Radford University and Radford University Carilion

School of Nursing

Graduate Student Handbook

Academic Year

2022-2023
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Interim Dean and Associate Professor, School of Nursing
Dr. Wendy Downey, DNP, MSEd, RN, CNE
Associate Professor
Waldron Hall, Radford VA 24142
Email: wrdowney@radford.edu
Office: 540-831-7805

Interim Associate Dean
Dr. Christi Callahan
Assistant Professor
Email: ccallahan7@radford.edu

Academic Unit Head RU/Graduate Programs
Dr. Carey Cole DNP, FNP -BC
Assistant Professor
Roanoke Higher Education Center, 307K
email: ccdaly@radford.edu

Coordinators
Doctorate of Nursing Practice, Nurse Leadership Coordinator
Dr. Marjorie Young, DNP, RN, IBCLC, FNP-BC
Associate Professor
Waldron Hall, Radford VA 24142
email: myoung67@radford.edu
office: 540-831-7818

Doctorate of Nursing Practice/Masters of Science, Family Nurse Practitioner Coordinator
Dr. Judy Jenks

Doctorate of Nursing Practice/Post Masters Certificate, Psychiatric Mental Health Nurse Practitioner Coordinator
Dr. Loraine Fleming, APRN, DNP, PMHNP-BC, PMHCNS-BC
Assistant Professor
email: lfleming1@radford.edu
cell: 347-239-1115

Master of Science, Nursing Administration Fast Track AUH/Chair
Dr. Katie Katz
Associate Professor
email: krkatz@radford.edu

Graduate Faculty Team
Dr. Sara Brown
Dr. Tara Chitwood
Dr. Sarah Gilbert
Dr. Darleen Hoffert
Dr. Eunyoung Lee
Dr. Kereen Mullenbach
Dr. Milena Staykova
Dr. Jennifer Turner
Dr. Virginia Weisz
Dr. Samantha Wilkinson
DEAN’S WELCOME

Thank you for choosing Radford University School of Nursing (RUSON), where we are committed to providing you with an outstanding education immersed in a culture of inclusiveness and caring. If you are new to Radford University, welcome to our family. If you are an alum of Radford University or Jefferson College of Health Sciences, welcome back! I am humbled to serve as the Interim Dean and to work alongside an exceptionally dedicated group of faculty, staff, and leaders, each prepared to guide and support you during your time at Radford University.

Nursing is a challenging and ever-changing field, and you can expect the same from our degree programs. Deeply rooted in science, each course will test your application of nursing knowledge and skills during assessments (tests, quizzes, written assignments, clinical skills) rather than merely memorizing facts. At the same time, we recognize that nursing is an art and a science. Our desire is to prepare you to be enlightened, compassionate professionals who understand that our patients are not just a disease but holistic human beings.

The art of nursing requires practice. Take the opportunity to get to know your faculty, preceptors, and peers. Seek out challenges in your coursework and connect with individuals during clinical experiences through open, honest, and professional communication. These “soft skills” are at the heart of caring for others - and nursing.

I wish you a wonderful academic year and much success in reaching your goals!

Best regards,

Dr. Wendy Downey, DNP MSEd RN CNE
Interim Dean, Radford University School of Nursing
SCHOOL OF NURSING SITE LOCATIONS

Main Campus – Radford University
Waldron Hall - Third Floor
Mailing Address: PO Box 6964, Radford VA 24142
Main Phone: 540-831-7741
Fax: 540-831-7746

Roanoke Higher Education Center
Nursing Suite - 307G
Jefferson St, Roanoke VA 24016
Main Phone: 540-767-6182
Fax: 540-767-6179

Radford University Carilion
Carilion Roanoke Community Hospital
10th Floor
Mailing Address: 101 Elm Ave SE, Roanoke VA 24013
Main Phone: 540-985-8260
Fax: 540-224-4785

Clinical Simulation Centers
Main Campus CSC
Cook Hall - Third Floor
Radford VA 24142
Phone: 540-831-7175

Roanoke Higher Education Center CSC
108 N Jefferson St, Suite 104A
Roanoke VA 24016
Phone: 540-767-6159

PARKING

Main Campus

Students taking classes at the Radford University main campus are required to purchase yearly parking passes to park on campus. Roanoke-based students who are required to attend classes, labs, or events at the Radford Campus need to purchase a daily, weekly, or yearly parking pass. For more information about parking, please contact Radford University Parking Services at Heth Hall, phone: 831-6361 or 831-6330.

Roanoke Higher Education Center (RHEC)

Each semester RHEC-based students are required to obtain a hang tag from the front desk of the RHEC in order to use RHEC designated parking lots. Students can obtain a parking pass to park for free in designated student lots from the main reception desk on the second floor of RHEC. Students can use the pay lot in the front of the building (must pay the meter) or there is some timed street parking monitored by the City of Roanoke.

Radford University Carilion (RUC)

RUC has free parking in the parking garage at Carilion Roanoke Community Hospital.

It is the student’s responsibility to know the parking rules at each campus, to have a parking pass when required, and to park in a lawful manner. Parking tickets are never the responsibility of the School of Nursing.
HISTORY OF RADFORD UNIVERSITY SCHOOL OF NURSING

In 1966, Radford College received approval by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing to develop a nursing program. In 1969, a cohort of first nursing students was admitted to the undergraduate program. Eleven members of the charter class graduated in 1973, and in 1976, the program received initial accreditation by the National League for Nursing.

In 1979, Radford College was granted an academic status of a University. Following a rapid period of growth, in 1982, the nursing program became a School of Nursing and in 1984 the school received a college status. In 1988, Radford University admitted students in the first graduate nursing program with a concentration in home health nursing. In 1991, an advanced adult concentration was offered. In 1995, Radford University opened a Family Nurse Practitioner concentration and a certificate program for both post-baccalaureate and post-master's students in gerontological nursing. As a result of institutional reorganization in 1997, the School of Nursing became part of Waldron College of Health and Human Services.

As the School of Nursing grew, the demand for off-site classes have continued in select regions, using a variety of distance education technology (audio teleconferencing and video/computers). In 1988, the Roanoke site was established with an agreement between Radford University and Carilion Roanoke Memorial Hospital (CRMH). After CRMH closed its diploma school, leadership collaborated with RU to offer on-site baccalaureate nursing preparation at the second Radford University instructional site-Roanoke Higher Education Center. In 2019, Jefferson College of Health Sciences merged with Radford University to become its third instructional site as Radford University Carilion.

The Doctor of Nursing Practice (DNP) program, which opened in fall 2010, was the first of its kind in Virginia to be offered in a distance-learning format and to both post-baccalaureate and post-master's degree students. It awarded its first doctoral degrees in 2011. As of a large Advanced Nursing Education (ANE) grant from the Health Resources and Service Administration (HRSA) and a series of Waldron College of Health and Human Services programs focused on improving regional health care, the Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate began.

In 2005, regional nursing programs and the Executive Director of the Roanoke Higher Education Center (RHEC) met to explore ways of partnering with public and private entities to maximize the use of scarce resources, address the shortage of nursing faculty, and explore alternatives for clinical education of nursing students. Radford University School of Nursing assumed leadership in developing the concept and received funding in 2006 for the project for creating, maintaining and sustaining two Nursing Clinical Simulation Centers (CSC)—one at the Roanoke Higher Education Center and one at the Radford University Corporate Park (relocated to Cook Hall on the main campus in 2018). Both of these sites have been renovated and greatly expanded since 2017. Sharing resources for this expensive facility allows an economy of scale and gives all regional nursing programs access to this invaluable facility. Partners
include Radford University, Wytheville Community College, New River Community College, Virginia Western Community College, and Patrick Henry Community College.

In early 2018, Carilion Clinic, Jefferson College of Health Sciences (JCHS) and Radford University joined together again to announce the intent to merge JCHS into the Radford University family of colleges and departments. After 18 months of collaboration and planning, Radford University Carilion (RUC) enrolled its inaugural class of students in Fall 2019. The RUC location is home to the School of Nursing’s accelerated baccalaureate program (AB.S.N.) and two Masters of Nursing (MSN) programs – Family Nurse Practitioner and Nursing Administration. In addition, RUC offers the traditional B.S.N. program with admission to nursing from the first day of college.

The School of Nursing gained independent status from SHEV in 2021 and separated from Waldron College of Health and Human Services. The School of Nursing currently offers at undergraduate level an ABSN, TBSN, and RN-BSN programs. At graduate level, FNP MSN and Nurse Administration MSN, BSN-DNP FNP, BSN-DNP PMHNP, DNP Nurse Leadership, and post master certification programs in PMHNP, Post-Master FNP. The inaugural Dean of RUSON and Leadership team have set the mission, philosophy, and core values of the School of Nursing towards a new professional trajectory of growth and success. With over 60 faculty members and average student enrollment of about 600 undergraduate and over 100 graduate students, the School of Nursing is the biggest academic unit at Radford University. Since its inception, the Radford University School of Nursing has graduated more than 2,000 students.

The nursing curricula continue evolving in response to accreditation standards, competency-based education, constantly changing health care environment, and to meet the demands of the contemporary global, social, national, and community needs. The global pandemic in 2020 taught academic leadership valuable lessons and revealed new and innovative opportunities for teaching and learning.
Overview of Radford University/Radford University Carilion School of Nursing

MISSION, VISION, & VALUES

MISSION

Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.

Students are responsible and accountable for nursing practice in keeping with the American Nurses Association's (2010) Nursing: Scope and Standards of Practice. The teaching and learning process involves a mutual partnership between students and faculty to develop a knowledge base in the liberal arts, sciences, and the discipline of nursing. This partnership exists to promote critical thinking, ethical decision making, and lifelong learning. Theory and skills learned in the classroom are applied through a variety of learning experiences. Faculty models the professional nursing role through teaching, scholarship, community service, and practice. Students are expected to develop a professional identity with professional values.

VISION

The Vision of the Radford University School of Nursing is in “Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

CORE VALUES

Radford University School of Nursing faculty believes in the following Values:

- **Advocacy**: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.
- **Safe Caring**: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.
- **Cultural humility**: We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.
- **Excellence**: We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates.
- **Interprofessional**: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.
- **Innovation**: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.
## CONGRUENCY OF MISSION, VISION, AND VALUES

<table>
<thead>
<tr>
<th>Radford University</th>
<th>Radford University School of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision</strong></td>
<td><strong>Vision</strong></td>
</tr>
<tr>
<td>Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.</td>
<td>Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>• As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom.</td>
<td>Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.</td>
</tr>
<tr>
<td>• As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement.</td>
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<tr>
<td>• We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically.</td>
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<tr>
<td>• We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.</td>
<td></td>
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<tr>
<td><strong>Core Values</strong></td>
<td><strong>Core Values</strong></td>
</tr>
<tr>
<td>• Student Empowerment and Success- We engage and support our students in the discovery and pursuit of their own unique paths.</td>
<td>• <strong>Advocacy</strong>: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.</td>
</tr>
<tr>
<td>• Excellence- We expect our community to strive for the highest standards.</td>
<td>• <strong>Safe Caring</strong>: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.</td>
</tr>
<tr>
<td>• Inclusiveness- We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.</td>
<td>• <strong>Cultural humility</strong>: We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.</td>
</tr>
<tr>
<td>• Community- We foster relationships and a culture of service within and beyond our university community.</td>
<td>• <strong>Excellence</strong>: We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates.</td>
</tr>
<tr>
<td>• Intellectual Freedom- We encourage and defend a fearless exploration of knowledge in all its forms.</td>
<td>• <strong>Interprofessional</strong>: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.</td>
</tr>
<tr>
<td>• Innovation- We inspire and support creativity in research, scholarship, pedagogy and service.</td>
<td>• <strong>Innovation</strong>: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.</td>
</tr>
<tr>
<td>• Sustainability- We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.</td>
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GRADUATE PROGRAMS PARADIGM

