisors, and financial aid specialists, Grantham will support and mentor you every step of the way.

The Grantham University School of Nursing is visionary, and you can be assured this vision is what drives our curriculum. The BSN and MSN programs have added the ePortfolio, which provides students with a personal repository to showcase examples of excellent work. The BSN program has a final Capstone course in which students showcase what they have learned. In the MSN program, the final Capstone project encourages students to choose a topic that is real, authentic, and of immediate importance to you. This applied project allows you to learn while making a difference at your place of employment. Students are able to choose one of four tracks, including the newest nurse specialties; Case Management and Nursing Informatics. There are few Universities offering these tracks and a degree in one of them will certainly put you ahead of the rest in the job market! We also offer the Education and Leadership tracks.

What is your next step? Read the Handbook from cover to cover. Reach out and contact us for any questions you might have. We will walk with you every step of the way. We have been at this for half a century, and we specialize in student success . . . your success!

Warmly,

Cheryl Rules, PhD, RN, CCRN-K, CNE

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Grantham University School of Nursing Mission and Philosophy

Mission Statement - School of Nursing

Grantham University School of Nursing Faculty is committed to transforming nursing through the provision of an innovative advanced nursing education that removes barriers such as accessibility, deployment, and discrimination. The School of Nursing provides an asynchronous online learning community for students from diverse cultures to expand the evidence-based practice of professional nursing through transformational leadership leading to improved health outcomes in a global society.

Philosophy of Nursing

The global society requires the nurse to be competent in **digital literacy** and technological skills to maintain **evidence-based practice** that leads to improved health outcomes and **interdisciplinary collaboration**. Nursing education embraces innovation in curriculum delivery and promotes asynchronous learning in a virtual environment.

Nursing practices in a **multicultural society** and creates a caring, respectful environment that values the uniqueness of each person. Nursing education fosters **respect for cultural and ethnic diversity** and focuses on **personal and professional growth** of the learner.

Nursing utilizes **evidence-based practice** to guide performance. **Critical thinking** involves the integration of inquiry, analysis and judgment to provide enhanced outcomes in **patient-centered care**. Post-licensure programs contribute to the body of nursing knowledge through strategic curriculum design that incorporates authentic, scholarly projects.

Communication, through written, verbal, non-verbal and electronic modes along with **collaborative skills**, produces a positive work environment, enhances the productivity of the nursing team, and promotes interpersonal relationships leading to **patient-centered care**. **Interdisciplinary practice** depends on **teamwork** to produce effective outcomes in the contemporary healthcare environment.

Nursing education also participates in **quality improvement** to provide a current, rigorous curriculum that is consistent with contemporary practice and **technological advances**. **Quality improvement** is a core value in healthcare leading to improved **safety** and positive **patient care outcomes**. Professional nursing participates in **quality improvement** processes and is committed to continual **performance improvement** to deliver the highest standards of care to a **diverse population**.

Professional standards are upheld through moral, ethical and legal conduct with an assumption of personal accountability for all **personal and professional actions**. Evaluation of **professional responsibilities** is an ongoing process in response to the needs of the nursing

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profession in a **global society**.

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 & Mission, the faculty will incorporate these beliefs throughout the nursing curriculum

School of Nursing Program Outcomes

BSN End of Program Student Learning Outcomes (EOPSLOs)

The curriculum supports specific outcomes based upon nursing standards. Students are expected to accomplish these outcomes during completion of the curriculum. These outcomes are called *the end of program student learning outcomes* (EOPSLOs). Grantham simply abbreviates this long title into “Student Learning Outcomes”, the designation that you will see in the Grantham University Catalog.

The RN to BSN Completion Program has eight (8) EOPSLOs:

- Assess effective communication in oral, written, interpersonal and electronic modes
- Evaluate clinical judgments based on evidence-based practice standards and ethical practices
- Ensure accountability when providing and ensuring safe, efficient, quality patient care.
- Synthesize available resources to apply critical thinking to complex clinical situations
- Incorporate culturally competent care concepts for individuals and families across the lifespan
- Critique proficiency when caring for communities and populations
- Analyze opportunities for personal and professional growth in pursuit of career goals
- Integrate clinical technologies and informatics in practice

There are EOPSLOs referenced throughout the curriculum, and assignments incorporate activities to assist in achieving them. Evaluating achievement of the Student Learning Outcomes assures both you as a student, and the SON, that our program is rigorous, current, and encompasses all major nursing standards.

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MSN End of Program Student Learning Outcomes (EOPSLOs) (Core)

The MSN Program has six (6) core EOPSLOs. These EOPSLOs are common to all four tracks of the MSN Program:

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. Assess high-level communication skills when involved with patients and professionals both within and outside the healthcare field
5. Combine 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
6. Formulate career management strategies, including self-advocacy, to enhance personal growth

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MSN End of Program Student Learning Outcomes (EOPSLO) (Track Specific)

You have chosen a specific track in the Master's Program, which specializes in an area of nursing. Each specialization has competencies that are congruent with, but in addition to, the EOPSLOs. These are called role specific competencies.

Each Track has Five (5) specific role specific competencies:

Case Management

- Create a case management plan which includes identification of problems, determination of outcomes and coordination of resources and which facilitates the transition of care to the medical home model
- Evaluate client selection and assessment according to current practice models.
- Compose a plan which evaluates the established outcomes and facilitates the termination of care.
- Assess principles of advocacy both for the client and in the promotion of client self-advocacy.
- Integrate resources to facilitate collaboration and coordination of care in a variety of healthcare environments

Nursing Education

- Design curricula based on program outcomes, sound educational theory, and contemporary health care practices
- Integrate strategies that address the unique learning needs of diverse students and assist in the socialization into the role of the nurse.

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- Create assessment and evaluation strategies which are appropriate to the learner and support the teaching-learning process
- Analyze educational experiences based on sound educational theory and evidence-based teaching practice that facilitates learning in all domains: cognitive, affective and psychomotor
- Incorporate knowledge of the social, economic and political arenas as well as the institutional culture and climate, which would facilitate practice in the educational environment

Nursing Informatics

- Incorporate leadership in the synthesis, utilization, and evaluation of all interdisciplinary information to promote quality improvement in a health care environment
- Design health information systems to identify patterns and variances in data regarding risk behaviors, epidemiology, and other health care problems/issues with the accompanying costs associated with the issue.
- Assess information systems to determine quality data output that can be utilized for improving nursing and informatics practice.
- Integrate ethical and legal principles to establish and maintain the security of all data and compliance with all regulatory entities
- Evaluate the use of informatics methodologies to advocate for the patient's autonomy, dignity and rights and in policy development that would support both the patient and the institution

Nursing Management & Organizational Leadership

- Adapt management principles to coordinate health care activities with regard to human, capital, system and community resources.
- Integrate the theories of leadership to provide a supportive work environment that encourages staff development and promotes a quality health care environment
- Design strategic plans for the development and maintenance of health care environments to ensure quality improvement and provide for innovation and change
- Evaluate commitment to adhere to current standards and regulatory agency requirements in the provision of nursing care.
- Incorporate leadership in the delivery of professional nursing practice that is safe, cost-effective and promotes continuity of care across the health care continuum.

Student Learning Outcomes and Professional Standards

The student learning outcomes above are guided by nursing's professional standards to ensure the curriculum is current and evidence-based. The charts below show which professional and organizational standards are incorporated into the RN-BSN and MSN programs.