The graduate curriculum is based on the Radford University School of Nursing's (RUSON) mission, vision, and values. Consistent with the baccalaureate program, graduate education at Radford University School of Nursing centers on nursing's four metaparadigm concepts of client, environment, health, and nursing. Other major concepts include holism, holistic health, life span development, environmental interaction, caring, clinical reasoning and judgment. The program content is organized around these major concepts and is congruent with those of the College of Graduate and Professional Studies.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Strands</th>
<th>Definitions</th>
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<tbody>
<tr>
<td><strong>Client</strong></td>
<td></td>
<td>The recipient of nursing care or services. Clients can be individual patients across the life span, families, groups, communities, or populations representing the range of diverse human variations. Patients may seek or receive nursing interventions to maximize health, independence, and quality of life or support end-of-life issues. Patients may be termed clients, consumers, or customers of nursing services (AACN, 2008).</td>
</tr>
<tr>
<td>Life span</td>
<td>A continuum reflecting stages and events over time.</td>
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<tr>
<td>Diversity</td>
<td>Differences in the range of human variations that affect health beliefs, behaviors, and practices (Andrews &amp; Boyle, 1995). These differences include age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. The professional nurse practices in a multicultural environment where culturally appropriate care is an essential part of safe, high quality care (AACN, 2008).</td>
<td></td>
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<tr>
<td>Nurse</td>
<td>A professional who is regulated by a state’s nurse practice act and is accountable for Standards of Clinical Nurse Practice (ANA, 2015). The minimum educational preparation for entry into professional nursing practice is the baccalaureate degree (AACN, 2008).</td>
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</tr>
<tr>
<td>Caring</td>
<td>A concept central to professional nursing practice. Caring encompasses the nurse’s empathy for, connection to, and being with the patient. Professional nurses practice from a holistic, caring framework providing compassionate, sensitive, and patient-centered care (AACN, 2008).</td>
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<tr>
<td>Partnership</td>
<td>A relationship in which participants utilize the process of active decision making in a collaborative manner to coordinate the care provided to the patient (ANA, 2010). The establishment of the nurse-patient partnership is essential in the mutual planning of care and in healthcare decision making. The nurse works in partnership with the patient and other members of the interprofessional and intra-professional team to insure the provision of safe, humanistic, high quality patient-centered care (AACN, 2008).</td>
<td></td>
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<tr>
<td>Nursing Process</td>
<td>The critical thinking framework on which the science of nursing is based. The nursing process is composed of the steps of assessment, diagnosis, outcome identification, planning, implementation, and evaluation. It is the foundation of clinical decision-making and is utilized to promote evidence-based nursing practice (ANA, 2010).</td>
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<tr>
<td>Effective Communication</td>
<td>Collaboration and socialization, with consideration of principles related to communication with diverse cultures. Effective communication includes inter-professional and intra-professional communication that is essential for advocating for high quality and safe patient care and for the development of positive, professional working relationships (AACN, 2008).</td>
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<tr>
<td>Therapeutic Nursing Interventions</td>
<td>Evidence-based nursing strategies implemented in the provision of holistic, patient-centered care. The professional nurse collaborates with the patient in the selection of appropriate interventions related to wellness, health promotion, illness, disease management, and care of the dying. The application of effective therapeutic interventions contributes to safe and high-quality patient outcomes (AACN, 2008).</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td>All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive &amp; deductive reasoning, intuition, application, &amp; creativity (AACN, p 36). Nurses utilize the nursing process in all settings of practice to respond to the needs of the populations served. Critical thinking is the foundation of clinical decision-making (ANA, 2010).</td>
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<tr>
<td>Critical Judgment</td>
<td>The outcomes of critical thinking in nursing practice (AACN, 2004).</td>
<td></td>
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<tr>
<td>Clinical Reasoning</td>
<td>The process used to assimilate information, analyze data, &amp; make decisions regarding patient care (AACN, 2004).</td>
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<tr>
<td>Professionalization</td>
<td>Demonstration of accountability for one’s self and nursing practice. The professional nurse utilizes a unique, well-delineated &amp; broad knowledge base for practice and is committed to lifelong learning &amp; planning for a professional career (AACN, 2004).</td>
<td></td>
</tr>
<tr>
<td>Professional Values</td>
<td>The caring professional nurse demonstrates an appropriate set of values and an ethical framework for practice that includes: altruism, autonomy, human dignity, integrity, and social justice. Professional values epitomize the caring professional nurse and are the foundation of practice &amp; provide the framework for a commitment to patient welfare (AACN, 2008).</td>
<td></td>
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<tr>
<td>Nurse Roles</td>
<td>Advocate</td>
<td>One who fosters and supports the patient’s active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role. Advocacy for vulnerable populations with the goal of promoting social justice is recognized as a moral and ethical responsibility of the nurse (AACN, 2008).</td>
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<tr>
<td></td>
<td>Clinician</td>
<td>One who provides both direct and indirect evidence-based care for patients across all environments (Chitty &amp; Black, 2011).</td>
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<tr>
<td>Role</td>
<td>Description</td>
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<tr>
<td>Collaborator / Interprofessional / Intra-professional</td>
<td>One who participates with members of the inter-professional and inter-professional healthcare teams consisting of the patient, the nurse, and other healthcare providers to ensure that care is continuous &amp; reliable (AACN, 2008).</td>
<td></td>
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<tr>
<td>Consumer of Evidence-based Research</td>
<td>One who participates in the process of retrieval, appraisal, and synthesis of evidence in collaboration with others members of the healthcare team to improve patient outcomes and who collaborates in the collection, documentation, and dissemination of evidence (AACN, 2008).</td>
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<tr>
<td>Teacher</td>
<td>One who translates the plan of care to the patient. Patient centered care involves educating patients and caregivers regarding health, wellness, and disease management and prevention (AACN, 2008).</td>
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<tr>
<td>Information Manager</td>
<td>One who is proficient in the utilization of knowledge and skills in information &amp; patient care technology to improve cost effectiveness and safe patient care outcomes (AACN, 2008).</td>
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<tr>
<td>Leader</td>
<td>One who influences others within the inter-professional team and fosters an environment within the complex system that promotes goal attainment of safe, high quality patient care (AACN, 2008).</td>
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<tr>
<td>Manager of Care</td>
<td>One who is accountable for designing, planning, coordinating, delegating, facilitating, supervising, and evaluating the provision of client care and the use of resources within the complex, evolving healthcare system (AACN, 2008).</td>
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<tr>
<td>Standards</td>
<td>Standards of Nursing Practice</td>
<td>The American Nurses Association’s Scope and Standards of Clinical Practice (2017) identifies characteristics that must be present in all practice settings if patients are to receive safe, high quality, cost effective nursing care through the lifespan for changing health patterns. The standards and competencies suggest a scope of practice that includes critical thinking, independence, collaboration, clinical reasoning, interventions, and utilization of evidence-based research to enhance and expand practice. Standards for the graduate program include the American Association of Colleges of Nursing: Essentials of Doctoral Education for Advanced Nursing Practice (2006) and the American Nurses Association: Consensus Model for APRN Regulation: Licensure, Accreditation, Certification &amp; Education (2008), Nurse Practitioner Core Competencies Content (NONPF, 2014), Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012), Psychiatric-Mental Health Nursing: Scope and Standards of Practice (2014 Edition) and specialty groups standards as appropriate.</td>
</tr>
<tr>
<td>Holistic Health</td>
<td>Holistic health includes physical, psychosocial, spiritual, and cultural dimensions. It represents the distinction between disease and the individual’s illness experience. Holistic health includes wellness, health promotion, illness, disease management, and end of life care (Wilkinson &amp; Treas, 2011).</td>
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</tbody>
</table>
Health Promotion

Strategies for improvement of population health and minimizing the health consequences (AACN, 2008).

Health Protection

Clinical prevention, identification of major determinants of population health, acute care and disease-based episodic interventions are essential for improving health of patients and vulnerable populations (AACN, 2009).

Health Restoration

Identification of actual or potential responses to illness in order to maximize health, independence, and quality of life (AACN, 2009).

Environment

All internal and external conditions, circumstances and influences that interact and affect the client's holistic health (Berman & Snyder, 2011).

Continuity of Care

An interdisciplinary process that includes patients, families, and significant others in the development of a coordinated plan of care. This process facilitates the patient’s transition between settings and healthcare providers, based on changing needs and available resources (ANA, 2010).

Community Based Practice

The provision of comprehensive, coordinated holistic health care in partnership with patients. Community-based nursing practice emphasizes continuity of care by facilitating a seamless interface of interdisciplinary and interagency services in places such as homes, schools, hospitals, long-term care agencies, clinics and work sites.

REFERENCES

https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf

https://www.aacnnursing.org/News-Information/Fact-Sheets/DNP-Fact-Sheet


ACCREDITATION

The State Council of Higher Education in Virginia has certified Radford University to operate in the Commonwealth of Virginia. The address for the university’s main campus is: Radford University, 801 East Main Street, Radford, Virginia, 24142

Radford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Radford University.

The baccalaureate, master’s, post-master’s certificate, and Doctor of Nursing Practice programs at Radford University’s School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN).

SCHOOL OF NURSING: STANDARDS OF PROFESSIONAL PRACTICE EDUCATION

1.0 Introduction to Standards
2.0 Evaluation
   2.1 Basic Abilities
      2.1.1 Communication skills
      2.1.2 Interpersonal skills
      2.1.3 Cognitive skills
      2.1.4 Physical skills
   2.2 Emotional and Mental Abilities
      2.2.1 Stress Management
      2.2.2 Emotional and mental capabilities
   2.3 Professional Performance Skills
      2.3.1 Professional commitment
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      2.3.3 Self-awareness
      2.3.4 Ethical obligations
   2.4 Sources of Evidence
   2.5 Center for Accessibility Services
3.0 Policies and Procedures for Review of Academic Performance
   3.1 Performance That May Result in Possible Dismissal
   3.2 Review Process

1.0 INTRODUCTION
This document sets out Standards for Professional Practice Education that apply to students enrolled in the School of Nursing at Radford University involving the health, welfare, and safety of people across the lifespan.
The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Student Handbook. These standards are aligned with students’ abilities to become effective health and human service nursing professionals and are provided so that students and faculty can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful nurses and advance nursing practice professionals.

Since becoming a professional is a gradual and lengthy process, while all criteria are expected to be met, additional supervision may be needed in novice situations. Students are always considered to be responsible for their own actions and are expected to be properly prepared for their experiences. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of related professions, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in an ethical and compassionate manner.

All students will be expected to read and apply the School of Nursing Standards for Professional Practice Education.

2.0 EVALUATION

In order to meet their responsibilities to provide quality health and human service professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Nursing evaluates the academic performance of students in four general areas: (1) basic abilities to acquire professional skills; (2) mental and emotional abilities; (3) professional performance skills; and (4) scholastic performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 BASIC ABILITIES NECESSARY TO ACQUIRE PROFESSIONAL SKILLS

2.2

2.2.1.1 Communication Skills
Demonstrates sufficient written and verbal skills to comprehend information and communicate ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the programs and to complete adequately all written assignments as specified by faculty members.

b) Verbal: Communicates effectively and sensitively with other students, faculty, staff, patients/clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences as specified by faculty members and site supervisors.

2.2.2 Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, patients/clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.
2.2.3 **Cognitive Skills**
Exhibits sufficient knowledge of the chosen profession and clarity of thinking to process the information and apply it to appropriate situations in classroom and field. Demonstrates relevant knowledge and skills including relationship building, data gathering, assessment, intervention, problem solving, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.2.4 **Physical Skills**
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

2.2 **EMOTIONAL AND MENTAL ABILITIES NECESSARY FOR PERFORMANCE IN THE PROGRAM AND PROFESSIONAL PRACTICE**

- **Stress Management**
  Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively using suitable self-care and developing supportive relationships with colleagues, peers, and others.

- **Emotional and Mental Capacities**
  Uses mature judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Provides evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained. No student will be allowed to continue if personal situations
  - compromise scholastic and/or other performance
  - interfere with professional judgment and behavior or
  - jeopardize the best interests of those to whom the student has a professional responsibility

  Personal information will be held in strict confidence with those in positions of authority with a need to know.

2.3 **PROFESSIONAL PERFORMANCE SKILLS NECESSARY FOR WORK WITH CLIENTS AND PROFESSIONAL PRACTICE**

2.3.1 **Professional Commitment**
Exhibits a commitment to the goals and ethical standards of the nursing profession. Demonstrates commitment to the essential values of the nursing profession including respect for the dignity, worth, and rights of each individual, and abides by the ANA Standards of Professional Practice Code of Ethics.

2.3.2 **Professional Behavior**
Exhibits behaviors that are in compliance with program policies, School, and University policies, professional ethical standards, and social laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Demonstrates responsible and accountable behavior by knowing and practicing within the scope of the discipline, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments, and accepting supervision and constructive criticism. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to accept feedback and supervision in a positive manner, as well as utilizes ethical behaviors in all social media communication.
2.3.3 **Self-Awareness**
Exhibits knowledge of how personal values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how others perceive one. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 **Ethical Obligations**
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice. Ethical behaviors include:

- Abides by Radford University Honor Code.
- Abides by expectations outlined in the current Radford University Student Handbook.
- Maintains compliance with laws and regulations for professional practice according to each profession’s Commonwealth of Virginia regulatory agency.
- Evaluates client situation in an unbiased, factual way with suspension of personal biases during interactions with others.
- Comprehends another individual’s way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciates the value of cultural pluralism. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstrates respect for the rights of others. Commitment to client’s rights to freedom of choice and self-determination.
- Maintains confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstrates honesty and integrity by being truthful about background, experiences and qualifications, doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstrates clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or supervising faculty; abuse others in physical, emotional, verbal, or sexual ways, or participate in personal relationships where conflicts of interest may exist.

2.4 **SOURCES OF EVIDENCE**
Evidence of meeting academic performance criteria may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors at volunteer human service activity or other field experiences.
- Feedback from agency-based field instructors/staff.
- Observation of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, labs, presentations group work, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video).
- Feedback from students, staff, university (RU or other colleges and universities), helping professionals, or community representatives.
• Feedback from faculty in other health and human service programs that students may have attended

2.5 ACCOMMODATIONS FOR DISABILITIES

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Nursing. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. It is important to note that the School of Nursing has published technical standards that must be met to ensure the health, welfare, and safety of patients/clients in various field settings that may substantially affect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Center for Accessibility Services (CAS) and provide documentation as needed. The CAS makes recommendations for accommodations. It is the student’s responsibility to contact the CAS and to propose accommodation requests to the appropriate instructor and School Dean. The School of Nursing will review academic performance criteria considering individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the CAS), and periodic checks between the School of Nursing and the student are appropriate courses of action in making accommodations. Accommodation requires a signed agreement with the faculty member that is appropriate and does not compromise standards of behavior required for success in the professional discipline.

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the 3rd floor of Russell Hall (room 325), by fax to 540-831-6525, or by email to CAS@radford.edu (See documentation guidelines). Students qualified for academic accommodations should meet with each course professor during office hours, to review and discuss accommodations. For more information, visit the Center for Accessibility Services website or call 540-831-6350.

3.0 POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE

Student performance is evaluated regularly in a systematic manner as outlined in the course syllabus, faculty directions, and university policy. If there is a problem involving professional practice performance, maintaining client safety is the first priority. Opportunities for student appeal will follow the current Radford University Student Handbook.

Any information that may be disclosed during student meetings with faculty, program coordinators, or School or College administrators may not be kept confidential if the information raises concerns about professional performance. Faculty and/or program/course coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1 PERFORMANCE THAT MAY RESULT IN POSSIBLE DISMISSAL FROM THE PROGRAM/MAJOR

Student reviews can occur under any of the following circumstances:
- Failure to meet or maintain academic requirements
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, and submission of work submitted in previous classes. Unethical behavior
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, as defined by each profession’s state regulatory agency, occurring during the course of study or occurring prior to admission and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Professional Practice Education

### 3.2 REVIEW PROCESS

When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives
- Apprise the appropriate program/course coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students
- Prepare a written statement to the student describing the change in behavior that is required

If a problem arises in the field, the agency-based field instructor will discuss concerns directly with the student and the designated faculty, advisor, or specific professor. It is the responsibility of the faculty preceptor to apprise the appropriate coordinator of the concerns. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further action.

The next step involves the faculty member, student, and appropriate program/course coordinator. The faculty and coordinators will communicate by phone or electronically with the student when the student is not adhering to appropriate standards, policies, and procedures or when concerns have not been resolved. (See progression)

The program/course coordinator will determine the nature of the concern and gather sufficient information to develop a plan to address that concern if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The third step involves the faculty member, student, program/course coordinator, and faculty who have had direct experience with the student in the classroom or clinical area. Generally, this occurs when problematic patterns are identified with students or when the issues are serious. This is conducted when concerns have not been resolved; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behavior); or when the student is being considered for withdrawal or discontinuance of the program. The student will be notified in writing of the concerns and meeting date, with sufficient time to attend the meeting. Neither party may be represented by legal counsel at these proceedings.

Possible Outcomes:
• **Continue the student in the program with no conditions.** In these situations, the concern has been addressed and no further action by the student or program is required.

• **Establish formal conditions for the student’s continuance in the program.** In these situations, specific conditions must be met for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

• **Consult with and/or refer to the Dean of Students.** In some instances, depending on the nature of the problem, the University’s Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms on University property, damage or destruction of University property, and conduct that endangers the health, safety, or security of any University student, employee, or campus visitor.