Professional Standards, Guidelines and Competencies Incorporated into the RN to BSN Completion Program

Grantham University Core Professional Competencies	NLN Competencies for Graduates of Baccalaureate Education	QSEN Competencies	AACN Essentials of Baccalaureate Education	End of Program Student Learning Outcomes
<p>Communication- Formulating and expressing thoughts and ideas effectively using oral, written and non-verbal communication skills in person, in writing, and in a digital world</p>	<p><i>Professional Identity</i> Express one's identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.</p> <p><i>Spirit of Inquiry</i> Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.</p>	<p><i>Teamwork and Collaboration</i> Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient-care.</p>	<p><i>Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</i> Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p>Assess effective communication in oral, written, interpersonal and electronic modes.</p>
<p>Critical thinking/problem solving- Using analytical reasoning when gathering and evaluating relevant</p>	<p><i>Nursing Judgment</i> Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe,</p>	<p><i>Evidence-Based Practice (EBP)</i> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><i>Scholarship for Evidence-based Practice</i> Professional nursing practice is grounded in the translation of current evidence into one's practice</p>	<p>Evaluate clinical judgments based on evidence-based practice standards and ethical practices.</p>

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information to effectively formulate possible solutions for an issue, problem, or a variety of issues; includes the ability to recognize potential consequences of a decision	quality care and promote the health of patients, families, and communities.		<i>Clinical Prevention and Population Health</i> Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.	Synthesize available resources to apply critical thinking to complex clinical situations.
Professional and Social Responsibility- Engaging in social responsibility through seeking justice, valuing diversity, respecting the environment, and demonstrating professionalism through integrity, mutual accountability, and ethical behavior. This includes considering the social and global impact of individual and organizational decisions, and an awareness of and adhering to regulations, professional standards, and industry best practices.	<i>Professional Identity</i> Express one's identity as a nurse through actions that reflect integrity ; a commitment to evidence-based practice, caring, advocacy , and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care. <i>Nursing Judgment</i> 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.	<i>Safety</i> Minimize risk of harm to patients and providers through both system effectiveness and individual performance. <i>Quality Improvement (QI)</i> 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.	<i>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</i> Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. <i>Health Care Policy, Finance, and Regulatory Environments</i> Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. <i>Professionalism and Professional Values</i> Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing	Ensure accountability for providing and ensuring safe, efficient quality patient care. Critique proficiency in caring for communities and populations.
Distributed Collaboration: Working effectively across distributed locations and asynchronously to achieve a common goal through relationship-building, shared	<i>Human Flourishing</i> Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.	<i>Patient-centered Care</i> Recognize the patient or designee as the sources of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	<i>Baccalaureate Generalist Nursing Practice</i> The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the	Incorporate culturally competent care concepts for individuals and families across the lifespan.

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responsibility, empathy, and respect			<p>lifespan and across the continuum of healthcare environments.</p> <p><i>Baccalaureate Generalist Nursing Practice</i> The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients</p>	
<p>Career Management – Identifying knowledge, skills, abilities, and personal strengths and experiences necessary to pursue career goals. Recognizing areas for professional growth, how to navigate and explore job options, and to self-advocate for opportunities in the workplace.</p>	<p><i>Human Flourishing</i> Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.</p> <p><i>Professional Identity</i> Express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.</p>	<p><i>Quality Improvement (QI)</i> 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.</p> <p><i>Evidence-Based Practice (EBP)</i> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><i>Liberal Education for Baccalaureate Generalist Nursing Practice</i> A solid base in liberal education provides the cornerstone for the practice and education of nurses.</p>	Analyze opportunities for personal and professional growth in pursuit of career goals.
<p>Data Aptitude: Develop information literacy and the capacity to manage data with subsequent finding, structuring, evaluating, and interpreting, in order to provide meaningful analysis to</p>	<p>While information literacy is not one of the four competency areas, informatics is listed as a sub-concept for context and environment with the following statements: In nursing, informatics is becoming increasingly important in every sphere, from patient care to system-wide operations to research. In general,</p>	<p><i>Informatics</i> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p><i>Information Management and Application of Patient care Technology</i> Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</p>	Integrate clinical technologies and informatics in practice.

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<p>accomplish a specific purpose.</p>	<p>nurse informaticist competencies can be divided into three major areas: 1) direct care; 2) support; and 3) information infrastructure (TIGER Informatics Competencies team, 2008).</p>			
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Professional Standards, Guidelines and Competencies Incorporated into the Master's Program

Grantham University Learning Outcomes	NLN Competencies for Graduates of Master's Education	QSEN Competencies	AACN Essentials of Master's Education	End of Program Student Learning Outcomes
<p>Communication- Formulating and expressing thoughts and ideas effectively using oral, written and non-verbal communication skills in person, in writing, and in a digital world.</p>	<p><i>Spirit of Inquiry</i> Contribute to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality when evidence-based solutions to nursing problems are implemented.</p>	<p><i>Teamwork and Collaboration</i> Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient-care.</p> <p><i>Informatics</i> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p><i>Informatics and Healthcare Technologies</i> Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p> <p><i>Inter-professional Collaboration for Improving Patient and Population Health Outcomes</i> Recognizes that the master's-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Assess high-level communication skills when involved with patients and professionals both within and outside the healthcare field.</p>
<p>Critical thinking/problem solving- Using analytical reasoning when gathering and evaluating relevant information to effectively formulate possible solutions for an issue, problem, or a variety of issues; includes the ability to recognize potential consequences of a decision</p>	<p><i>Nursing Judgment</i> Make judgments in one's specialty area of practice that reflect a scholarly critique of current evidence from nursing and other disciplines and the capacity to identify gaps in knowledge and formulate research questions.</p>	<p><i>Evidence-Based Practice (EBP)</i> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><i>Translating and Integrating Scholarship into Practice</i> Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	<p>Incorporate concepts of advanced practice nursing when making nursing diagnoses and critical thinking decisions about educational and therapeutic interventions.</p>
<p>Professional and Social responsibility- Engaging in social responsibility through seeking justice, valuing</p>	<p><i>Professional Identity</i> Implement one's advanced practice role in ways that foster best practices, promote the personal and professional growth of</p>	<p><i>Safety</i> Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p><i>Organizational and Systems Leadership</i> Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe</p>	<p>Design nursing care for a clinical or community-based population based on cultural diversity, biophysical,</p>

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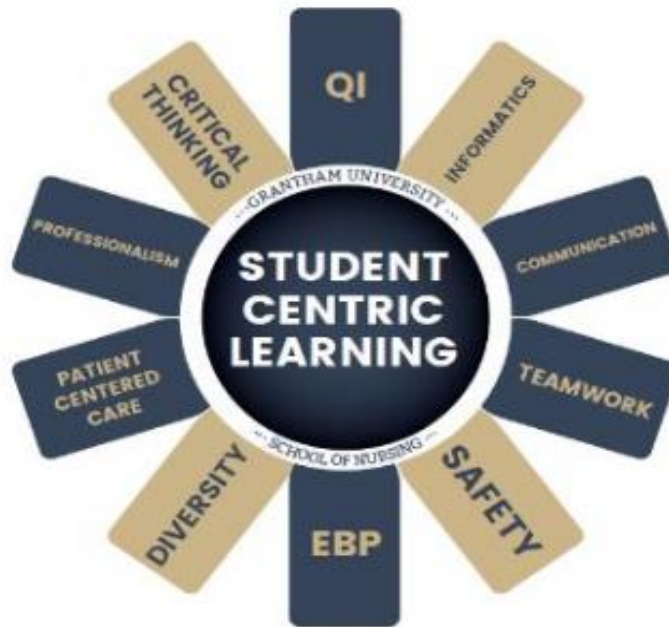
<p>diversity, respecting the environment; and demonstrating professionalism through integrity, mutual accountability, and ethical behavior. This includes considering the social and global impact of individual and organizational decisions, and an awareness of and adhering to regulations, professional standards, and industry best practices.</p>	<p>oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.</p> <p><i>Human Flourishing</i> Function as a leader and change agent in one's specialty area of practice to create systems that promote human flourishing.</p>	<p><i>Quality Improvement (QI)</i> 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.</p> <p><i>Patient-centered Care</i> Recognize the patient or designee as the sources of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</p>	<p>patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships and a systems-perspective.</p> <p><i>Clinical Prevention and Population Health for Improving Health</i> Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>psychosocial, and organizational needs.</p>
<p>Distributed Collaboration- Working effectively across distributed locations and asynchronously to achieve a common goal through relationship-building, shared responsibility, empathy, and respect</p>	<p><i>Human Flourishing</i> Function as a leader and change agent in one's specialty area of practice to create systems that promote human flourishing.</p> <p><i>Professional Identity</i> Implement one's advanced practice role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.</p>	<p><i>Quality Improvement (QI)</i> 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.</p> <p><i>Evidence-Based Practice (EBP)</i> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><i>Inter-professional Collaboration for Improving Patient and Population Health Outcomes</i> Recognizes that the master's-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Combine 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.</p>
<p>Career management: Identifying knowledge, skills, abilities, and personal strengths</p>	<p><i>Nursing Judgment</i> Make judgments in one's specialty area of practice that reflect a scholarly critique of current evidence from</p>	<p><i>Patient-centered Care</i> Recognize the patient or designee as the sources of control and full partner in providing compassionate and</p>	<p><i>Background for Practice from Sciences and Humanities</i> Recognizes that the master's-prepared nurse integrates scientific</p>	<p>Formulate career management strategies, including self-advocacy, to</p>

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<p>and experiences necessary to pursue career goals. Recognizing areas for professional growth, how to navigate and explore job options, and to self-advocate for opportunities in the workplace.</p>	<p>nursing and other disciplines and the capacity to identify gaps in knowledge and formulate research questions.</p> <p><i>Professional Identity</i> Implement one's advanced practice role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.</p>	<p>coordinated care based on respect for patient's preferences, values, and needs.</p>	<p>findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</p>	<p>enhance personal growth.</p>
<p>Data aptitude- Develop information literacy and the capacity to manage data with subsequent finding, structuring, evaluating, and interpreting, in order to provide meaningful analysis to accomplish a specific purpose.</p>	<p>While information literacy is not one of the four competency areas, informatics is listed as a sub-concept for context and environment with the following statements: In nursing, informatics is becoming increasingly important in every sphere, from patient care to system-wide operations to research. In general, nurse informaticist competencies can be divided into three major areas: 1) direct care; 2) support; and 3) information infrastructure (TIGER Informatics Competencies team, 2008).</p>	<p><i>Quality Improvement (QI)</i> 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.</p>	<p><i>Informatics and Healthcare Technologies</i> Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p>	<p>Combine 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.</p> <p>Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</p>

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School of Nursing Conceptual Framework



What is a Conceptual Framework?

The School of Nursing (SON) programmatic outcomes are threaded through a concept-based curricular framework. Faculty deliver curricular concepts while applying a conceptual learning approach. Conceptual learning imparts the necessary skills, knowledge, and attitudes that are professionally relevant for graduates to be able to respond to a rapidly changing profession and healthcare environment. Grantham SON concepts pertain to the patient, to patient care, and to the nature of the nursing profession.

The SON Conceptual Framework, undergraduate and graduate, is guided by the Mission of Grantham University and the SON. Grantham University seeks to provide quality, accessible, affordable, professionally relevant programs in a continuously changing global society. The

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faculty of nursing fully embrace these values, holding beliefs about 10 concepts adopted from QSEN competencies and the AACN Essentials that frame the curriculum. Faculty evaluate each course to ensure the curriculum is reflective of these concepts and competencies.

Concepts of the SON

- *Quality Improvement:* 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.
- *Patient-Centered Care:* 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.
- *Collaboration and Teamwork:* Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- *Evidence-based Practice:* Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.
- *Safety:* Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- *Informatics:* Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
- *Critical Thinking:* Ability to analyze problems, reflectively process information, and formulate solutions.
- *Professionalism:* Professional, ethical, and social responsibilities - responsibility to the greater societal good and applied ethical framework in decision-making.

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- *Diversity*: Respect for diversity - awareness and appreciation for varieties of human experiences and social structures.
- *Communication*: Competence in effective written and oral communication.

Grantham University Catalog

To avoid redundancy, the Nursing Student Handbook will not repeat content found in the Grantham University Catalog. The catalog is revised yearly with addenda providing updates throughout the year. Nursing students are held accountable for the information, policies, and procedures found in the catalog. Ignorance due to not reading and understanding the content is not acceptable in the nursing profession and is not acceptable in this program. Below is a listing of the major categories in the catalog with a notation if there are any differences for nursing students.

Admission, Transfer Credit, and Requirements

There are 11 sections that clarify specific policies in this area. Nursing students are also required to have a valid, unencumbered Registered Nurse license, a satisfactory Criminal Background Check (fingerprint not required), vaccinations, and trainings that are listed in detail in another area of this Handbook. Clinical affiliation agreements require these items to be on file at the school.

RN-BSN students are awarded a total of 81 transcribed credits from the general education and basic nursing courses completed in their associate degree. An additional 9 credits may be transcribed, if eligible, for a total of 90 possible credits awarded toward the 120 credit RN-BSN

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degree requirement. No transfer credit is accepted toward the 36 required credits for the MSN tracks.

Academic Information and Policies

- | | | | |
|------|--|------|--------------------------------|
| 2.1 | Grantham Calendar | 2.11 | Assessments |
| 2.2 | Holiday Schedule | 2.12 | Proctored Examinations |
| 2.3 | Academic Year for Students Receiving Federal Student Aid (FSA) | 2.13 | Satisfactory Academic Progress |
| 2.4 | Student Success | 2.14 | Academic Overload |
| 2.5 | Participation and Substantive Interaction | 2.15 | Academic Interaction |
| 2.6 | Academic Delivery Method | 2.16 | Withdrawal Policy |
| 2.7 | Term | 2.17 | Military Deployment Policy |
| 2.8 | Enrollment Status | 2.18 | Leave of Absence |
| 2.9 | Developmental Coursework | 2.19 | Grade Reports |
| 2.10 | Course Grades and Grading Policy | 2.20 | Transcripts |
| | | 2.21 | Statement of Academic Purpose |

Differences between the University and the SON in this section include the grading policy. The SON has a different grading scale that aligns it with other nursing programs and assures a rigor appropriate with the academic needs of the nursing profession.

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Grantham School of Nursing Grading Policy

BSN		MSN	
A	95-100%	A	95-100%
A-	90-94%	A-	90-94%
B+	87-89%	B+	87-89%
B	83-86%	B	83-86%
B-	80-82%	B-	80-82%
C+	77-79%	COURSE FAILURE	
C	73-76%	C+	77-79%
C-	70-72%	C	73-76%
D+	67-69%	C-	70-72%
D	60-66%	D+	67-69%
F	0-59%	D	60-66%
I	INCOMPLETE	F	0-59%
W	WITHDRAW	I	INCOMPLETE
		W	WITHDRAW

Please NOTE: Certain states, such as Kansas, require CGFNS certification (Commission on Graduates of Foreign Nursing Schools) as part of the vetting process to earn a valid and current RN license. Please check with your state to determine requirements.

Please NOTE: Nursing courses are not transferable into the nursing programs at Grantham University.

The minimum passing score for the BSN program is a C+ (77%). The minimum passing score for the MSN is B- (80%). The minimum score for students in the RN-MSN Bridge Option aligns with the level of the course number (300-400 BSN; 500-600 level MSN).

In addition to the grading scale, the following rules apply to the SON: each course must be passed with the minimum grade as shown. Any course that is failed must be immediately

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repeated: no other course may be taken until this course is passed. A student who has begun another class prior to the failing grade being posted will be removed from that class. Students are allowed two attempts to pass a course. A third attempt appeal is outlined in the catalog (section 2.1).

Students who remain continuously enrolled have the highest graduation rate. Students who have been out of class 90 days (pending courses do not count in this 90-day ruling) will be subject to a program review. The entirety of the academic record will be reviewed: age of completed courses, grades, time between courses, policies in the current catalog, programmatic and curricular changes. The student may be approved to continue without change, may be required to repeat pivotal courses that have been substantially revised, or may have courses added or subtracted from the curriculum plan.

All NUR courses must be taken in the prescribed order. The curriculum flows from simple to complex, thus, courses build upon one another. An assignment in a subsequent course may continue from an assignment in a previous course. Earlier courses provide the base for the increased rigor in the succeeding courses. Course order and frequency of course offerings will be further discussed in a later section.

Student Financing

There are 16 sections that clarify specific policies in this section. The University and the SON are aligned for these sections.

Student Services

There are 10 sections that clarify policies in this section. The University and the SON are aligned for these sections. There are areas that are of special importance to students.

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Student Advising Services

The role of the student advisor at Grantham University is to enhance the student experience and support student success through Swaddled Support Services (SSS™) and VIP²™ student advisement.

We remain Visible, Immediate, Personal, and Proactive™ with you to promote a shared responsibility in your educational decisions. Choosing the right courses, in the best combination, on a life-balanced course start date for the individual student is paramount to your success. We understand that many responsibilities compete for your time. We will work to find the best fit for education in your life as an individual.

Advising begins in the Admissions Department and continues through the Student Advising and Academics Departments. Along that developmental continuum, you may be contacted by deans, chairpersons, faculty, and other involved parties in order to support your progress and offer assistance.

Your advisor can assist you with:

- Course planning
- Resource identification to promote academic progression
- Registration - Registration begins Week 3 of the second session every semester.

Students must register for the first and second session in a semester at the same time.

Students with a hold will be unable to register until their hold has been cleared. Students wishing to drop, add, or withdraw from a course should contact their student advisor.