• **Counsel the student to change majors/degree programs and/or discontinue the student in the program.** In some situations, it will be recommended that the student no longer continue in the program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be withdrawn from the program. In either case the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may reapply. Appeals may be conducted by following the established University procedure for formal grade appeals.

**Acknowledgements:** Special thanks are due to the late Dr. Roy Denton, School of Social Work Professor Mary Beth Hunziker, formerly with the RU School of Nursing

**ACADEMIC REQUIREMENTS**

THE POLICIES OF RADFORD UNIVERSITY’S COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES APPLY TO STUDENTS ENROLLED IN THE SCHOOL OF NURSING GRADUATE PROGRAMS ALONG WITH SCHOOL OF NURSING POLICIES APPLY.

**SCHOOL OF NURSING POLICIES**

**GRADUATE NURSING ADMISSION POLICY**

A. Doctor of Nursing Practice Program

    a. Applicants Must:

        i. Complete the College of Graduate Studies and Research application and pay the appropriate application fee. The application and related information can be found online at the College of Graduate and Professional Studies website (http://gradcollege.asp.radford.edu/). The application is electronic.
ii. Provide three letters of reference from professional contacts that address the applicant’s potential for advanced practice nursing. This is in addition to the forms provided.

iii. Provide three recommendation forms. Note: may be the same three contacts used to provide letters of reference.

iv. Arrange to have official transcripts sent from previous academic institutions since high school. Applicants must have a cumulative BSN minimum grade point average (GPA) of 3.0 on a scale of 4.0 in the undergraduate nursing major. If applicable, must have a 3.5 GPA in graduate program.

v. Meet major undergraduate course prerequisites (undergraduate statistics, health assessment, and nursing research).

vi. Provide a brief professionally written letter of Personal Goals Statement describing career goals and how a graduate credential will assist in meeting those goals. If applicable, the applicant may wish to address the potential for practice in a rural area.

vii. Provide a professional resume or curriculum vitae that include prior education and professional practice (must document a minimum of 2,000 hours of clinical practice as an RN and/or practice as an NP or CNS with certification (APRN) and/or 2,000 hours in experience in management in leadership position with MSN).

b. Admission Writing Prompts:

i. Personal Goals Statement (to be submitted by every Graduate Nursing Applicant):

   1. Your well-written statement is not to exceed three double-spaced pages with a 12-point Times New Roman font. This is an opportunity not only to address your specific goals but also to tell the Graduate Nursing Admissions Committee about yourself and your uniqueness as a candidate in ways that might not be evident from your academic record and resume.

ii. Consideration will be given to the quality of your writing along with:

   1. Ability to present your thoughts in a logical, sequential, and analytical manner

   2. Ability to communicate congruence between your stated goals and those of your chosen program concentration

   3. Ability to use grammatically correct formatting, syntax, and spelling

iii. MSN Applicants (FNP and Nursing Administration tracks):

   1. Please state your career goals and how the Graduate Nursing degree for which you are applying will assist you in meeting your career goals.

iv. Post-Master’s Psychiatric Mental Health Nurse Practitioner Certificate Applicants:
1. Why are you seeking admissions into Radford University Post-Master’s PMHNP Certificate Program at this time in your career? What experiences have contributed to your interest?

2. Please reflect on your knowledge of advanced practice nursing and your interest pertaining to the psychiatric patient population.

3. How do your personal attributes, educational preparation, professional and life experiences relate to your academic aspirations and career goals?

4. How will a Post-Master’s PMHNP Certificate help you achieve these goals?

v. Doctor of Nursing Practice Applicants (FNP and PMHNP concentrations):

1. Please provide a narrative of your professional experiences, academic aspirations, and career goals, matching these to the objectives of the DNP Program and including:

2. How do your personal attributes, educational preparation, professional and life experiences relate to your academic aspirations and career goals?

3. Describe your understanding of the DNP degree and explain how the competencies gained by completing this program will serve to inform your advanced nursing practice and accomplish your professional goals.

4. Identify one significant problem or question, requiring a change within health care, educational services and /or policies, which you might address in your role as a DNP-prepared nurse within your chosen advanced nursing practice specialty?

vi. Doctor of Nursing Practice Applicants (Leadership concentration):

1. Please provide a narrative of your professional experiences, academic aspirations, and career goals, matching these to the objectives of the DNP Program and including:

2. How do your personal attributes, educational preparation, professional and life experiences relate to your academic aspirations and career goals?

3. Describe your understanding of the DNP degree and how the competencies gained by completing this program will serve to inform your leadership role and accomplish your professional goals.

4. Describe experiences, exemplifying your formal or informal leadership skills, in which initiative and self-motivation would serve as strategies for success to improve patient outcomes, translate research into practice, change educational services, or transform healthcare policies.

c. Additional Information:
i. Prior to enrollment in the program, applicants are expected to have achieved, by experience and education, basic skills in written and oral communication and computer usage.

ii. All required documentation should be sent to the College of Graduate and Professional Studies.

iii. Additional information from the DNP program will be requested after the application is reviewed and the applicant is interviewed. These will include:

1. A current license to practice as a registered nurse in Virginia or state of practice

2. Current certification in BLS and/or ACLS

3. Current certification if a Nurse Practitioner or Clinical Nurse Specialist

iv. Qualified applicants will be interviewed by The Graduate Admission, Progression and Graduation Committee. Once enrolled you will be expected, prior to the first day of classes, to complete a criminal background check and an on-line orientation.

B. Foreign Student Applications

a. This application procedure is the same as for other graduate applicants with the following exceptions:

i. Foreign students must take the Test of English as a Foreign Language (TOEFL) as well as the GRE. Minimum TOEFL score for admission is 550 for the paper based test and 213 for the computer based test.

ii. Applicants are required to have successfully passed the Commission on Graduates of Foreign Nursing Schools Screening Examination (CGFNS) and a state board of nursing license examination (NCLEX) in the USA. The applicant must be licensed to practice nursing in the state of Virginia before beginning clinical courses.

iii. It is the responsibility of the applicant to present appropriate information about his or her basic nursing program in addition to a transcript in English of completed courses. Information should be provided regarding grade equivalency. Students are required to have the equivalency of a 3.0 grade point average on a 4.0 scale. Students may use the World Educational Service Incorporated, P. O. Box 745, Old Chelsie Station, New York, NY 10113-0745 for providing transcript evaluation.

FUNCTIONAL AND TECHNICAL STANDARDS

Students admitted to the graduate program in nursing must complete course requirements that necessitate meeting standards required for safe nursing practice. It is the student’s responsibility to utilize a critical thinking process to assess, implement, evaluate one’s own ability to learn and fulfill these
standards throughout the educational process and the act of professional nursing. If a student has a disability and requires special accommodations to meet the nursing major program requirements and standards, the student must provide the School of Nursing with documentation and a written plan. This should be obtained from the Radford University Disability Resource Office in the Center for Counseling and Student Development. This plan should be negotiated between the student and the lead faculty for each individual course.

a. Assimilate knowledge acquired through lectures, discussions, readings, and self-directed studies and effectively apply that knowledge in clinical settings for a variety of client needs and problems.

b. Locate, retrieve, and utilize information from a variety of resources, e.g., electronics, libraries, people, and organizations.

c. Accurately apply basic mathematical skills, e.g., ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.

d. Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.

e. Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.

f. Accurately read charts, records, scales, small print, handwritten notations, and distinguish colors.

g. Distinguish tonal differences and be able to use the telephone.

h. Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.

i. Demonstrate sufficient tactile ability to differentiate changes in sensation, with and without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.

j. Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes.

k. Move unassisted from room to room, maneuver in small places, and stand for long periods of time.

l. Provide a safe and clean environment, and be able to assist others in activities of daily living, e.g., walking, bathing, eating, toileting, transferring, and lifting.

m. Appreciate the diversity of people relative to race, culture, religion, sexual orientation, age, functional ability, socioeconomic level, lifestyle and values.

n. Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.

o. Complete assignments within specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.

q. Take responsibility for personal safety in laboratory and clinical environments.

GRADUATE NURSING ADMISSIONS POLICY

A. License Policy

a. Current license as a Registered Nurse in Virginia is required on admission. A copy must be submitted to Certified Background on the initial setup of your account and each year your license is renewed.

B. Malpractice Insurance Policy

a. All students are covered by Radford University malpractice insurance while functioning as a Radford University student in course related activities. However, there may be circumstances where students may be required to obtain their own malpractice insurance.

C. CPR Certification

a. All graduate nursing students are required to maintain current certification in cardio-pulmonary resuscitation by the American Heart Association. A copy of the certification must be submitted to Certified Background.

D. HIPAA Policy

a. Students in the School of Nursing DNP program may be required to have attended HIPAA training depending on their clinical placement/preceptor. Notification of HIPAA training/consent is required of students prior to their practicum. A copy of the notification must be submitted to Certified Background.

E. Infection Control

a. Carilion Policy for Student Exposure NOTE: The RU SON includes this information due to Clinical Contracting Purposes

i. An Exposure is Defined as:

1. injury with a contaminated instrument (contaminated needles, blades or sharp instruments); contact of blood or body fluids containing blood into an open wound; cutaneous exposure involving large amounts of blood or prolonged contact with blood-especially when the exposed skin is chapped, abraded, or afflicted with dermatitis.

ii. Should an Exposure Occur:

1. The student will report to Employee Health during the hours of 730 am-4pm Monday –Friday, or to the Emergency Department for all other times. Students at CRMH should page the Resource Nurse to alert them they have had a blood exposure prior to reporting to the Emergency Department.

2. Initial evaluation of the blood exposure and the first dose of prophylaxis, if recommended, will be covered by Employee Health Services.
a. If necessary, blood testing will be drawn on the source patient in accordance with Virginia Code 322.145.1. The hospital will assume the cost for source patient blood testing.

b. Important Note from Carilion:

i. Workman compensation does not cover students. The student will be responsible for all other costs associated with the follow-up. The student has the choice to go to his/her own healthcare provider or to pay Occupational health/Emergency/Employee health Department charges. If the student chooses to go to his/her health care provider, source patient blood testing will not occur unless they inform Occupational health/Emergency/Employee health Department of the exposure immediately.

F. Personal Information

a. Drug Screening

i. All students must have a drug screening prior to the start of the DNP Program and once a year thereafter. Once students submit the background check they can order their drug screening. Students will pay by Visa or MasterCard. Money orders are accepted but there will be a $10.00 extra charge and additional turnaround time. If students pay with a money order they must give enough turnaround time to get the drug screening completed. As of the printing of this handbook the price of this test is $50.00.

ii. The order form will require personal information – Students will enter their full name, date of birth, social security number, current address, phone number and e-mail address.

iii. When students register for testing they will be given a location of the LabCorp that is closest to the address you provide on the order form. The address listed on the order form will have the address to the nearest Lab Corp place for students to go to do their screening. Within 24 - 48 hours after students place the order the electronic chain of custody form (echain) will be placed directly into the student’s Certified Background account. Students will need to print the echain and take with them to do the test.

iv. If students cannot provide a urine sample at the time of screening or if the test results are dilute negative the student will be required to retest. Once the chain of custody form is printed and cannot complete the drug screening students will need to order another chain of custody form and pay another fee.

v. Once Castle Branch receives the results, the results will be automatically post them to the student roster to view.

b. Medical Document Manager (CastleBranch)

i. The School of Nursing has requirements that all students must adhere to. Once students submit the background check they will be set up in Medical Document Manager (Castle Branch account called the tracker) in order to submit items required.

ii. There are items students must complete as soon as possible and by the deadline date given to submit. Students are to complete the items below and upload them to the tracker. The best way to upload the items is to print the form, complete each form, scan and save to a PDF file to your computer naming each
item. This information of CBC, PPD, UDS and immunizations may be released to the clinical agency in which the student obtains clinical practice.

1. School of Nursing Health Record:
   a. The School of Nursing Health has 6 pages and all pages must be completed. All areas must be answered. If any area does not apply mark N/A. The School of Nursing Health Record is completed and submitted before the student starts the DNP program. The Health Record does not have to be renewed.

2. Proof of Reading the Graduate Handbook Student Agreement Form:
   a. The Graduate Program has policies that are different from the university policies. All students must read the School of Nursing Graduate Handbook and sign that they have read and understand the policies of the School of Nursing Graduate Program. Signing the form students are indicating that they have read and understand the policies of the Graduate Program of School of Nursing. The revised Graduate Student Handbook will be emailed to students. Please do not submit this form to the tracker until the Graduate Student Handbook is sent by email. The Graduate Student Handbook is revised each Fall semester.

3. Confidentiality Agreement for Nursing Majors:
   a. All students must read the Confidentiality Agreement for Nursing Majors and sign the form indicating that they understand the confidentiality policies of the School of Nursing. The Confidentiality Agreement for Nursing Majors is completed and submitted at the start of the DNP program and does not have to be renewed.

4. Standards of Student Conduct:
   a. All students must read the Standards of Student Conduct and sign the form indicating that they understand the student conduct policies of the School of Nursing. The Standards of Student Conduct is completed and submitted at the start of the DNP program and does not have to be renewed.

5. Agreement for Shared Information with Faculty:
   a. All students must read the Agreement for Shared Information with Faculty and sign the form indicating they understand that faculty can share information with other faculty members. Agreement for Shared Information with Faculty is completed and submitted at the start of the DNP program and does not have to be renewed.

6. CPR Certification:
   a. All students must be ACLS or BLS certified. BLS/CPR must be provided by the American Heart Association. Please make a copy of your CPR card (front and back) and upload to the CPR area in your Castle Branch account. It is the student’s responsibility to make sure that their CPR is current and up to date on the tracker.

7. Hep B Vaccine Series of Three:
a. All students must have Hep B vaccine series of 3 shots. Students will need to submit the School of Nursing Health Record page with the Hep B vaccines dates listed on that page of your Castle Branch account in the area of Hep B vaccine. Once students complete the series of 3 Hep B vaccines they are complete in this area.

8. Tuberculosis Screening (PPD) or Quantiferon:

a. At the start of the DNP Program all students must have 2 step PPD or Quantiferon screening. The PPD from employment can be used. It is the student’s responsibility to keep their PPD or Quantiferon current. Please submit the completed School of Nursing Health Record page Tuberculosis Screening to the PPD area on your Castle Branch account. Students with a positive PPD or Quantiferon you will need to have a negative chest x-ray documentation submitted to your tracker. PPD or Quantiferon must be renewed yearly.