- Financial aid questions
- Attendance questions

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- Exam proctoring
- Academic questions
- Issues that may negatively impact academic success

In conclusion, the student advisor plays an integral part in your success at Grantham University. You are expected to maintain close contact with your personal advisor.

Teaching and Learning Center (TLC)

The TLC is more than the typical library at GU. In addition to a librarian who may assist students in finding articles for assignments, the TLC offers videos, writing services, and a variety of other support services. Learning to properly search the extensive databases that GU maintains free of charge is vital to support the evidence-based research students will complete throughout their nursing program.

Student Grievances

The SON follows the grievance policy outlined in the catalog. The first step for any grievance is contact with, and discussion of, the grievance with the course instructor (for a course related issue). The first step for any grievance that is not related to a course is the nursing administrative team. The Student Advisor (SA) should be a part of the non-course related grievance process as well. The faculty and administrative team have the most thorough understanding of its processes and justification for policies and are best able to assist students with grievances.

Students Rights and Responsibilities

There are 10 sections that clarify policies in this area. The University and the SON are aligned for these sections. The SON aligns with the:

5.2 ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT

The SON program requires students to complete Capstone and Practicum assignments in

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clinical and educational assignments. The nursing team, as well as the Preceptor and Mentor, must be aware of any accommodations that are needed which would impact the completion of any clinical and educational assignment.

5.8 STATEMENT OF NON-DISCRIMINATION

Grantham University prohibits all forms of discrimination, including harassment. Harassment consists of unwelcome contact, whether verbal, physical or visual that is related to race, color, religion, political convictions, national origin, gender, disability, sexual orientation, gender identification or age, ancestry, physical handicap, medical condition, marital status, veteran status, citizenship status or other protected group status by students, contractors, faculty or agents of the University. Title IX states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. If you feel like you are a victim of discrimination based on sex and want to report an allegation or have questions involving Title IX, please email our Title IX Coordinator at the following: Title IX Coordinator, 16025 W. 113th Street, Lenexa, KS 66219 TitleIX@grantham.edu.

Grantham University will not retaliate against anyone who makes a claim of harassment or discrimination.

5.10 CODE OF CONDUCT

The catalog has a thorough description of the Code of Conduct (CoC) policy. Nursing, as the most trusted profession in the country and tasked with caring for vulnerable populations, maintains a critical vested interest in the integrity of its programs. Students are expected, in all interactions, within classes, and outside in clinical environments, to uphold not only the GU CoC standards but also those of the nursing profession and the professional license.

Graduation, Honors, and Distinctions

There are 8 sections that clarify policies in this section. The University and the SON are aligned for these sections. The rest of the catalog will be covered in more detail for the specific nursing programs in the next section.

Bachelor of Science in Nursing

The School of Nursing (SON) offers an RN-BSN program that is based on today's professional and organizational standards (see page 11). The content, learning activities, and practice experiences will assist students in achieving the National League for Nursing (NLN) competencies and American Association of Colleges of Nursing (AACN) Essentials for Baccalaureate education. The BSN courses are designed to be taken in the following order. The curriculum plan on the chart is considered full-time with two courses per 8-week term. One course per 8-week term is considered part-time. (The following course path is effective with the September 2018 catalog)

THIS BLOCK REQUIRED FOR ALL RN TO BSN STUDENTS: BSN DEGREE COMPLETION		CREDIT HOURS
EN361	Technical Writing (EN101) **	3
NUR302	Pathophysiology**	3
NUR304	Nursing Ethics**	3
NUR306	Pharmacology**	3
NUR402	Transition to Professional Nursing	3
NUR405	Health Assessment for Professional Nursing	3

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NUR410	Theoretical Concepts of Research in Nursing	3
MA230	Mathematical Statistics I**	3
NUR415	Nursing Informatics	3
NUR417	Nursing Leadership and Management	3
NUR427	Population Health in the Global Community	3
NUR441	Case Management Concepts	3
NUR499	RN-BSN Capstone Project (Prerequisites: Completion of all other Degree requirements)	3
		39

*Prior Learning Assessment (PLA) credit as part of RN credits for total of 39 credit hours

**Up to a maximum of three of these courses may be transcribed as eligible for a maximum of 9 additional credits. All BSN student must complete a minimum of 30 credit hours to graduate. All requests for academic overload must be filed through the SA as a Redmine ticket requesting a waiver to the Dean. The BSN degree requires 120 credits. Eighty-one credits are awarded for the RN degree and transferred courses. Three credits are awarded for GU101 due to the extensive number of credits the RN student brings forward from the entry-level program. An additional 9 credits (from any mix of three of the following: EN361, MA230, NUR302, NUR304, NUR306) may be transferred into the program depending upon transcript review. Thirty (30) credits must be completed at the Grantham for a degree to be conferred. The transcript review process will determine if credit may be awarded for those courses. Credit from prior learning assessment (PLA) is also possible; refer to that section in the catalog for this process.

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Transfer and PLA credits can change individual program course length. The FT student (two courses per term) who completes 39 credits at Grantham would graduate in 56 weeks.

The FT student who transfers in the maximum number of credits possible, would complete the required 30 credits in 40 weeks.

Research supports that one of the single largest factors toward a student's graduation is maintaining continuous enrollment. Any student struggling with this should contact their instructor, SA, and nursing administration for assistance.

Courses in the BSN program start the second week of every month. Changes to course order requires a waiver approved by nursing administration. Minimum passing grade for the BSN 300 and 400 level courses is 77%. A score below 77% is considered a failed course. Failed courses must be immediately repeated. If the student has been registered for any pending courses or if the student is in a course that has already begun, these must be dropped in order to accommodate the failed course being repeated.

Mandatory BSN Documents

There are required documents in NUR402 as follows:

- *Criminal Background Check (less than 30 days old)
(must be a paid website of choice) (fingerprint CBC not required)
- *CPR [current]
- *Immunizations Records [PPD/Influenza (yearly), chickenpox, MMR, Hep B, Tdap]
- * Major Medical/Hospital Insurance (attestation letter/waiver)
- * [OSHA](#) Training (Hazard Communication Course)
- * [Confidentiality Statement](#)
- * [HIPAA](#) Training

*[Bloodborne Pathogen Training](#)

These documents are mandatory. If the documents are not submitted as directed to the assignment dropbox, the student may have pending registration for the next course suspended. Forward progression may be stopped until the required documents are completed.

A current, valid, unencumbered RN license must be maintained for the duration of the program. Any license or criminal background check with findings will be referred to an interdisciplinary University team for evaluation. The decision of this team for admittance or denial of admittance to the School of Nursing is final.

Students must ensure the documents will not be more than one year old at any point in the program. OSHA, HIPAA, and Bloodborne Pathogens training will most often be obtained from the place of employment. If this is not available, there are acceptable web-based resources such as:

Bloodborne Pathogens (<https://www.quantumunitsed.com/online-ceu/OSHA-CEUs.php>) with CEU's for \$3

OSHA Training Hazard/Communication/MSDS/PPI may be completed for free at (<http://www.free-training.com/OSHA/Soshamenu.htm>)

HIPAA Training for \$25 at (<http://www.onlinehipaatraining.net/basic-hipaa-training-employee.htm>)

There are no formal clinical experiences in the BSN program, thus there are no clinical affiliation agreements to obtain. There are three types of experiences in addition to the typical coursework:

Practice Experience (PE)

Throughout your program courses contain Practice Experience (PE), which is applied learning. Examples include completing interviews, surveys, case studies, and visiting departments within

healthcare and academic institutions. They may also be virtual without clinical contact. The purpose of PE is to add an element of authenticity to assignments.

Capstone Project

The project is threaded throughout the program. While multiple Program Outcomes are addressed in each course, students will be asked to review a specific assigned Programmatic Outcome for each course and reflect on how the course has met that outcome. PowerPoint slides are developed in each course that culminate in an extensive presentation that identifies how all of the outcomes have been met. This assignment composes part of the Capstone project. In addition, the student chooses a project and develops an implementation plan for carrying out the project.