9. Flu Vaccination

a. Influenza (the flu) can be a serious disease that can lead to hospitalization and sometimes even death. Anyone can get very sick from the flu, including people who are otherwise healthy. You can get the flu from patients and coworkers who are sick with the flu if you get the flu, you can spread it to others even if you do not feel sick.

b. Radford University Nursing students: the flu vaccine is required by many of our clinical agencies. Therefore, nursing students will be required to get a flu vaccine by October 1st of each year unless a student has a documented medical reason they cannot receive the flu shot. Students need to upload proof of their flu vaccine or medical documentation if there is a need to decline. Students who do not receive the flu vaccine, will be required to wear a mask in all patient settings and may limit where a student can attend clinical.

10. HIPAA Training/Consent:

a. All students are required to have the HIPAA training documentation within the past 12 months. Students can use the HIPAA training from their employment. The HIPAA training/consent is completed and submitted at the start of the DNP program and does not have to be renewed.

11. License as Registered Nurse in Virginia:

a. All students must have a Current RN License. Students will make a copy of their licensure and upload to the area on your Castle Branch account. It is the student’s responsibility to keep their RN licensure information current and up to date.

12. DNP, CNS and MSN – NP Licensure/Certification

a. Attach copy of license/certificate for FNP, CNM, or CNS. *Students who fail to complete a criminal background check or provide all records required for the Castle Branch account will be denied enrollment into the DNP program

13. TRANSPORTATION POLICY
a. Students are responsible for providing their own transportation to and from clinical agencies. Students should not transport clients in the clinical setting. Adequate coverage of automobile accident insurance must be maintained and is the personal responsibility of the student.

14. RISK MANAGEMENT POLICY

a. Drug and Alcohol Use/Abuse

i. This policy applies to all students enrolled in the Radford University School of Nursing. The school of nursing is committed to educating professional nurses and is obligated to provide safe and effective care to the clients we serve. We also have an obligation to those agencies with whom we contract, to ensure that our students are capable of providing safe care to their clients. With this commitment and obligation in mind, the School of Nursing is reaffirming a position of no tolerance for conduct associated with drug and alcohol use/abuse that in any way jeopardizes the preservation of patient safety or pursuit of excellence in professionalism and education. All students enrolled in the School of Nursing will be held accountable to the standards of academic and clinical conduct outlined in this policy.

ii. “Drugs” and “Alcohol” are defined to include any substance with the potential to produce the effects of intoxication and/or behavior which may adversely affect a student’s ability to safely and efficiently perform in the clinical or classroom environment.

iii. It is understood that there are circumstances where students may need to take medications due to medical conditions which may possibly impair their performance. Students in a clinical setting are required to be aware of the effect that all medications may have on performance and must notify their instructor and receive confirmation of approval to attend clinical assignments prior to attendance in the clinical setting.

b. Alcohol

i. All students are held accountable for the Alcoholic Beverage Policy and Virginia State Alcoholic Beverage Control Laws as outlined in the Radford University Student Handbook. Virginia State Alcoholic Beverage Control Laws state, “Persons under the age of 21 are prohibited to buy, possess, drink or serve beer, wine or liquor in Virginia.”

ii. No student may consume or be under the influence of, or be in possession of alcohol at any time the student is performing clinical duties. Improper use of alcohol will result in immediate removal from the clinical setting and is considered a violation of this policy.

iii. In addition to this policy, any use/abuse of alcohol outside the clinical or classroom which adversely affects a student’s performance in the clinical setting or classroom, or adversely affects or threatens to adversely affect other interests of the School of Nursing is prohibited.

iv. As described in the Radford University Student Handbook, “Public intoxication is illegal. (Those conditions considered to indicate intoxication, although not necessarily limited to those listed include: affected manner or disposition, speech, muscular movements, general appearance or behavior as apparent to the observer.”
15. Illegal Use of Controlled Substances

a. All students are accountable to the drug policy as outlined in the Radford University Student Handbook which states, “Possession, use, distribution, manufacture or sale of controlled substances or illegal drugs is prohibited.”

b. Any student with drug or alcohol related problems that voluntarily requests assistance will be referred to the Radford University Center for Counseling and Student Development. Participation in the Center for Counseling and Student Development does not relieve any student from overall compliance with the School of Nursing’s drug and alcohol policy or attendance, performance and other rules and standards generally applicable to students. Those students who have requested assistance will be required to submit to periodic drug and alcohol testing during the time they are enrolled in the School of Nursing.

GRADUATE NURSING MEDICAL DOCUMENT MANAGER, DRUG TESTING, AND CRIMINAL BACKGROUND CHECK POLICY

A. The School of Nursing requires students to establish an account with Castle Branch at castelbranch.com in order to obtain their CBC. Castle Branch is a secure platform that allows you to order your background check, drug test and medical document manager online. Once you have placed your order, you may use your login to access additional features of Castle Branch. Castle Branch also allows you to upload any additional documents required by your school. The student will be responsible for the fees associated with any CBCs required for clinical practice.

a. Order Summary

i. Required Personal Information - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

ii. Drug Test (LabCorp) - Within 24-48 hours after you place your order, the electronic chain of custody form (echain) will be placed directly into your Castle Branch account. This echain will explain where you need to go to complete your drug test.

iii. Immunizations - Document trackers provide secure online storage for all of your important documents. At the end of the online order process you will be prompted to upload specific documents required by your school for immunization, medical or certification records.

iv. Payment Information - At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

b. Student Instructions for Arranging for a CBC through Castlebranch.com

i. Go to: www.Castlebranch.com and enter package code: RC71bgdt – Background Check + Drug Test + Medical Document Manager.
ii. You will then be directed to set up your Castle Branch account. Your results will be posted directly to your Castle Branch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password.

c. Resources & Important Information:

   i. If you need assistance please contact Castle Branch at: https://discover.castlebranch.com/contact-us/.

   ii. Students who fail to complete a criminal background check or provide all records required for the Tracker will be denied enrollment into the DNP program.

d. Health Policy/Medical Document Manager (MDM):

   i. An incoming graduate student must have the School of Nursing Health Record completed and signed by their health care provider prior to enrollment into the program. Immunizations must be complete and recorded on the health record. A report of a urine drug screen is required. The completed Health Record and a negative drug screening must be submitted to Immunization Tracker.

   ii. Tuberculosis screening is required (see Health Record) prior to admission. An annual skin test is required for all students who are PPD negative, and a copy of the results must be submitted to Immunization Tracker upon test. If a student tests PPD positive, documentation (a copy of the radiologist's report) of a negative chest x-ray is required with the Health Record on admission to the School of Nursing. If the chest x-ray is negative, a repeat chest x-ray is not required unless symptoms develop that could be attributed to tuberculosis.

   iii. Student Health Center (RU Main Campus): Students are eligible for services provided at the University Health Services in Moffett Hall, as outlined in the current Radford University Handbook. Health Insurance is not offered to the student. Call 831-5111 to confirm hours and/or make an appointment. You must come to campus.

      1. The RU Student Health Fee covers unlimited visits to the health center, routine laboratory work, limited over-the-counter prescriptions and basic first-aid supplies for minor illnesses and injuries. Students who have made appointments will be seen first, although students may walk in and wait for the next available health care provider. A flu shot clinic is available for students in the fall.

      2. The fee does not cover services or prescriptions filled at other pharmacies, x-rays, or additional laboratory tests. The health practitioner will give certain immunizations, lab tests, evaluations, and make referrals to other resources on campus and in the community. There is no emergency care for serious or life-threatening illness or injury. The student Health Services accepts cash, checks, RU Express card, and MC/VISA/DISCOVER for payment.
3. Hours of Operation Fall & Spring Semester Only

Monday - Thursday - 8:30 AM - 6:00 PM Friday - 9:30 AM - 6:00 PM

Summer Session Only

Monday thru Friday 9:00 am to noon and 1:00 pm to 4:00 pm

GRADUATE NURSING CLINICAL PROBATION PROCEDURE

A. The procedure for placing a student on laboratory/clinical probation is as follows:

   a. When a faculty member identifies that the student is not satisfactorily meeting the clinical objectives, the student will be notified verbally and in writing of the unsatisfactory behavior.

   b. The student and faculty member will meet and develop a plan for removal of deficiencies and will specify dates for reviewing progress.

   c. A copy of the probation plan will be provided for the student, the faculty member, the Coordinator of the Graduate Program, the FNP, PMHNP, Nurse Executive Leadership (NEL) faculty when appropriate, and the Dean of the School of Nursing.

   d. At the end of the probationary period, one of the following will occur:

      e. If the student has satisfactorily met identified objectives, the student will be removed from probationary status.

      f. If the student has not met identified objectives, the student will be removed from the clinical component of the course and receive an “F” for the course.

B. Procedures for Formal Appeal of Interim Suspension and/or Course failure due to Unsatisfactory Clinical Performance Prior to the End of the Semester

   a. Written notification, including rationale, for removal from the class/laboratory/clinical area will be provided by the faculty member within two class days following the incident(s) which resulted in the interim suspension or removal. This notification will take place in a meeting with the student, the involved faculty member, course coordinator, and an uninvolved faculty member. The latter will be selected by the Dean of the School of Nursing, from nursing faculty not teaching the course.

   b. The student has the right to an appeal. The student desiring an appeal is responsible for initiating this process by written request to the Dean of the School of Nursing, within two class days of receipt of written notification course failure due to clinical performance prior to final grade posting or laboratory/clinical suspension.

   c. The Dean of the School of Nursing will notify the Provost in writing that an appeal has been requested. The Dean of the School of Nursing will also notify the Dean of Students.
### Procedures for Formal Appeal of Program Dismissal

**d.** Within two class days of receipt of a request for an appeal meeting, the Dean of the School of Nursing will appoint an Ad Hoc Committee to hear the appeal. The Ad Hoc Committee shall consist of three nursing faculty members with voting privileges and a non-voting student advocate of the school's choice other than legal representation. The Ad Hoc Committee will be chaired by the Dean of the School of Nursing, who will vote only in the case of a tie. The Dean's administrative assistant will serve as recorder.

**e.** The Dean of the School of Nursing shall choose the time and place for the appeal meeting. The Nursing Program recognizes that extenuating circumstances arise that may require the appeal meeting to be postponed or delayed. Students need to communicate to the School of Nursing Dean the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. The Dean will determine if an appeal meeting is to be rescheduled and when. Non-emergencies (work schedule, over sleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal meeting and as such the appeal meeting will proceed as scheduled. In instances when circumstances arise that require the Nursing Program to reschedule the appeal meeting, contact will be made with the student immediately and a mutually agreeable time will be set for the rescheduled appeal meeting. Students need not be present for an appeal meeting to be conducted and a decision rendered.

**f.** The Ad Hoc Committee will conduct a closed meeting within two class days following appointment of the Committee. Attendance at this meeting is limited to Ad Hoc Committee members, the Dean of the School of Nursing, the student, the involved faculty member(s), the necessary witnesses, and the recorder. Individuals other than those listed in the previous sentence may not attend the appeal meeting unless the Dean of the School of Nursing receives a written request for attendance prior to the appeal meeting. The Dean will grant or deny written requests for appeal meeting attendance. Typed minutes and/or audio recording of the appeal meeting will be maintained in secure files for two years and available only to principals involved.

**g.** The involved faculty and student may present evidence, witnesses, and testimony to support their viewpoints. Neither party may be represented by legal counsel at these proceedings.

**h.** The decision will be based on a majority vote by the eligible voting members of the Ad Hoc Committee.

**i.** The Ad Hoc Committee will notify the student and involved faculty member in writing within two class days after the meeting. The decision will be based solely on evidence presented at the meeting. The decision of this committee will be the final appeal process within the School of Nursing.

**j.** If the committee decision supports the faculty action of suspending the student from the class/laboratory/clinical, or if the committee supports a course failure, the student will receive a failing grade for that course. If the decision is in favor of the student, he/she may return to the class/laboratory/clinical area without prejudice. If the laboratory/clinical faculty determine that the student has missed too many laboratory/clinical hours during the appeals process to meet the requirements of the course, the student will receive an “incomplete” grade for that course and the hours will be made up in cooperation with the course faculty and the School of Nursing Dean.

### C. Procedures for Formal Appeal of Program Dismissal
a. Students will be permanently removed from the Nursing program after failing two nursing courses, or after failing to meet other School of Nursing requirements as outlined in the School of Nursing Graduate Handbook. Written notification, including rationale, for removal from the nursing program will be provided by the Graduate Committee or the Dean of the School of Nursing within one week following the incident(s) which resulted in the removal of the student from the program. This notification will take place via certified letter mailed to the student’s address of record located in School of Nursing files.

b. The student has the right to an appeal. The student desiring to appeal is responsible for initiating this process by written request to the Dean of the School of Nursing, within two business days of receipt of written notification of program removal.

c. The Dean of the School of Nursing will notify the Provost in writing that an appeal has been requested. The Dean of the School of Nursing will also notify the Dean of Students.

d. Within fifteen business days of receipt of a request for an appeal, the Dean of the School of Nursing will appoint an Ad Hoc Committee to hear the appeal. The Ad Hoc Committee shall consist of three nursing faculty members with voting privileges and a non-voting student advocate of the school's choice other than legal representation. The Ad Hoc Committee will be chaired by the Dean of the School of Nursing, who will vote only in the case of a tie. The Dean's administrative assistant will serve as recorder.

e. The Dean of the School of Nursing shall choose the time and place for the appeal meeting. The Nursing Program recognizes that extenuating circumstances arise that may require the appeal meeting to be postponed or delayed. Students need to communicate to the Dean the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. The Dean will determine if an appeal meeting is to be rescheduled and when. Non-emergencies (work schedule, over sleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal meeting and as such the appeal meeting will proceed as scheduled. In instances when circumstances arise that require the Nursing Program to reschedule the appeal meeting, contact will be made with the student immediately and a mutually agreeable time will be set for the rescheduled appeal meeting. Students need not be present for an appeal meeting to be conducted and a decision rendered.

f. The Ad Hoc Committee will conduct a closed appeal meeting within five business days following appointment of the Committee. Attendance at this appeal meeting is limited to Ad Hoc Committee members, The School of Nursing Dean, the student, the involved faculty member(s), the necessary witnesses, and the recorder. Individuals other than those listed in the previous sentence may not attend the appeal meeting unless the Dean of the School of Nursing receives a written request for attendance prior to the appeal meeting. The Dean will grant or deny written requests for appeal meeting attendance. Typed minutes and/or audio recording of the appeal meeting will be maintained in secure files for two years and available only to principals involved.

g. The involved faculty and student may present evidence, witnesses, and testimony to support their viewpoints. Neither party may be represented by legal counsel at these proceedings.

h. The decision will be based on a majority vote by the eligible voting members of the Ad Hoc Committee.
i. The Ad Hoc Committee will notify the student and involved faculty member(s) in writing within two business days via certified letter after the meeting. The decision will be based solely on evidence presented at the meeting. The decision of this committee will be the final appeal process within the School of Nursing.

j. If the committee decision supports the removal of the student from the Nursing program, the student will be provided contact information for the Waldron College Advising Center for change of major assistance. If the decision is in favor of the student, he/she may return to the Nursing Program without prejudice.

GRADUATE NURSING PROFESSIONAL DRESS CODE POLICY

Professional attire in the clinical setting should be geared to the particular office or setting. Either business attire and a lab coat or scrubs can be worn, depending on the desired attire of the clinical office or setting. If business attire and a lab coat is worn, be sure that clothing is clean and neat with a name pin. Shoes must be close-toed, close-backed, in good condition, appropriate for the clinical setting, and stockings or socks must be worn. Clothing should be freshly laundered each day. Allowed jewelry includes one pair or less stud-type, non-dangling post earrings to be worn in the ear lobe(s). Irremovable piercings on any body part are not to be visible. A plain band worn on the ring finger of either hand. A plain watch with a second sweep hand or a digital watch is acceptable. Body art may not be visible outside of the clothing.

Student Appearance Expectations:

A. Students are expected to wear a picture name badge

B. Nails - should be short and not artificial

C. Hair:
   a. Clean and arranged off the face and neck
   b. Professional hairstyle must not include spiked hair, unusual colors no blue, bright red, pink, orange, etc. and any unkempt hairstyle
   c. Beard and moustache are to be closely cropped

D. Cleanliness is expected. Overpowering scents are not to be used. Foul odors such as body odors, cigarette smoke and perfumes are unacceptable

*Preceptors can request that you leave clinical area if dress and grooming are not meeting the practice/clinical protocols

GRADUATE NURSING DRUG TESTING POLICY

A. Policy
a. A negative urine drug screen is required of all students entering the Radford University.

   i. A SAMSHA (Federally) certified reference laboratory must perform testing.

   ii. The testing fee is the responsibility of the individual student.

b. A student who tests positive on the drug screen panel will have the results reviewed by the Medical Review Officer (MRO) of the laboratory. The final determination of a positive or negative drug screen will be determined by the MRO.

c. The School of Nursing reserves the right to require additional drug screening “for cause” at any time during enrollment in the School of Nursing.

d. If a student is found to be positive for drugs, the student will be withdrawn from the School of Nursing.

   A. 15 Panel Drug Testing Categories

   1. Dilution Testing – Creatinine

   2. Amphetamines

   3. Barbiturates

   4. Benzodiazepines

   5. Cannabinoids (THC)

   6. Cocaine (as Benzoylecgonine)

   7. Meperidine (Demerol®)

   8. Methadone (Dolophine®)

   9. Opiates (Codeine, Morphine, Hydrocodone, Hydromorphone)

   10. Oxycodone (Oxycodone, Oxymorphone)

   11. Phencyclidine (PCP)

   12. Propoxyphene (Darvon®)

   13. Tramadol

   14. Nitrite

   15. PH
B. Testing Under Reasonable Suspicion

a. The instructor will request the student to leave the clinical environment and direct that student to the agency administrative office if there is reasonable suspicion of substance abuse.

b. Once it has been determined by the Dean of the School of Nursing, or an individual designated by the Dean, that testing an individual student for drugs and alcohol is warranted, the student will be notified by the SON official requesting the testing.

   i. The student will submit to testing for substances within one hour of notification.

   ii. The SON official will notify the laboratory that a student is being sent for testing.

   iii. The SON official will call a cab to transport the student to the laboratory and will escort the student to the cab.

   iv. The student is responsible for any costs associated with laboratory testing and transportation.

   v. The student will not be allowed to return to the classroom or clinical environment until the test results are confirmed.

C. Test Results

a. All failed drug testing will be further analyzed using gas chromatography/mass spectrometry before any action is taken.

b. Positive test results will be reported to a Medical Review Officer appointed by the testing laboratory. The Medical Review Officer will confer with the subject student to determine if there is any authorized reason for the positive test result. Failure of the student to return a call to the Medical Review Officer to confer will result in a positive result for the screening.

c. All confirmed positive test results will be reported to the School of Nursing Graduate Committee, the School of Nursing Graduate Coordinator, and the Dean of the School of Nursing.

d. Any student who, as a result of testing, is found to have unauthorized drugs or alcohol in his or her system in excess of established standards, regardless of when or where the substance entered the student’s systems, will be considered in violation of this policy.

e. If a test result shows the test has been adulterated, or the test is unable to be run because the temperature of the specimen is suggestive of adulteration, the test results will be considered positive and in violation of this policy.

D. Specimen Retention

a. All specimens deemed “positive,” according to prescribed testing procedures, must be retained in the laboratory for identification and reconfirmation purposes for a period of at least one year.
b. If the results of a student’s drug test are positive, the student may request that the original testing laboratory transfer a portion of the original specimen to another qualified lab for confirmation testing. The student is responsible for any costs related to the transporting and/or testing of the specimen.

E. Random Testing of Substance Impaired Students

a. Students having infringed upon this drug/alcohol policy will submit to random urine screening tests, at the student’s expense, throughout subsequent enrollment in nursing courses.

b. Failure to submit to random testing, within one hour of notification, will result in an inability to participate in clinical activities and thus an inability to progress within the School of Nursing. This situation will be treated the same as a positive drug test.

c. Students requiring random testing will be directed to an RUSON-authorized laboratory for the testing procedure.

F. Confidentiality

a. All records and information obtained by the School of Nursing regarding drug, the test results, and treatment of students for chemical dependency will be maintained by restricting access, on a need-to-know basis, to those designated by the Dean of Nursing - as allowed for by the Family Educational Right to Privacy Act. (Buckley Amendment) which can be viewed at https://www2.ed.gov/policy/gen/guid/ferpa/index.html.

DIRECT AND NON DIRECT HOURS FOR CLINICAL ROTATIONS POLICY

A. Maximum Non-Direct Clinical Hours

i. The maximum non-Direct Clinical Hours allowed are three credits (135 hours).

ii. Exception: Cohort significantly impacted by Covid-19 pandemic or by an extreme situation may have non-direct clinical hours up to 180 non-direct clinical hours.

B. Implementation of Non-Direct Clinical Hours

i. Students should enter all clinical hours spent for non-direct clinical activities under N824 if they occurred during the 5 FNP core clinical courses (acute, chronic, peds, women’s health and preceptorship courses).

ii. All the non-direct clinical activities counted before N824 can be banked into N824.

iii. Faculty of the record will check the Typhon Time log and review the direct and non-direct hours provided by the specific course and approved those hours and lock the records.

§ FNP Workshop:
Hours of FNP procedure workshop or Intensive workshop and workshop that occurred during core FNP courses will be counted as non-direct clinical hours and can be entered under N824, not part of N733 N729 clinical course.

§ Grand Round session:

- Hours attended GR sessions while you are in 5 core FNP clinical courses will not be counted toward your non-direct clinical hours. Those hours will be calculated as the extra score or a percentage of the overall course grade, not as a part of clinical hours during FNP Core Clinical Courses. However, starting from Residency Course, the hours you spent for the GR session will be counted into N824 residency hours.

§ Aquifer review:

The aquifer program has a total of 73 modules. It uses case study approaches to improve the critical thinking for the differential diagnosis and case management based on the complexity. Starting from Spring 21, students are required to review 4-8 Aquifer modules at each clinical course. The table, including the lists of modules, is attached in the appendix.

The completion of Aquifer modules while you are in 5 core FNP clinical courses will not be counted toward your non-direct clinical hours. The completion of Aquifer Modules will be calculated as an extra score or a percentage of the overall course grade, not as a part of clinical hours during FNP Core Clinical Courses. However, starting from Residency Course, your spending hours for the GR session and Aquifer review hours will be counted into N824 residency hours.

Aquifer can be incorporated into the course in many ways: From the case modules, (a) ask students to develop SOAPE notes, (b) summarize the lesson learned, and (c) incorporate into the overall grade of the course.

§ Barkley Multimedia Package (MMP) Module Reviews:

Barkley MMP Modules has 35 modules.

Barkley MMP Modules will be reviewed through Residency I-II-III throughout three semesters. Twelve modules per semester.

Review of each module will be credited as 1.25 credit. Max Hours for Barkley = 45 Hours.

Barkley access will be allowed in N736 (Preceptorship), and students may start reviewing Barkley previously. However, hours spent for Barkley review should be entered as non-direct clinical hours under the N824 course.

Students can bank those hours under N824.

§ Professional Conferences

If students attend one webinar supported by Radford University FNP-DNP program, the webinar attendance will be considered to grant one or 2-hour non-direct clinical hours. If students attend
one webinar while the student is taking the Peds course, students should enter those hours under N824 in Typhon’s Time log and submit the summary note in the Typhon’s SOAPE note area.

C. Banking Policy for Clinical Hours

i. All banked direct and non-direct clinical hours should be communicated and permitted with the record of faculty of the subsequent clinical course or N824 and the FNP coordinator previously to be credited for the semester where your banked hours can be awarded. Otherwise, it would not be credited as the banked hours.

GRADUATE NURSING POLICY RELATED TO COURSE PRACTICE – CLINICAL COURSES

Students enrolled in a course in which there is a practicum are required to notify the appropriate coordinator concerning the practicum site and the preceptor at the site. Each individual student is responsible for arranging their own student practicum. The School of Nursing will provide a list of potential preceptors and assist students in the process, excluding those facilities that prefer students be the first point of contact. Each student is responsible for meeting the submission date for request of placement for Carilion and other organizations. Advice may be obtained from clinical faculty or appropriate coordinator in seeking a site. The required preceptor information form must be completed by the student and submitted to a designated place by the established dates. The present location is a D2L course (named preceptor and clinical information) located at https://learn.radford.edu/d2l/le/content/52863/viewContent/1427168/View

· A clinical contract will then be developed if one does not already exist. Students must submit their clinical site(s) and completed required preceptor information form for summer and fall semester by March 1 and for spring by October 1. Clinical site notification is needed for both the POST-BSN and POST-MSN-DNP students. This information will be obtained from the Assignment Folder in D2L for follow up and establishment of contracts. Please do not email the information unless requested. The March 1 and October 1 dates are final. If you do not have clinical site placement by October 1 for spring and March 1 for summer and fall semesters, you will not be able to progress in clinical courses. When special circumstances occur (such as illness or cancelation by the preceptor, permission may be given by the appropriate coordinator for a short extension. This short extension does not guarantee placement for the upcoming semester or semesters but may be used only in special circumstances. The practicum must be arranged and approved no later than two weeks before the current semester ends. Violation of these dates for your clinical sites will result in your deferring clinical courses for a year. Not arranging a clinical site in a timely manner may prevent progression in clinical courses. The student is responsible for specifying each practicum objectives, the clinical experiences designed to meet the objectives, clinical site(s), and number of hours and/or dates of clinical work. See course descriptions for other specific requirements.

· Agencies and institutions in which the student desires to meet practicum objectives must be formally approved by the FNP/PMHNPN advisor, clinical instructor and/or appropriate coordinator, Dean of the program, and DNP administrative assistant who obtains contracts and authorized by an agent at the practicum site. The student cannot begin clinical until the site has been approved and the student confirms that Radford University School of Nursing has a current contract with the site. Students will be officially notified when contracts have been approved. Students may not develop a formal or informal arrangement
on their own. Students will not be placed in agencies in which there may be potential problems due to conflict of interest and/or role confusion. It is not acceptable to do clinical under the guidance of a family member.

· Students are expected to do their clinical hours in primary care during normal working hours. Students may be allowed to do clinical on weekends or holidays with special permission from course faculty and their coordinator. Clinical hours between semesters will not be authorized routinely however will be discussed under special circumstances. Faculty will determine if they can be available for this to occur. Faculty are not obligated to provide hours on weekends, holidays or between semesters but have the option of approving or not approving these clinical hours. Arranging clinical on breaks or holidays is a special situation because it involves additional faculty work hours. Student clinical schedules must be submitted to Typhon so that the course faculty or administration can ensure that the student, if necessary, can be located by faculty or the school of nursing. Each student is required to take at least a thirty minute lunch. You may be busy at the designated lunch time but can take at least a thirty minute break at a later time. Remember the BSN to DNP students, can only count actual face-to-face contact hours. Clinical credit is not awarded for mission or international trips.

· Students are expected to complete course work during the semester. Students cannot do extra clinical hours in any semester or between semesters in order to graduate early. Students are expected to complete the clinical hours during the semester that they are registered for a class. The clinical hours are to be scheduled over the course of the complete semester. Written agreement between the professor and student is required in order to arrange any change in expected clinical hours. “Front loading” refers to doing a large number of hours near the first of the semester. Especially in population focused courses, the information that the student needs to learn to complete the course is delivered over the whole semester and it is expected that the information will be integrated into clinical over the whole semester.

· Clinical sites should be primary care sites with a variety of populations and clients with episodic and chronic conditions. POST-BSN-DNP students should choose a family practice or psychiatric facility site. A specialty site is not acceptable as your only clinical site for the semester. All clinical hours must be face-to-face hours with patients in order to obtain the number of required hours for certification. Face-to-face hours refer to direct patient contact hours. Conference presentations, special projects, completion of modules can be used as graded assignments but not clinical time.

A. MSN to DNP post certification

   a. Clinical sites can be chosen to meet identified goals. If in a practice setting which requires contract, required preceptor information must be submitted according to information provided above. You may discuss this with your advisor, but any contact with patients or their records, needs a contract. This information is due March 1 for summer and fall and October 1 for spring.

A. SELECTING A PRECEPTOR

   a. Who to contact and who to consider?

      i. Consider personal providers

      ii. Look up area providers in the internet
iii. Ask friends or family who may have contacts.

iv. Check with providers in your place of employment.

v. Check with your State Area Health Education Center (AHEC). They may have Health Professions Student Coordinators who can assist you in locating a site and/or preceptor.

vi. Check with the federally qualified health care center and rural health. Their website is:


viii. Check with the local professional groups such as the Virginia Council of Nurse Practitioners.

ix. If still unable to locate a preceptor, check with faculty or FNP/PMHN coordinator.

tax. Check the Typhon database

b. Place your information on D2L. This is imperative in order to prepare your contract, with the agency, prior to your clinical experience. Without a contract you will not be able to practice or progress in the program.