Examples of possible projects:

- Determine Interdisciplinary collaboration on an order set using evidence-based research.
- Revise a policy and procedure using evidence-based journal articles from the online library.
- Create a patient teaching project for a knowledge deficit
- Determine how to organize and institute a journal club during unit meetings.
- Prepare an educational offering that could be offered at a local church or library.
- Create/evaluate a community disaster plan.
- Explore leadership styles after attending a faculty meeting or other administrative-type meeting.
- Address an educational need as presented in clinical practice or in a School of Nursing.
- Develop a plan to address a student issue.
- Use an exhaustive literature review to identify best practices on a topic of interest or concern.
- Create a scenario for a Human Patient Simulation Center utilizing evidence-based content.
- Develop a teaching plan that utilizes collaboration in a public health venue.
- Develop a plan of action to solve a recurring nursing issue in a clinical setting
- Research an article for a nursing journal.
- Create a monthly unit newsletter on the use of technology and informatics.
- Research Advanced Practice Nursing programs and synthesize findings
- Develop a strategic plan for a nursing unit.

As you can see the opportunities are endless, constrained only by your own creativity. Be certain you have obtained approval from your instructor prior to beginning your project.

Virtual Experience (VE)

Virtual experience may be included in courses. This is also called “simulation” as real-life experiences are simulated through various online or technological strategies.

Photo ID and Dress

If a student enters a clinical setting of any type or communicates with a nursing professional, all standards of professional behavior and dress are required. The GU photo ID is required. Refer to the later section for specifics.

ePortfolios

Students will create an ePortfolio in the first course. It serves as a repository to showcase student work throughout the program. Certain artifacts will be required to be placed into the ePortfolio. The ePortfolio is portable upon graduation and can be presented to potential employers as part of the interview process.

The Global Village

Blackboard has established course shells known as Community Rooms that are open to all students who self-enroll. The Global Village was established to create a home center for students to share and learn about each other and the program. Students are required to enroll during the first nursing course. Throughout the program, there are assignments in the courses that require the student to visit the Global Village. Self-enrollment can be accomplished by

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pasting "[NursingGlobalVillage](#)" into the "Organization Search" bar on your Blackboard Home page. It will show the Global Village as a Community Room. Hover your cursor over the Room and click the dropdown arrow and hit "enroll". From then on, the Global Village will show as a direct link under "My Organizations".

The Global Village has a Discussion area that allows students to communicate with each other. It has an FAQ section, bios from Faculty, and multiple tabs for a variety of information of importance to students.

Ask A Question

The Global Village allows students to submit questions on any topic to nursing@grantham.edu. This mailbox is monitored closely.

Exemplars

Students often appreciate having an example of what a paper, document, or project should look like. Exemplars, as obtained, are placed in the Global Village. Permission from students to display their work as an exemplar is required and appreciated

Assigned Mentors

It is not uncommon for students in online programs to feel alone. We strive to surround students with multiple levels of support and personal availability of resources. All SON students are assigned mentors for the Capstone in the first NUR courses. The BSN assigned mentors are listed in the Global Village and in the course. The assigned mentors are the primary instructors for the NUR499 Capstone course and are excellent resources for all areas of the program. Students are required to email the chosen mentor (pick one!) at least one time in the first NUR course. Contact after that is up to the student's discretion.

Request a Mentor

Students may have questions, concerns, problems outside of the Capstone for which they would like a nursing instructor to provide guidance. The Global Village tab for Request a Mentor allows students to do so at any time, for any reason. Requests for mentors will be evaluated and carefully matched for the best fit. Upon occasion, that might be a Student Advisor if the need is non-academic. This is an entirely voluntary process with the student reaching out to the mentor when needed.

SON Student Association

A new Community Room is dedicated to the SON Student Association. This organization is in the early phases of organization and dependent upon student interest. Use the name in the search bar and self-enroll. The faculty guide for the Student Association is Dr. Gloria Ohmart (gohmart@grantham.edu). The SON Student Association encourages students to take an active role in their education and GU. Every active student in every nursing program is encouraged to join.

Zooming

The SON believes that there are times students need live synchronous meetings with faculty and/or nursing administration. This can be provided in a variety of ways; Blackboard has Collaborate Ultra; Google Hangouts and Skype can also be used. However, the SON maintains a Zoom Room, a simple, effective way for faculty and students to have face-to-face meetings and that has the capability for participants to work on documents together. Students may request meetings for tutoring, clarification, or support. Faculty may request meetings for work on assignments that are not progressing well, discuss academic issues, or to provide step-by-step directions.

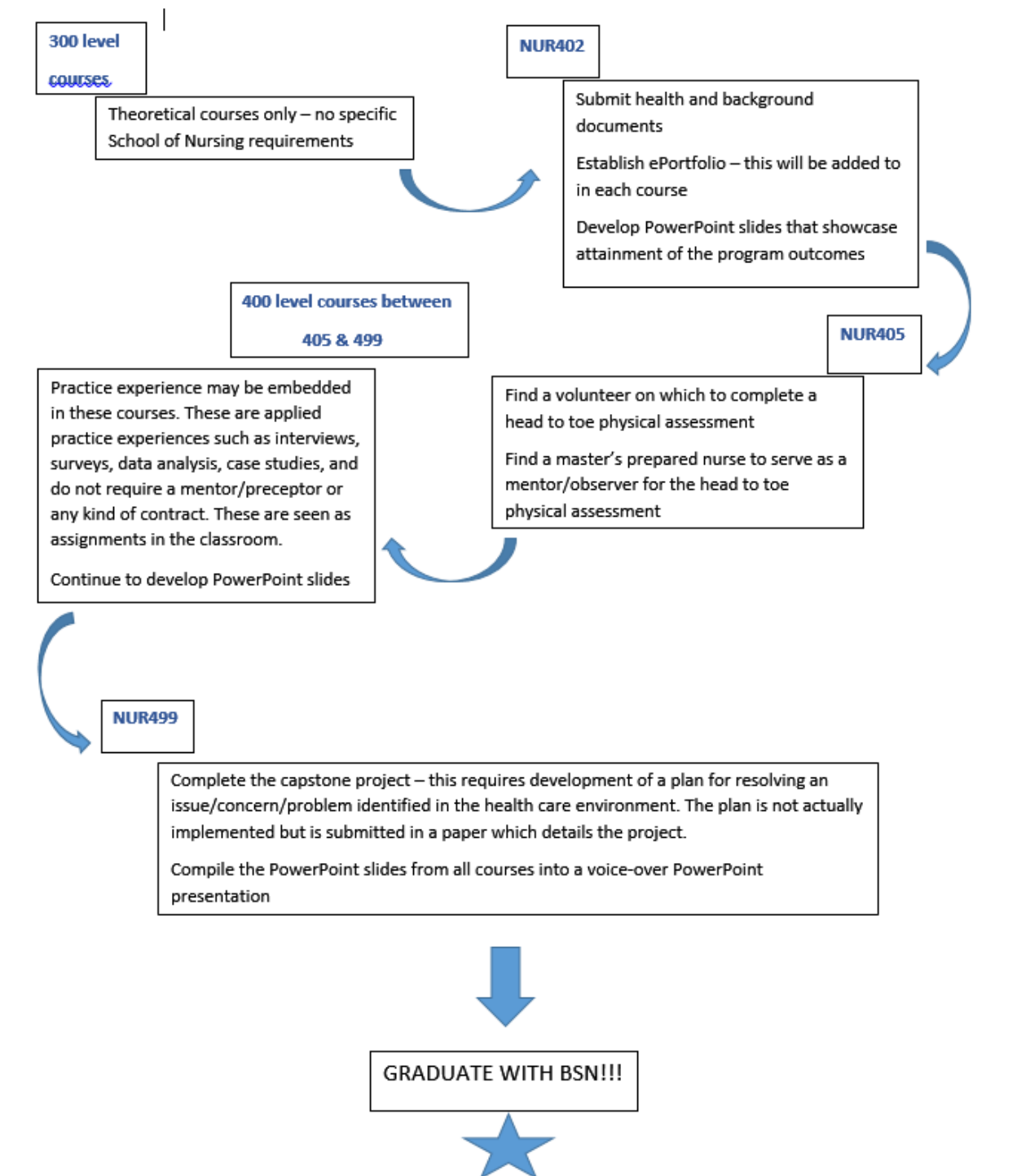
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BSN Pathway through the Curriculum

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RN-MSN Bridge Option

RN to MSN Bridge Option – BSN portion

RN TO MSN OPTION		CREDIT HOURS
EN361	Technical Writing (EN101)	3
NUR302	Pathophysiology	3
NUR306	Pharmacology	3
NUR405	Health Assessment for Professional Nursing	3
MA230	Mathematical Statistics I	3
NUR410	Theoretical Concepts of Research in Nursing	3
NUR417	Nursing Leadership and Management	3
NUR427	Population Health in the Global Community	3
TOTAL REQUIRED HOURS		24

Note: For successful completion of the program, courses must be taken in the prescribed sequence. All requests for academic overload must be filed through the SA as a Redmine ticket requesting a waiver to the Dean

The RN to MSN Bridge program contains 24 credits of undergraduate BSN coursework allowing RNs with an associate degree to enter the MSN program upon successful completion of the 24 credits. A BSN is not awarded after completion of the 24 credits. Prior to progressing into MSN level 500 courses, the student must demonstrate knowledge of the content contained in all

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courses in the BSN curriculum as identified by mastery of the BSN level program outcomes.