A. Tips for approaching a potential preceptor:

a. If possible, visit the site in person. Establish introductions with office personnel (office manager), and if possible the providers at the practice.

b. Ask if providers would be interested in serving as a clinical preceptor and if they have a few minutes to discuss this possibility. Offer to return at their convenience.

c. Student should provide background information, a one-page copy of their resume or CV and explain that they are a DNP student from Radford University.

d. Ask the provider about their practice and background.

e. Explain how each clinical course is 90 hours over the course of a fifteen week semester, which amounts to approximately 6 to 8 hours a week. Summer semester is typically shorter (usually 11 weeks) and requires completing required hours in less time. In preceptorship and residency, the required hours are 180 hours per semester/270 hours for PMHNP. If they cannot accommodate the total of required hours inquire about a smaller amount such as 45. The clinical days and hours should be flexible and should be determined by the site and/or preceptor needs and hours. Student should be available for hours in the evening or weekend if needed to fit into the preceptor’s schedule and with the approval of the course faculty.

f. Student will complete the required hours at the site unless there is an issue with the site/preceptor or the student is not seeing the needed patient population which will be determined by midterm and final clinical evaluations.
g. Provide the preceptor with the letter of introduction for the course which includes the roles and responsibilities of the school, student and preceptors.

h. Follow up with the preceptor in a few days (this can be done by phone or email).

i. Student should never try to answer questions if unsure of the correct answer. Refer them to the FNP Coordinator, PMHNP Coordinator, NL Coordinator or the Associate Director of Graduate Programs.

A. Contacting a potential preceptor by phone

a. If student has been referred by someone:

   i. Call and ask to speak to the provider. This is unlikely to occur because most providers do not have time in their schedules to accept calls. If unable to speak with the potential preceptor, leave a message to include referral information (by name of friend/family/acquaintance). For example: “______ said you are an excellent practitioner and would be a good preceptor. I am a student in the DNP program at RU studying to be a FNP/PMHNP. Would you be interested in being a preceptor during the fall/spring/summer semester?” Student should offer to schedule a time to talk with the provider or to send information about the program.

A. Contacting a potential preceptor without a referral:

a. Utilize the same information above but instead of talking about being referred by someone, the student should mention that they are from that area, or are planning to work in that area and want an opportunity to meet them and discuss the possibility of doing their clinical placement with them.

A. Encountering difficulty connecting with a provider or clinical placement:

a. Be persistent and do not give up.

b. Calling them multiple times is very typical.

c. Try asking for the office manager to leave a message if the provider has not responded or is not available. They can often help arrange a time for communication with the provider.

d. If possible, it is best to leave a message or voice mail for the provider.

e. If numerous phone calls have not been responded to, send emails to the provider.

B. If the provider contacted is not interested or not available to precept, ask if they know of any provider who might be interested.

A. If the provider agrees to precept, please ask them to help you complete the required Clinical Site Information Form or refer you to someone such as the office manager who can give you the required information. You, the student, are responsible for obtaining the information and not just leave the form for the office to fill out. Remember, their obligations are caring for patients and not filling out forms.
a. A copy of the providers CV and picture is required along with the information form. The student should offer to obtain this information. The provider may prefer to fax and/or email their CV to RU. If so, the CV can be faxed to (540)831-7716, ATTN: DNP Administrative Assistant. There is a designated D2L site for submitting the required preceptor form.

b. The FNP/PMHNP coordinator and/or course professor will approve the clinical and the DNP administrative assistant will ensure the clinical/provider contract is in place. The student is also responsible for determining if an additional contract is needed in the case of a preceptor employed by a corporation such as Carilion. The DNP administrative assistant will notify the FNP/PMHNP coordinator, the student and the course faculty when the contract is completed. The student cannot begin clinical and be covered by the University’s insurance until this process is finished.

A. For students interested in doing clinical at a Carilion facility:

   a. Please note that applications must be submitted at least 45 days before starting clinical.

   b. Carilion guidelines and an application can be found online at www.carilionclinic.org/visitingstudents. Students must coordinate their rotations through the Visiting Student Affairs office. The dates for submission for clinical placement must be submitted on the dates which are on their website. For additional information visit the

   c. Carilion visiting student’s website and you will be directed to the appropriate person to assist you.

   d. Visiting Student Affairs Information: P.O. Box 13367, Roanoke, VA 24033-3367 P: 540-581-0303 ext. 50303/ F: 540-983-1189 www.carilionclinic.org/visitingstudents

A. For students interested in doing clinical at a HCA facility:

   a. The student is responsible for finding a provider that is willing to precept them. Once the provider is secured, the DNP will review our contract to ensure that an affiliation agreement is in place with RU. If the student and their assigned preceptor will be working in the Lewis Gale Medical Center an affiliation agreement for that facility will also need to be signed. The HCA contact is Wendy Baber, Lewis Gale Physicians. Her email address is wendy.baber@hcahealthcare.com. The student is responsible for contact Wendy Baber to meet any requirements prior to starting any rotation there.

OBSERVATION POLICY

Please note that observation is only permissible for a limited amount of time when working at a new site or with a new preceptor, such as the first one or two days as the maximum. In order to receive credit for direct patient clinical encounters (even when utilizing supervised telehealth videoconferencing technology), it is imperative that you include Typhon documentation of your active student participation with increasing involvement, ranging from "Less than Shared" to "Shared (50-50)" to "Primary (>50%)" in accordance with your level of contribution during each clinical encounter.

ACADEMIC PROBATION POLICY
A. The School of Nursing holds students accountable to the Radford University Standards of Student Conduct. Faculty are responsible for students in all classroom, laboratory, and clinical learning settings. Failure to meet performance standards may result in clinical, course, or program probation.

B. LABORATORY/CLINICAL PROBATION POLICY:

i. The School of Nursing also holds students accountable for all agency conduct standards, and the safety of patients is of the highest priority. Faculty may remove a student from the laboratory/clinical component of a nursing course, or they may place the student on laboratory/clinical probation at any time if the client’s safety or welfare is or could potentially be jeopardized by the student’s behavior or performance deficits. In addition, any unprofessional or compromising behaviors can result in laboratory/clinical probation or place the student in a failing clinical grade without a clinical probation period.

ii. The purpose of laboratory/clinical probation is to formally notify the student that there are serious concerns that must be addressed for the student to complete the laboratory/clinical component of the course satisfactorily. The student will receive written documentation indicating unsatisfactory behavior or performance and an action plan to address said performance.

iii. The formal procedure for placing a student on laboratory/clinical probation is as follows:

   i. When a faculty member identifies that the student is not safely, proficiently, and/or satisfactorily meeting the laboratory/clinical objectives, the student will be notified in writing of unsatisfactory behavior.

   ii. The student and faculty member will meet and develop an action plan to remove deficiencies and specify dates for reviewing progress.

   iii. A copy of the probation documentation and plan will be completed with a copy to the student, the course faculty member, the Track Coordinator of the Graduate Program (i.e., the FNP, PMHNP, or Nurse Leadership coordinators), the Associate Director of the Graduate Program, and the Dean of the School of Nursing. A copy will be placed in the student file and may also be in electronic advising.

   iv. A probationary period may be for any period up to and including the end of the student's final academic semester. The minimum probationary period is the entirety of the current academic semester.

   v. At the end of the probationary period, one of the following will occur:

      1. If the student has satisfactorily met identified objectives, the student will be removed from probationary status.

      2. If the student has not met identified objectives, the student will be removed from the laboratory/clinical components of the course and receive an “F” for the course.
3. Based on the degree of performance/behavior deficiencies, a probationary period may be extended to all subsequent semesters of the Graduate Program (program probation).

C. PROGRAM PROBATION:

   i. Purpose: It has the goal to formally notify the student that there are serious concerns/violations or repetitive violations observed beyond one course that must be addressed to complete the program satisfactorily. The student will receive written documentation indicating unsatisfactory behavior or performance and an action plan to address said performance.

FNP PREDICTOR TESTING AND REMEDIATION POLICY

A. APEA Pre-Predictor Exam ($33.95) will be administered at the end of N736 preceptorship course (summer). Students are required to complete remediation if the score was below the national average or benchmark. The purpose of remediation is to help students master learning concepts in the tested areas, as well as comprehend similar questions that may appear on the national certification exam. If students obtain a score < 70, students will be in 1:1 advising with FNP coordinator and need to complete the following remediation requirements.

B. All Residency students will utilize the Barkley DRT Predictor Test (Free) – Pre- & Post during the Residency II course. The APEA University Predictor Exam ($33.95) will be administered during the Residency III course.

PROGRAM PROGRESSION

PROGRESSION CRITERIA
A minimum final letter grade of “B” is required in each graduate nursing course. A final grade of “C” requires the student to re-take the course.

AUTOMATIC PROGRAM DISMISSAL
A student will be automatically dismissed from the program if they receive two final course grades of “C” constitutes or a final grade of “F” in a course.

COURSE AND PROGRAM WITHDRAWAL
Withdrawal policy is the same as the College of Graduate Studies and Research withdrawal policy.

GRADING SCALE
Please see the graduate section of the Radford University Carilion college catalog for a description of the graduate student grading scale as it translates to GPA.

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>0-69.99</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

*Although a C may be considered passing for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS, AMERICAN NURSES ASSOCIATION

In the face of an ever-changing health care system, nurses face challenges within their roles as health care providers. Their need for ethical decision making has increased. Nurses have had a long history of a philosophy of caring embodied in their decision making that is reflected in the Code of Ethics. It is now, in this changing context of health care in which nurses practice, educate, research and lead, that the Code be an integral part of their role in all professional dimensions of practice. The code functions as a tool and mark of the nursing profession.

A. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

B. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

C. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

D. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

E. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

F. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

G. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

H. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

I. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

CONFIDENTIALITY

As a nursing student, you will learn of, or have access to, confidential information. It is important to remember that there are laws and strict policies that prohibit the inappropriate sharing of confidential information. Confidential information should be used only in the performance of your school related
activities. Discussion of any clinical or classroom content via Facebook or other social networking sites, or with those not directly involved with class or clinical is strictly prohibited. Confidential information is only to be discussed with people who have a need to know, according to HIPAA regulations. Students will sign confidential agreements with various clinical agencies through nursing school. Violations of this agreement will not be tolerated.

IMPORTANT NURSING STUDENT LINKS
ADMISSION REQUIREMENTS
   School of Nursing Graduate Admission Requirements

FINANCIAL AID
   Graduate Financial Aid
      Nursing Grants, Stipends, & Graduate Assistantships

GRADUATE COLLEGE/SCHOOL OF NURSING POLICIES
   Graduate College Policies
      School of Nursing Policies

NURSING DETAILED COURSE DESCRIPTIONS
   School of Nursing Graduate Detailed Course Descriptions

NURSING STUDENT RESOURCES & QUICK LINKS
   Alumni Facebook Page for RUSON
      Graduate College Student Resources
      (Register for classes, Graduate Handbook, Forms and Applications, Catalog, etc)

TECHNOLOGY REQUIREMENTS
   School of Nursing Technology Requirements for Graduate Programs

GRADUATE NURSING PROGRAMS
MASTERS OF NURSING (MSN) DEGREE PROGRAMS
The MSN program inspires the provision of high-quality health care, initiates and manages change, and contributes to improving nursing knowledge and practice.

The program is designed around a framework of core competencies and consists of interprofessional studies, nursing core courses, and courses within their chosen area of specialization: nursing administration or family nurse practitioner. In addition, students complete a residency or practicum and a scholarly project associated with the specialty residency. Students who satisfactorily complete the curriculum will have met the program outcomes.

The School of Nursing graduate MSN program is designed to make a difference in the lives of patients, families, and the larger community. Two MSN tracks are offered:

   • Family Nurse Practitioner (FNP)
   • Nursing Administration (NAdmn)
Students must complete the required number of credit hours outlined in their program of study with a GPA of 3.0 to graduate. On completion of the MSN degree, graduates will meet the requirements to sit for their specialty area certification exam.

**MSN PROGRAM GOALS**

The purpose of the Master of Science in Nursing (MSN) program is to prepare nurses to care for families across the lifespan in primary care as well as to prepare administrators in health care organizations.

The graduate program is built upon the foundation of baccalaureate education. Graduate nursing education provides an opportunity for professional nurses to develop specialty practice in the areas of nursing administration or primary care to meet the needs of an evolving healthcare delivery system. A common core of knowledge provides a foundation for nurses in the family nurse practitioner and nursing administration roles. This core includes the Essentials of Master’s Education, the Masters QSEN Initiative, and the Institute of Medicine reports on health professions education.

Students contribute to nursing knowledge through the analysis, evaluation and new application of relevant nursing and healthcare literature in a capstone residency in either primary care or nursing administration and a scholarly project related to their specialty role. These contributions are communicated to the nursing and healthcare communities through the development of presentations of publishable quality. Throughout the program, students develop a level of scholarship that is consistent with preparation for professional role development and doctoral education. Through their role development in either the Nursing Administration or Family Nurse Practitioner specialty, graduates will be able to impact the delivery of care by nurses, both through clinical practice and administration roles.

**MSN PROGRAM OUTCOMES**

The MSN curriculum is based on nine program outcomes, which were derived from the nine AACN Master’s Essentials and specific professional organizations (specified under the purpose) serving as driving forces for innovation and excellence in academic curricula.

Upon completion of the MSN program, the graduate nurse will:

1. Analyze and integrate theories of nursing, education, leadership, and other sciences to guide professional role development and improve nursing practice across diverse settings.
2. Provide organizational and system leadership that emphasizes the importance of professional accountability, ethical decision making, collaborative relationships, and protection of human dignity and diversity.
3. Synthesize and apply the principles, methods, tools, performance measures, and standards related to quality and safety within the healthcare system.
4. Contribute to nursing knowledge by applying current research outcomes within the practice setting: resolving practice problems; working as a change agent; and disseminating results.
5. Integrate patient-care and communication technologies to improve delivery and enhance coordination of care.
6. Analyze the impact of system policies on healthcare, participate in policy development, and use advocacy strategies to influence the quality of health care.
7. Communicate, collaborate, and consult with clients and health professionals to manage and coordinate care as a member and leader of interprofessional teams.
8. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and population care.
9. Demonstrate and integrate advanced nursing knowledge and relevant sciences into safe advanced nursing practice.
**MSN FAMILY NURSE PRACTITIONER (MSN-FNP) TRACK**

Family Nurse Practitioners (FNPs) assess, diagnose, and manage acute and chronic health problems, consulting with specialists as needed. FNPs students gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span. The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. The faculty members believe that excellence in practice is built upon a foundation of relevant scientific evidence.