The RN-MSN Bridge Exam is scheduled after the student has successfully completed NUR427.

The RN-MSN Bridge Comprehensive Exam Guide

The Guide is placed in NUR405, NUR427, available on the GU website, the RN to MSN Bridge Program Community Room, and in the School of Nursing (SON) Global Village. Students should thoroughly familiarize themselves with the guide and create a plan that leads to successful completion of the Comprehensive Exam. The student is responsible for content as identified in the course objectives in NUR 402, 415, 441, and 499. These, along with course descriptions are provided in the Guide Appendix. The Comprehensive Exam must be taken after the NUR427 course has been successfully completed with the final grade recorded. The student MAY NOT be actively enrolled in an MSN course during completion of the exam. The student should work with their student advisor (SA) to determine the scheduling of the exam to optimize start dates for NUR506, the first course in the MSN curriculum. It is possible that the start of NUR506 will be delayed unless the student has properly prepared for AND SCHEDULED the Comprehensive Exam in a timely manner.

All RN-MSN Bridge Students should self-enroll in the Community Room built for students in this option. On the Blackboard home page, paste "[RN MSN Bridge Program](#)" in the Organizational search tab. Click on the drop down arrow in the response and "Enroll". From now on the Community Room will show under "My Organizations". All required information is found in this room. This is also the site you will go to in order to complete the exam. After successfully passing the exam, the student will begin NUR506 under the specialty track they have chosen. All supplemental information found under this section for RN-BSN students also applies to the RN-MSN Bridge students with the exception of the Capstone information. Bridge students do not take NUR499, the BSN Capstone course. In addition, the documents listed for NUR402 do

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not apply to the Bridge students except for the license, as this documentation is required in the first MSN course.

Master of Science in Nursing

The MSN program contains four tracks: Case Management (CM), Nurse Educator (NE), Management and Organizational Leadership (MOL), and Nursing Informatics (NI). Students must choose one of the four tracks. Each of the tracks contains four courses referred to as the “core”; NUR506, NUR552, NUR516, and NUR513. Students from all four specialty tracks complete these courses.

MSN Specialty Tracks

Each of the specialty tracks also contains HSN courses, although the individual course and number of HSN courses vary from track to track (see course schedules). HSN courses are designed to reflect the interdisciplinary aspect of healthcare. Both nursing and allied health students complete these courses. Courses may be taught by Doctoral prepared RN's with specific educational and experiential credentials enabling them to teach the course, or non-nurses with the same appropriate credentials. These courses do not contain PE, or portions of the Capstone or Practicum. Students are encouraged to fully immerse themselves in mirroring the interdisciplinary aspect of healthcare.

Each of the specialty tracks contain track specific courses that only students in that specific track take. These courses are taught by the track-specific instructor who has extensive experience and education in that nursing specialty. Each specialty track culminates in the two 600 level courses; the “odd 600” or Research Seminar Course and the “even 600” or Practicum course. Each of the four tracks are as follows: (beginning with the September 2018 catalog)

MASTER OF SCIENCE IN NURSING – CASE MANAGEMENT

MASTER OF SCIENCE IN NURSING – CASE MANAGEMENT		
COURSE	COURSE NAME	CREDIT HOURS
NUR506*	Foundations of Advanced Nursing Practice	3
NUR552*	Legal and Ethical Issues of Advanced Nursing Practice	3
NUR542	Concepts of Case Management	3
NUR501	Healthcare Systems	3
NUR509	Clinical and Administrative Systems	3
NUR516*	Nursing Research & Evidence-Based Practice	3
NUR545	Life Care Planning	3
HSN521	Modern Organizations and Healthcare	3
NUR547	Case Management and Evidence-Based Practice	3
NUR513*	Diverse Populations and Healthcare	3
NUR605*	Case Management Research Seminar	3
NUR606*	Case Management Practicum	3
		36

*Indicates practice experience exists in the course

Note: for successful completion of the program, courses must be taken in the prescribed sequence. All requests for academic overload must be filed through the SA as a Redmine ticket requesting a waiver to the Dean

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MASTER OF SCIENCE IN NURSING – NURSING EDUCATION

MASTER OF SCIENCE IN NURSING – NURSING EDUCATION		
COURSE	COURSE NAME	CREDIT HOURS
NUR506*	Foundations of Advanced Nursing Practice	3
NUR552*	Legal and Ethical Issues of Advanced Nursing Practice	3
NUR533	Curriculum Design and Learning Outcomes	3
NUR501	Healthcare Systems	3
NUR538	Assessment & Teaching to Diverse Learning Styles	3
NUR516*	Nursing Research & Evidence-Based Practice	3
NUR535	Concepts of Distance Education	3
HSN521	Modern Organizations and Healthcare	3
NUR539	Organizational Dynamics of Higher Education	3
NUR513*	Diverse Populations and Healthcare	3
NUR603*	Nursing Education Research Seminar	3
NUR604*	Nursing Education Practicum	3
		36

*Indicates practice experience exists in the course

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MASTER OF SCIENCE IN NURSING – NURSING INFORMATICS

MASTER OF SCIENCE IN NURSING – NURSING INFORMATICS		
COURSE	COURSE NAME	HOURS
NUR506*	Foundations of Advanced Nursing Practice	3
NUR552*	Legal and Ethical Issues of Advanced Nursing Practice	3
NUR540	Essentials of Nursing Informatics	3
NUR501	Healthcare Systems	3
NUR514	Project and Change Management	3
NUR516*	Nursing Research & Evidence-Based Practice	3
NUR548	Information Security and Privacy in Healthcare Environments	3
HSN509	Clinical and Administrative Systems	3
HSN521	Modern Organizations and Healthcare	3
NUR513*	Diverse Populations and Healthcare	3
NUR607*	Nursing Informatics Research Seminar	3
NUR608*	Nursing Informatics Practicum	3
		36

*Indicates practice experience exists in the course

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MASTER OF SCIENCE IN NURSING – NURSING MANAGEMENT & ORGANIZATIONAL LEADERSHIP

MASTER OF SCIENCE IN NURSING – NURSING MANAGEMENT & ORGANIZATIONAL LEADERSHIP		
COURSE	COURSE NAME	HOURS
NUR506*	Foundations of Advanced Nursing Practice	3
NUR552*	Legal and Ethical Issues of Advanced Nursing Practice	3
NUR526	Human Resources and Nursing Management	3
NUR501	Healthcare Systems	3
NUR532	Leadership in Healthcare Management	3
NUR516*	Nursing Research & Evidence-Based Practice	3
NUR536	Concepts in Healthcare Informatics	3
HSN521	Modern Organizations and Healthcare	3
NUR546	Healthcare Strategic Management and Planning	3
NUR513*	Diverse Populations and Healthcare	3
NUR601*	Management and Organizational Leadership Research Seminar	3
NUR602*	Management and Organizational Leadership Practicum	3
		36

*Indicates practice experience exists in the course

Note: for successful completion of the program, courses must be taken in the prescribed sequence. All requests for academic overload must be filed through the SA as a Redmine ticket requesting a waiver to the Dean

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Because courses contain portions of projects, the NUR courses must be taken in the order listed. Nursing courses generally begin quarterly. If courses are taken in order with continual enrollment, there will be a month off between courses once during the program. This usually comes toward the end and is a good time to ensure all contracts and documents are ready for the 600 level courses. The HSN courses begin monthly and administration may make a change in the curriculum plan order of these courses, if needed, to accommodate forward progress. Dropped, withdrawn, and failed courses may increase the gap between courses. Full-time for Master level students is considered one course per term (two 8-week terms = one 16-week semester).

No transfer credit is accepted for the Master program. For the path illustrated above with 36 credits, a FT student would complete the degree in two years. Research supports that one of the single largest factors for graduation is continual enrollment. Any student struggling to stay enrolled in courses or the program should contact their instructor, SA, and nursing administration for assistance.

Below is the grading scale for all tracks of the SON Master program:

Grantham School of Nursing Grading Policy

BSN		MSN	
A	95-100%	A	95-100%
A-	90-94%	A-	90-94%
B+	87-89%	B+	87-89%
B	83-86%	B	83-86%
B-	80-82%	B-	80-82%
C+	77-79%	COURSE FAILURE	
C	73-76%	C+	77-79%
C-	70-72%	C	73-76%
D+	67-69%	C-	70-72%
D	60-66%	D+	67-69%
F	0-59%	D	60-66%
I	INCOMPLETE	F	0-59%
W	WITHDRAW	I	INCOMPLETE
		W	WITHDRAW

The minimum passing score for the MSN is B- (80%). These additional rules apply to the SON: each course must be passed with the minimum grade as shown. Any course that is failed must be immediately repeated; no other course may be taken until this course is passed. A student who has begun another class prior to the failing grade being posted will be removed from that subsequent course and registered for the failed course. Students are allowed two attempts to pass a course. A third attempt appeal is outlined in the catalog (section 2.1).

Students who have been out of class 90 days (pending courses do not count) will be subject to a program review. The entirety of the academic record will be reviewed: age of completed courses, grades, time between courses, current catalog policies, programmatic and curricular

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changes. The student may be approved to continue without change, may be required to repeat pivotal courses that have been substantially revised, or may have courses added or subtracted.

Practice Experience vs. Capstone vs. Practicum

Practice Experience (PE) is infused throughout these courses. Assignments regarding the ePortfolio are completed in these courses, as is work on the Capstone Project.

Definitions of these different types of experiences are:

Practice Experience (PE): Throughout your program courses contain Practice Experience (PE), which is applied learning. Examples include completing interviews, surveys, case studies, and visiting departments within healthcare and academic institutions. They may also be virtual without clinical contact. The purpose of PE is to add an element of authenticity to assignments.

Capstone Paper/Project: The Capstone is a summative paper/project that you will begin in the first course of your program. You will identify a Master level issue/problem/concern related to your area of specialization. You will work on the paper portion in certain courses in the program. You will complete the Capstone Project in the Research Seminar 600 level course in a clinical or academic site of your choice (often your place of employment). The Capstone Project does not have a specific hour requirement to complete the project but does require the approval of your facility. Please see the Capstone Manual.

Practicum: In your final MSN course, you will complete 64 practicum hours, which includes working with a preceptor at a facility of your choice according to your area of specialization. The Practicum requires multiple documents, including those for your Preceptor; the documents are outlined in the Practicum Checklist. The Practicum requires a formal Clinical Affiliation Agreement between Grantham and the agency at which the practicum is completed. Please refer to the Practicum Guide for Students. The time spent at the Practicum site will be monitored to assure the 64 hours are completed.

Virtual Experience (VE)

VE may be included in courses. This is also called “simulation” as real-life experiences are simulated through various online or technological strategies.

Mandatory MSN Documents

There are required documents in the first Master course, NUR506 as follows:

- *Criminal Background Check (less than 30 days old)
(must be a paid website of choice)(fingerprint CBC not required)
- *CPR [current]
- *Immunizations Records [PPD/Influenza (yearly), chickenpox, MMR, Hep B, Tdap]
- *[Health Insurance Form](#)
- *[OSHA](#) Training (Hazard Communication Course)
- *[Confidentiality Statement](#)
- * [HIPAA](#) Training
- *[Bloodborne Pathogen Training](#)

These documents are mandatory. If the documents are not submitted as directed to the assignment dropbox in the course, the student may have the pending registration for the subsequent course suspended. Forward progression may be stopped until the required documents are completed.

A current, valid, unencumbered RN License is required for the duration of the program. Any license or criminal background check with findings will be referred to an interdisciplinary University team for evaluation. The decision of this team for admittance or denial of admittance to the School of Nursing is final.

Students must ensure the required documents will not be more than one year old at any point in the program. OSHA, HIPAA, and Bloodborne Pathogens training will most often be obtained from the place of employment. If this is not available, there are acceptable web-based resources such as:

Bloodborne Pathogens (<https://www.quantumunitsed.com/online-ceu/OSHA-CEUs.php>) with CEU's for \$3

OSHA Training Hazard/Communication/MSDS/PPI may be completed for free at (<http://www.free-training.com/OSHA/Soshamenu.htm>)

HIPAA Training for \$25 at (<http://www.onlinehipaatraining.net/basic-hipaa-training-employee.htm>)

The majority of students take one course per term, thus a significant amount of time has gone by since completing NUR506 and submitting the required documents. Since the documents must be current, the following documents are required to be submitted in NUR513 in preparation for the Capstone Project and Practicum in the 600 level courses:

- *CPR [current]
- *Immunizations Records [PPD/Influenza (yearly) and any not received in NUR506 above]
- *Major Medical/Hospital Insurance (attestation letter/waiver)
- * [OSHA](#) Training (Hazard Communication Course)
- * [HIPAA](#) Training
- * [Bloodborne Pathogen Training](#)

There are several documents/contracts that are required prior to the 600 level courses:

- Preceptor Invitation (the student will personalize and send to potential Practicum Preceptors)
- Pre-Practicum Learning Contract (save for use through several courses)
- GUSON Preceptor Verification (Identity Verification of Preceptor)
- Preceptor Affiliation Agreement (Contract between GU and Clinical Preceptor)
- Clinical Affiliation Agreement (contract between Grantham University and Clinical Affiliate)
 - Student contacts the clinical site
 - Preceptor can assist with identifying the appropriate contact person at the healthcare facility
 - Facility may have their own clinical affiliation agreement for schools that use the facility for clinical placement or Grantham's clinical affiliation agreement can be initiated
 - Contact person at Grantham is Pat Winberg, RN, MSN, Chair of Nursing and Allied Health; pwinberg@grantham.edu
 - Student facilitates the exchange of contact information between Grantham and the healthcare facility
 - The Chair will complete the contract process
 - The student may not start the practicum experience without a valid clinical affiliation agreement.

The documents listed earlier and the contracts/agreements here are similar to what was required in entry-level programs. These health and safety requirements are also listed in the clinical affiliation agreements from the healthcare facilities. No student shall begin the Capstone Project or Practicum course without the documents completed. Failure to have all documents on file in the SON will result in withdrawal of the student from the course.

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The SON has created a variety of documents to assist students:

- Preceptor Handbook
- Practicum Guide for Students
- ePortfolio Directions
- MSN Capstone Manual
- Nursing Student Handbook

There are documents specific to the Capstone and Practicum experiences. These are discussed in detail in the courses, the Guides/Manuals, and the Global Village. All faculty, assigned mentors, and SON administration can assist at any time with questions.

The Capstone paper is written on templates, which are required to be utilized. These templates are found in courses and in the Global Village. There is a Template with Interpretive Comments, which gives detailed assistance with the scholarly writing required of each chapter of the Capstone paper.

Attached to the Template is a PO ID table (Program Outcome Identification), which assists students in identifying where each program outcome has been addressed in the Capstone paper.

Photo ID and Dress

If a student enters a clinical setting of any type or communicates with a nursing professional, all standards of professional behavior and dress are required. The GU photo ID is required. The template for the photo ID is found in courses and the Global Village.

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ePortfolios

Students will create an ePortfolio in the first course. This serves as a repository to showcase student work throughout the program. Certain artifacts will be required to be placed into the ePortfolio. The ePortfolio is portable upon graduation and can be presented to prospective employers during the interview process.

The Global Village

Blackboard has established course shells known as Community Rooms that are open to all students who self-enroll. The Global Village was established to create a home center for students to share and learn about each other and the program. Students are required to enroll during the first nursing course and, throughout the program, there are assignments in the courses that require the student to visit the Global Village. Any student with a GU number may self-enroll by pasting “[NursingGlobalVillage](#)” into the “Organization Search” bar on the Blackboard Home page. It will show the Room; as you hover over the Room, click the dropdown arrow and hit “enroll”. From then on, the Global Village will show as a direct link under “My Organizations”. The Global Village has a discussion area that allows students to communicate with each other. It has an FAQ section, bios from Faculty, and multiple tabs for a variety of information of importance to students.