In addition to content with a focus on all age groups, the program of study provides in-depth knowledge and clinical experiences in areas such as advanced health assessment and physical diagnosis, pathophysiology, pharmacology, health promotion, acute and chronic illness management and role development as a primary care clinician. Clinical and didactic experiences prepare FNPs students to enter practice with experience in billing, coding and documentation using state-of-the art electronic medical record systems. Clinical sites may include private offices such as nurse practitioner owned practices, large health institutions, family practice offices, community health centers and county health departments. Students obtain experiences serving rural or underserved populations. Preceptor supervised clinical experiences are provided to ensure the graduate demonstrates all Masters competencies.

Family Nurse Practitioner faculty members and clinical preceptors serve as mentors for students, modeling professional ethics and attitudes conducive to healthcare professionals and demonstrating required advanced practice nursing knowledge and skills. The course of study emphasizes problem-based learning, linking theory with practice. Students learn to value and practice interdisciplinary teamwork and healthcare delivery to diverse populations.

The Family Nurse Practitioner specialty is designed to prepare registered nurses to fulfill the role of ethical, knowledgeable, competent, and caring healthcare providers for families in the primary care setting. The focus of the FNP program is to provide the academic knowledge and clinical skills necessary for health promotion, disease prevention, assessment, interprofessional collaboration, and management of common acute and chronic conditions and illnesses. The FNP curriculum is based on nine program outcomes, which were derived from the nine Master’s Essentials and the nine Nurse Practitioner Core competencies by the National Organization of Nurse Practitioner Faculty.

At the completion of the family nurse practitioner specialty, the graduates will demonstrate the following competencies in addition to the general Masters of Nursing and Advanced Practice competencies:

1. Demonstrate critical thinking with diagnostic, management, and reasoning skills in the process of clinical decision-making within the scope of FNP practice.
2. Demonstrate professional behaviors in oral and written forms and establish collaborative relationships.
3. Assess and intervene to promote wellness and prevent disease.
4. Integrate contextual variables in assessment and provision of care.

Graduates may seek certification as family nurse practitioners with prescriptive privileges from state boards of Nursing and are eligible for taking national FNP certification exams.

**MSN-FNP Program Delivery Model**

The Family Nurse Practitioner MSN program is delivered in a hybrid format of online didactic, on-campus intensives (OCI), and precepted clinical experiences.

- **Didactic**: Non-clinical courses and lectures are delivered in an online format.
• **On-Campus Intensives:** During the course of the program, graduate nursing students will visit the Radford University Carilion campus to learn and participate in skills assessments. These academic visits are called On-Campus Intensives (OCI). Each student will participate in 2-3 OCIs while in the program.
• **Precepted clinical experiences:** will occur at sites arranged in partnership with Radford University Carilion faculty. In compliance with the State Authorization and Reciprocity Agreement (SARA), Radford University Carilion cannot confirm whether the Radford University Carilion MSN program meets the requirements for professional licensure outside of Virginia. For additional information you should contact the state licensing board for the state in which you reside. The following web address provides contact information for each state: [State Boards of Nursing - NCSBN](https://www.ncsbn.org)

**PART-TIME PROGRAM OF STUDY: MSN – FAMILY NURSE PRACTITIONER**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>RUC Course #</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 610</td>
<td>Principles of Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Quality and Safety in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Credits</strong></td>
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**SPRING SEMESTER**

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<tr>
<th>RUC Course #</th>
<th>Course</th>
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<tbody>
<tr>
<td>NURS 812</td>
<td>Healthcare Policy, Ethics, and Law</td>
<td>3</td>
</tr>
<tr>
<td>NURS 711</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
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<td><strong>Semester Credits</strong></td>
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**SUMMER SEMESTER**

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<tr>
<th>RUC Course #</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 774</td>
<td>Healthcare Informatics</td>
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</tr>
<tr>
<td>NURS 716</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 716</td>
<td>Advanced Pharmacology</td>
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**FALL SEMESTER**

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<tr>
<th>RUC Course #</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 800</td>
<td>Evidence for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Advanced Health Assessment and Diagnostics Lab</td>
<td>2</td>
</tr>
<tr>
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**SPRING SEMESTER**
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<tr>
<th>RUC Course #</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>NURS 614</td>
<td>Primary Care of Adults and Geriatrics I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Practicum I: Primary Care of Adults and Geriatrics (110hrs)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 600</td>
<td>Advanced Practice Roles and Leadership</td>
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Semester Credits 6

**SUMMER SEMESTER**

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<tbody>
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<td>NURS 624</td>
<td>Primary Care of Adults and Geriatrics II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 625</td>
<td>Practicum II: Primary Care of Adults and Geriatrics (110 hours)</td>
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Semester Credits 5

**FALL SEMESTER**

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<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 654</td>
<td>Primary Care of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Primary Care in Reproductive Health</td>
<td>2</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Practicum III: Primary Care of Children/Adolescents and Women (165hrs)</td>
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</tr>
</tbody>
</table>

*Note: 82.5 hours in pediatrics and 82.5 in reproductive health*

Semester Credits 8

**SPRING SEMESTER**

<table>
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<th>RUC Course #</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 709</td>
<td>Integration of Evidence into Advanced Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 675</td>
<td>FNP Preceptorship (220 hours)</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester Credits 6

**TOTAL CLINICAL HOURS = 605** (11 credits X 55 clinical hours)

**TOTAL CREDITS** 50

**MSN Nursing Administration (NADMN) Track**

The Masters of Science in Nursing Administration is designed to prepare students to develop the knowledge and skills needed in an evolving healthcare environment. Students analyze and apply theories of leadership; develop expertise in the areas of personnel and financial management, quality
improvement, and evidence-based practice; and gain competencies required in implementing change in complex healthcare environments using collaborative, interdisciplinary teams.

The NAdmn track focuses on building critical skills and knowledge necessary to be a successful leader or manager within diverse healthcare organizations and systems. Nurses will learn about the contextual attributes of complex, dynamic health care delivery systems, the legislative and regulatory environment and the financial and human resources skills needed to lead health care systems. This specialty content is based on the Essentials of Masters Education established by the American Association of Colleges.

**MSN-NAdmn Program Format**
The Nursing Administration program consists of 33 total credit hours. Ideal for working professionals, this online program features 7-week courses with six start dates each year.

**MSN NURSING ADMINISTRATION PROGRAM OF STUDY**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 649</td>
<td>Organizational Behavior and Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>IPEH 607</td>
<td>Ethical and Legal Issues in Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 602</td>
<td>Healthcare Systems and Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 800</td>
<td>Evidence for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 605</td>
<td>Interprofessional Leadership and Advanced Practice Roles</td>
<td>3</td>
</tr>
<tr>
<td>NURS 655</td>
<td>Financial Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Quality and Safety in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 623</td>
<td>Population and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>NURS 774</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 671</td>
<td>Administrative Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 682</td>
<td>Practice Evidence Integration</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 33

**DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM**

**OVERVIEW OF THE DNP**
The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS, and other research-focused nursing doctorates (AACN, 2017). The changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes (AACN, 2020).

Radford University’s School of Nursing offers an online Doctor of Nursing Practice (DNP) program to prepare registered nurses for advanced nursing practice who hold a Bachelor’s degree in Nursing Science (BSN), a Master’s degree (MS), or a Master’s degree in Nursing Science (MSN). Theory and research-based courses prepare graduates to work in a variety of settings, and to provide leadership in health care.
The DNP program inspires the provision of high-quality health care, initiates and manages change in healthcare systems, and contributes to improving nursing knowledge and practice.

The DNP program will prepare graduates for advanced practice in a variety of settings. The RUSON graduate curriculum is designed to provide advanced preparation culminating in the Doctor of Nursing Practice (DNP) for Post Baccalaureate (BSN) students, Post-Master’s (MSN) non-certified students, and Post-Master’s students who are Nurse Practitioner (NP), or Psychiatric Mental Health Nurse Practitioner (PMHNP) certified. Doctor of Nursing Practice curricula build on traditional master's programs by providing education in evidence-based practice, quality improvement, and systems leadership, among other key areas. The School of Nursing graduate DNP program and certificate program is designed to make a difference in the lives of patients, families, and the larger community.

The DNP program is designed around a framework of the AACN Essentials and the core competencies of APN specialty areas such as the National Organization of Nurse Practitioner Faculty (NONPF). The curriculum consists of core nursing courses and courses within their chosen area of specialization: family nurse practitioner, psychiatric mental health nurse practitioner, and nursing leadership. In addition, students complete a residency and a final scholarly project associated with the specialty area of the degree program.

**DESCRIPTION OF DNP CONCENTRATIONS**

The graduate program in nursing offers courses leading to the Doctor of Nursing Practice. Courses will prepare graduates for advanced practice in a variety of settings. Additionally, students will meet the requirements for certification as an FNP, PMHNP or Leadership.

- **The Family Nurse Practitioner (FNP)** concentration educates nurses who will be qualified to provide primary health care in clinics, ambulatory care facilities, long-term care facilities and other health care agencies.
- **The Psychiatric Mental Health Nurse Practitioner (PMHNP)** concentration emphasizes the care and treatment of patients with acute and chronic mental health problems. BSN-DNP and post Master’s students may enter the PMHNP concentration. PMHNPs provide compassionate, evidence-based, and holistic care and promote access to psychiatric mental health services within a variety of settings.
- **The Nursing Leadership** concentration is for students holding either a MS or MSN in systems, management, education or administration. It is designed to educate nurses to meet the complex needs that exist in the health care environment and expand upon skills that are executive in nature yet focused in nursing leadership and/or education. Upon completion of this concentration graduates are prepared to sit for nursing executive certification.
- **Post Master’s Psychiatric Mental Health Nurse Practitioner Certificate** is for students holding at least an MSN with certification as a Nurse Practitioner. PMHNPs provide compassionate, evidence-based, and holistic care and promote access to psychiatric mental health services within a variety of settings.

Upon completion of the DNP program, graduates will meet the eligibility requirements to sit for their track specialty certification in Family Nurse Practitioner, Psychiatric Nurse Practitioner, or Nurse Executive Leadership. The certification boards are:

- [The American Nurses Credentialing Center (ANCC)](https://www.ancc.org)
- [The American Academy of Nurse Practitioners (AANP)](https://www.aanp.org)
DNP PROGRAM OUTCOMES
The DNP curriculum is based on ten program outcomes, which were derived from the nine AACN DNP’s Essentials and specific professional organizations (specified under the purpose) serving as driving forces for innovation and excellence in academic curricula.

1. The graduate will participate in the development of nursing practice guided by theoretical and scientific underpinnings for practice.
2. The graduate will demonstrate expert clinical reasoning and judgment in providing care for individuals, families, and populations.
3. The graduate will develop and implement organizational and systems leadership skills to improve clinical care and health outcomes at an individual and population-based level, with a special emphasis on care of rural and underserved populations.
4. The graduate will participate in and apply clinical scholarship and analytical methods for evidence-based practice.
5. The graduate will use technology and information systems for the improvement and transformation of patient-centered health care and communications.
6. The graduate will demonstrate leadership in health care policy for the advocacy of health care.
7. The graduate will demonstrate effective intraprofessional and interprofessional collaboration for improving multiple dimensions of health care to improve the patient and population health outcomes.
8. The graduate will analyze, synthesize, and evaluate epidemiological methods for clinical prevention and population health to improve the nation’s health issues.
9. The graduate will engage in expert leadership at the most advanced clinical nursing level to address critical clinical issues in his/her area of clinical expertise.
10. The graduate will be prepared with the knowledge and skills necessary to demonstrate competencies in a variety of patient situations and be able to sit for national certification examination in their area of clinical specialization.

DELIVERY MODEL
The DNP program is distance-based to promote maximum flexibility while maintaining quality. The program culminates in a nursing residency, tailored to the student’s learning needs and career goals. All DNP tracks require didactic and clinical courses with post-BSN to DNP 1,000 hours of supervised clinical/residency practice for the doctorate degree of nursing practice. Post-MSN nursing leadership students also require a total of post-BSN to DNP 1,000 hours of residency for their graduation with the doctorate degree of nursing practice. Residency/practicum hours from the master’s degree program will be counted toward 1000 hours requirement for the DNP degree.

DNP FINAL PROJECT
The DNP Final Project courses facilitate the identification of the student’s scholarly project, development of a project proposal, and the implementation and evaluation of the project. The project is derived from the immersion practice experience.

Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the work may take a number of forms. An example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, and an evaluation of a new practice model. Additional examples of a DNP final product could include manuscripts submitted for publication, research utilization project, substantive involvement in a larger endeavor, or other practice
project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes.

The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience. It should include IRB approval, study implementation, data collection and data analysis, summary of the study findings, and dissemination of study findings in the format of presentation or publication. The final DNP product documents outcomes of the student’s educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that is awarding the degree.

**DNP FINAL PROJECT TEAM COMPOSITION**

The DNP final project will be guided, reviewed and evaluated by an academic committee of at least two nursing graduate faculty members. An additional fourth team member (inside or outside of school of nursing). All three major faculty members for DNP final project team should be Graduate approved faculty with doctoral degree and team leader would be the faculty who teaches DNP courses AND has expertise on the topic. The DNP final project team members would be consisted of all DNP Graduate approved faculty. A nursing faculty or non-nursing faculty who have received a doctoral degree and has the expertise on the topic can be invited for the DNP final project team member can serve as the additional DNP final project team member. However, if a nursing faculty is invited for serving as one of three major team faculty members, she should be approved by Graduate College and appointed as Graduate faculty prior to serving as a DNP final project team member.

DNP project advisor will be assigned based on the student’s topic and faculty topic/clinical expertise. The DNP project content expert will be assigned to each student during the NURS 800 and the content expert will be more likely to be the DNP project advisor. The DNP Team Lead will be the individual student’s faculty of record NURS 820, 821, 822. The DNP Team Lead is the scholarly advisor for the student’s project. It is the students’ responsibility to stay in close contact with the project faculty lead to appraise her/him of the project’s progress. The formal DNP project team including two faculty team members will be finalized at the end of N804 course. The tentative DNP final project team will be assigned during the Graduate Curriculum committee and the final team members will be finalized by the Dean of the School of Nursing considering teaching loads and the assigned faculty’s willingness to serve.

**THE PROCESS OF DNP FINAL PROJECT DEFENSE APPROVAL FORM SUBMISSION**

When the date of the DNP final project defense is set, the chair of DNP final project notifies the SON DNP Coordinator and the Graduate College (attention: the Graduate College Student Support Specialist, Teri Hills, x 6344) with the following information (the student ID, date of defense, and all team members). Then, Graduate College will begin the process for the Comprehensive Exam Thesis/Dissertation Defense form prior to the actual student defense. Once Graduate College vets the records, then they will send the form to the DNP Coordinator and the Chair of the DNP Final Project team. After the student successfully defends, all faculty team members sign the form and return it Teri Hills and the SON DNP Coordinator.