Ask A Question

The Global Village allows students to submit questions on any topic to nursing@grantham.edu. This mailbox is monitored closely, and answers provided as quickly as possible.

Exemplars

Students often appreciate having an example of what a paper, document, or project should look like. Exemplars, as obtained, are placed in the Global Village. Permission from students to display their work as an exemplar is required and appreciated.

Assigned Mentors

It is not uncommon for students in online programs to feel alone. At GU SON, we strive to surround students with multiple levels of support and personal availability of resources. All SON students are assigned mentors in the first NUR courses. The MSN assigned mentors are listed in the Global Village and in the first course. The assigned mentors are the faculty for the specialty track in which the student has enrolled and are there to provide guidance for the Capstone project. In NUR506, you will email your mentor, introduce yourself, and discuss your thoughts for the Capstone project. This mentor will be your instructor for the specialty track courses as well as the 600 level courses. Your assigned mentor follows through the entire program and students are expected to maintain regular contact to ensure appropriate progress on the Capstone.

The assigned mentors are:

Dr. Gloria Ohmart: Nurse Educator: gohmart@grantham.edu

Dr. Carmen Herbal Spears: Case Management: cspears1@grantham.edu

Dr. Kristine Broger: Management and Organizational Leadership: kbroger@grantham.edu

Dr. Renee Kelly: Nursing Informatics: rkelly6@grantham.edu

Request a Mentor

Students may have questions, concerns, problems outside of the Capstone for which they would like a nursing instructor to provide guidance. The Global Village tab for Request a Mentor

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allows students to do so at any time, for any reason. Requests for mentors will be evaluated and mentors carefully matched to the student for the best fit. Upon occasion, a Student Advisor might be assigned for non-academic needs. This is an entirely voluntary process with the student reaching out to the mentor when needed.

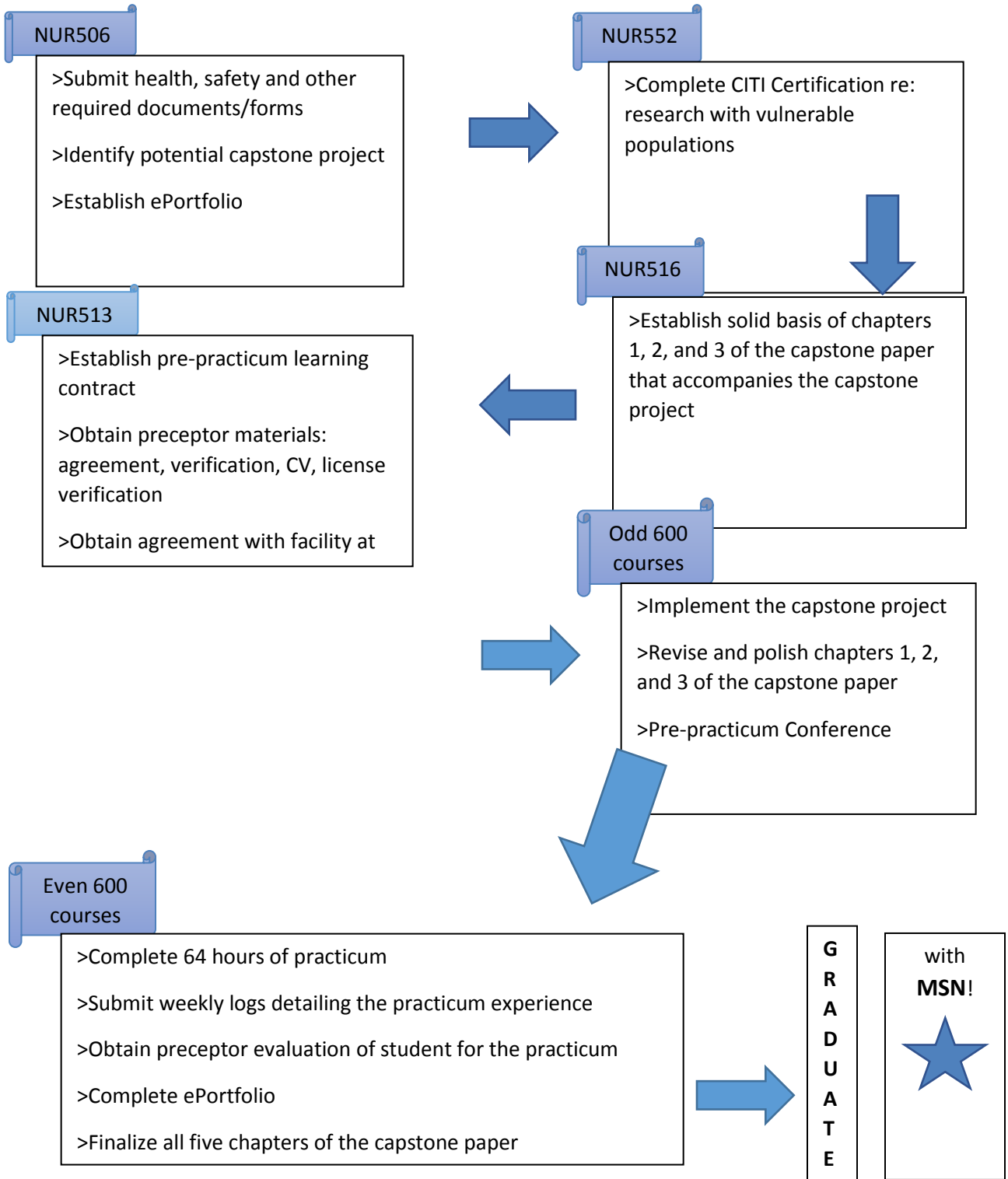
SON Student Association

Another Community Room is dedicated to the SON Student Association. This organization is in the early stages and dependent upon student involvement. The same process for enrollment in the Global Village is used for enrollment in this Community Room. The faculty guide for the Student Association is Dr. Gloria Ohmart (gohmart@grantham.edu). The SON Student Association encourages students to take an active role in their education and GU. Every active student in every program is encouraged to join.

Zooming

The SON believes that there are times students need live synchronous meetings with faculty and/or nursing administration. This can be provided in a variety of ways; Blackboard has Collaborate Ultra; Google Hangouts and Skype can be useful. The SON maintains a Zoom Room, a simple, effective way for faculty and students to have face-to-face meetings. Students may request meetings for tutoring, clarification, or support. Faculty may request meetings for work on assignments that are not progressing well, discuss academic issues, or to provide step-by-step directions.

MSN Pathway through the Curriculum



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SURVEYS

The SON is required to gather data on program processes and outcomes. The evaluation of this data provides the means by which program improvements can be initiated and satisfies the requirements of accreditation, both institutional and programmatic. Students play a vital role in the improvement of each aspect of the SON by providing this data.

Toward this end, students will complete the following surveys:

- End of program Job Survey (NUR499 and NUR602, 604, 606 and 608)
- General Education Survey (BSN only-NUR427)
- End-of-course surveys (SEOCs-each course)
- Student Evaluation of Preceptor (MSN 600 Practicum)
- Student Evaluation of Clinical Site (MSN 600 Practicum)
- Graduate Survey (emailed to graduate students)

Feedback obtained from these surveys are evaluated and action plans made for improvement.

Student Governance

Students have several opportunities to participate in student governance. The in- process SON Student Association “*Eagles Soar*” will serve a variety of functions. An important one is the ability to collaborate with SON faculty and administration in decisions that impact the structure, function, and outcomes of the SON with the goal of improving the student experience.

The SON/AH Advisory Board meets twice a year. A SON student representative and Alumni are ad hoc members and student volunteers are recruited for these positions.

Faculty Council meeting dates are posted for the year in the Global Village with directions on how to attend. Students are always welcome to provide feedback to the Faculty Council.

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Affiliations

The SON has an articulation agreement with **American Sentinel University**. This articulation agreement provides graduates of the GU SON the ability to move into a doctoral level degree program.

Doctor of Nursing Practice (DNP) with three specializations to choose from:

- Educational Leadership specialization prepares faculty, program directors and deans to lead nursing education programs.
- Executive Leadership specialization prepares nurses who hold master's degrees in nursing or other disciplines for leadership roles in today's healthcare environment.
- Informatics Leadership specialization prepares master's-educated nurses for informatics roles in health systems.
- Professional Leadership specialization is designed to foster the advanced practice of nursing within a complex health system. (<https://www.americansentinel.edu/nursing>)