Submitting the final version of the DNP final project to the McConnell library for the graduate repository is a separate process. Refer to the Graduate College website in the following link:

https://www.radford.edu/content/grad/home/forms-policies/ThesisDissertationForms.html
STUDENT/FACULTY AUTHORSHIP GUIDELINES
All SON Faculty can and may advise and publish with students together when there is a substantial contribution to the project as the project's chair. When the project is a student's project, the first author should be a student, and the chair of the project can be the last author. The other collaborating faculty or faculty members of the student's project can also be coauthored if there is a significant contribution.


FAMILY NURSE PRACTITIONER (DNP-FNP) PROGRAM
A major goal of advanced practice nursing is the achievement of professional expertise and clinical expertise, and competencies in practice quality and inquiry supported by a strong scientific foundation, leadership, and a commitment to lifelong intellectual growth.

For Post-BSN students, advanced clinical knowledge is provided in the following specialty areas: Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.

The nursing faculty believe that graduate nursing education is a prerequisite to the advanced clinical practice needed to meet the diverse and complex health care needs of society. Such advanced clinical practice is based upon the study of nursing knowledge, the process of scholarly inquiry and its application into practice, the development of specialized clinical expertise that is supported by information literacy, and commitment to ethical and pragmatic solutions for nursing and health care issues to improve healthcare outcomes.

The DNP graduate is prepared for advanced practice in a continually changing health care environment.

The Family Nurse Practitioner (FNP) concentration educates nurses who will be qualified to provide primary health care in clinics, ambulatory care facilities, long-term care facilities and other health care agencies.

FULL-TIME PLAN OF STUDY – DNP FAMILY NURSE PRACTITIONER PROGRAM

Fall Semester – Year 1

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
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<td>Theoretical Foundations for Advanced Nursing Practice</td>
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<td>2</td>
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<td>NURS 810</td>
<td>Health Care Systems, Information Systems, and Business Practices</td>
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Spring Semester – Year 1

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<td>NURS 812</td>
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<td>NURS 728</td>
<td>Advanced Family Nursing: Women’s Health</td>
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## Summer Semester – Year 3

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## Fall Semester – Year 4

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<td>NURS 774</td>
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## Spring Semester – Year 4

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## Expected Program Length = 3 ½ years

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## Part-Time Plan of Study – DNP Family Nurse Practitioner Program

### Fall Semester – Year 1

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### Spring Semester – Year 1

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### Summer Semester – Year 1

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PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) PROGRAM

The Psychiatric Mental Health Nurse Practitioner specialty concentration of the DNP Program prepares graduates with the knowledge and skills to synthesize and apply theories, clinical reasoning, and research in the treatment of individuals, families, and groups across the lifespan. Courses focus on advanced psychiatric mental health nursing practice for addressing behavioral health issues, as well as acute and chronic mental illness. Evidence-based methods include, psychopharmacological, psychotherapeutic, and psychoeducational interventions with emphasis on mental health promotion and disease prevention strategies. This specialty concentration meets the criteria established by the American Nurse Credentialing Center (ANCC). Upon successful completion of the approved courses, graduates are eligible to take the Psychiatric Mental Health Nurse Practitioner (PMHNP) certification examination offered by the ANCC.

FULL-TIME PLAN OF STUDY – POST BSN PMHNP PROGRAM

Year 1 Fall Semester

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Year 1 Spring Semester

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<td>NURS 716 Advanced Pharmacology</td>
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<td>Semester Credit Hours:</td>
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<tr>
<th>Year 2 Fall Semester</th>
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<tbody>
<tr>
<td>NURS 712 Advanced Health Assessment</td>
<td>2</td>
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<tr>
<td>NURS 714 Advanced Health Assessment (Laboratory)</td>
<td>2</td>
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<tr>
<td>NURS 800 Evidence for Advanced Nursing Practice</td>
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<td>Semester Credit Hours:</td>
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<tbody>
<tr>
<td>NURS 802 Synthesis and Evaluation of Evidence-Based Data for APNs</td>
<td>3</td>
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<tr>
<td>NURS 720 Advanced Family Nursing: Acute Illness Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURS 721 Advanced Family Nursing: Acute Illness Across the Lifespan (Clinical: 90 hr)</td>
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<td>Semester Credit Hours:</td>
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<tbody>
<tr>
<td>NURS 724 Advanced Family Nursing: Chronic Illness Across the Lifespan</td>
<td>3</td>
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<tr>
<td>NURS 725 Advanced Family Nursing: Chronic Illness Across the Lifespan (Clinical: 90 hr)</td>
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<thead>
<tr>
<th>Year 3 Fall Semester</th>
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<tbody>
<tr>
<td>NURS 760 Advanced Nursing Practice in Psychiatric Mental Health: Theory and Practice</td>
<td>3</td>
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<tr>
<td>NURS 804 Clinical Scholarship and Population-Based Outcomes for APNs</td>
<td>3</td>
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<tr>
<td>NURS 810 Health Care Systems, Information Systems, and Business Practices</td>
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<td>Semester Credit Hours:</td>
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<thead>
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<tbody>
<tr>
<td>NURS 761 Neuropathophysiology &amp; Differential Diagnosis of Mental Disorders: A Lifespan Approach</td>
<td>4</td>
</tr>
<tr>
<td>NURS 820 DNP Final Project I</td>
<td>1</td>
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<td>Semester Credit Hours:</td>
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### Year 3 Summer Semester

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS 762</td>
<td>Psychotherapeutic Treatment Modalities &amp; Clinical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Psychopharmacology</td>
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**Semester Credit Hours:** 4

### Year 4 Fall Semester

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<tr>
<td>NURS 765</td>
<td>PMHNP Practicum I, II and III: Across the Lifespan,</td>
<td>6</td>
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<tr>
<td></td>
<td>(Includes Child, Adolescent, Adult and Geriatric</td>
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**Semester Credit Hours:** 6

### Year 4 Spring Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 765</td>
<td>PMHNP Practicum I, II and III: Across the Lifespan,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Includes Child, Adolescent, Adult and Geriatric</td>
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**Semester Credit Hours:** 6

### Year 4 Summer Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 821</td>
<td>DNP Final Project II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 830</td>
<td>DNP Clinical Residency (PMHNP Clinical: 180 hrs)</td>
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**Semester Credit Hours:** 5

### Year 5 Fall Semester

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 822</td>
<td>DNP Final Project III</td>
<td>1</td>
</tr>
<tr>
<td>NURS 830</td>
<td>DNP Clinical Residency (PMHNP Clinical: 135 hrs)</td>
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**Semester Credit Hours:** 4

### Expected Program Length = 4 ½ years

<table>
<thead>
<tr>
<th>TOTAL CLINICAL HOURS</th>
<th>TOTAL CREDIT HOURS</th>
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<tbody>
<tr>
<td>1035</td>
<td>82</td>
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</table>

- **NURS 765 clinical training requires supervision by a PMHNP-BC and/or Psychiatrist, specializing in the treatment of psychiatric illnesses across the lifespan or with specialty in the following areas adult, geriatric, childhood or adolescent, with a mixture comprising of across the lifespan. Additional clinical supervision in psychotherapies by an LCSW, LPC, or Psychologist may also be utilized.**

A total of 270 clinical practicum hours are required to meet the course requirements for each clinical practicum semester – these hours must include up to 20 hours of clinical supervision in psychotherapies and may include up to 20 hours of indirect clinical hours, such as relevant advanced education or training, with prior approval by the PMHNP Faculty.
FULL-TIME PLAN OF STUDY – POST MSN PMHNP PROGRAM

**Year 1 Fall Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 701</td>
<td>Scholarly Writing in Advanced Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 800</td>
<td>Evidence for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 810</td>
<td>Health Care Systems, Information Systems, and Business Practices</td>
<td>3</td>
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Semester Credit Hours: 8

**Year 1 Spring Semester**

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 802</td>
<td>Synthesis and Evaluation of Evidence-Based Data for APNs</td>
<td>3</td>
</tr>
<tr>
<td>NURS 812</td>
<td>Health Care Policy, Ethics, and Law</td>
<td>3</td>
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Semester Credit Hours: 6

**Year 1 Summer Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 774</td>
<td>Health Care Informatics</td>
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Semester Credit Hours: 3

**Year 2 Fall Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 760</td>
<td>Advanced Nursing Practice in Psychiatric Mental Health: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 804</td>
<td>Clinical Scholarship and Population-Based Outcomes for APNs</td>
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Semester Credit Hours: 6

**Year 2 Spring Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 761</td>
<td>Neuropathophysiology &amp; Differential Diagnosis of Mental Disorders: A Lifespan Approach</td>
<td>4</td>
</tr>
<tr>
<td>NURS 820</td>
<td>DNP Final Project I</td>
<td>1</td>
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Semester Credit Hours: 5

**Year 2 Summer Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 762</td>
<td>Psychotherapeutic Treatment Modalities &amp; Clinical Psychopharmacology</td>
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Semester Credit Hours: 4

**Year 3 Fall Semester**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 765</td>
<td>PMHNP Practicum I, II and III: Across the Lifespan, (Includes Child, Adolescent, Adult and Geriatric populations) (270 clinical hours)</td>
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Semester Credit Hours: 6

**Year 3 Spring Semester**
NURS 765  PMHNP Practicum I, II and III: Across the Lifespan, (Includes Child, Adolescent, Adult and Geriatric populations) (270 clinical hours) 6
Semester Credit Hours: 6

Year 3 Summer Semester

NURS 821  DNP Final Project II 1
NURS 830  DNP Clinical Residency (PMHNP) 5
Semester Credit Hours: 6

Year 4 Fall Semester

NURS 822  DNP Final Project III 1
NURS 830  DNP Clinical Residency (PMHNP) 6
Semester Credit Hours: 7

Expected Completion time: 3 ½ years

TOTAL CLINICAL HOURS = 1,035  TOTAL CREDIT 57
HOURS:
Total credits may vary and include or exceed 57 hours, depending on the student’s prior relevant coursework, such as the 3Ps with a lifespan approach and the prerequisite Acute and Chronic Illness courses.

NURSING LEADERSHIP DNP PROGRAM
The Nurse Leadership concentration is for students holding either a Master of Science in Nursing degree or a Master of Science in Nursing degree in systems, management or administration.

The Nursing Leadership concentration is for nurses holding either a MS or MSN in systems, management, education or administration. It is designed to educate nurses to meet the complex needs that exist in the health care environment and expand upon skills that are executive in nature yet focused in nursing leadership. Upon completion of this concentration graduates are prepared to sit for nursing executive certification.

FULL-TIME/PART-TIME PLAN OF STUDY: POST-MSN-NURSING LEADERSHIP DNP CONCENTRATION

Fall Semester – Year 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 810</td>
<td>Health Care Systems, Information Systems, and Business Practices</td>
<td>3</td>
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<tr>
<td>NURS 800</td>
<td>Evidence for Advanced Nursing Practice</td>
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Semester Credit Hours: 6

Spring Semester – Year 1
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 812</td>
<td>Health Care Policy, Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>NURS 802</td>
<td>Synthesis and Evaluation of Evidence Based Data for APNs</td>
<td>3</td>
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**Semester Credit Hours: 6**

**Summer Semester – Year 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 827 or 829</td>
<td>DNP Nurse Leadership Residency I</td>
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**Semester Credit Hours: 2**

**Fall Semester – Year 2**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 774</td>
<td>Health Care Informatics</td>
<td>3</td>
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<tr>
<td>NURS 804</td>
<td>Clinical Scholarship and Population Based Outcomes</td>
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**Semester Credit Hours: 6**

**Spring Semester – Year 2**

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<tbody>
<tr>
<td>NURS 820</td>
<td>DNP Final Project I</td>
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<tr>
<td>NURS 827 or 829*</td>
<td>DNP Nurse Leadership Residency I</td>
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**Semester Credit Hours: 3**

**Summer Semester – Year 2**

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<tbody>
<tr>
<td>NURS 821</td>
<td>DNP Final Project II</td>
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<td>NURS 827 or 829*</td>
<td>DNP Nurse Leadership Residency II</td>
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**Semester Credit Hours: 5**

**Fall Semester – Year 3**

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<tbody>
<tr>
<td>NURS 822</td>
<td>DNP Final Project III</td>
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<tr>
<td>NURS 827 or 829*</td>
<td>DNP Nurse Leadership Residency III</td>
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</table>

**Semester Credit Hours: 5**

**Expected Program Length at Full Time: 2 ½ years**

| TOTAL CREDIT HOURS | 33 |

*All DNP students should complete a total of 1000 hours of post-BSN-DNP residency. Any residency hours done during students’ master degree can be counted toward the 1000 hours requirement. Students who are not advanced practice nurses and didn’t complete 500 hours during their master degree program may require more hours during N824 residency courses to fulfill the 1000 hours of residency requirement for DNP degree.*
CERTIFICATE PROGRAM

POST-MASTERS PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) PROGRAM

The Psychiatric Mental Health Nurse Practitioner Certificate Program prepares the Post-Master's Nurse Practitioner with the knowledge and skills to synthesize and apply theories, clinical reasoning, and research in the treatment of individuals, families, and groups across the lifespan. The graduate certificate courses focus on advanced psychiatric mental health nursing practice for addressing behavioral health issues, as well as acute and chronic mental illness. Evidence-based methods include psychopharmacological, psychotherapeutic, and psychoeducational interventions with emphasis on mental health promotion and disease prevention strategies. This specialty concentration certificate meets the criteria established by the American Nurse Credentialing Center (ANCC). Upon successful completion of the approved courses, Post-Master's Certificate recipients are eligible to take the Psychiatric Mental Health Nurse Practitioner (PMHNP) certification examination offered by the ANCC.

PART-TIME PLAN OF STUDY: POST-MASTERS PMHNP

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<tbody>
<tr>
<td><strong>Course #</strong></td>
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<tr>
<td>NURS 760</td>
<td>Advanced Nursing Practice in Psychiatric Mental Health: Theory and Practice Across the Lifespan</td>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
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<tr>
<td>NURS 761</td>
<td>Neuropathophysiology &amp; Differential Diagnosis of Mental Health Disorders: A Lifespan Approach</td>
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<td>Psychotherapeutic Treatment Modalities &amp; Clinical Psychopharmacology</td>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>NURS 765</td>
<td>PMHNP Practicum I, II and III: Across the Lifespan, (Includes Child, Adolescent, Adult and Geriatric populations) (270 hrs)</td>
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<td>PMHNP Practicum I, II and III: Across the Lifespan, (Includes Child, Adolescent, Adult and Geriatric populations) (270 hrs)</td>
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</table>

**TOTAL CLINICAL HOURS: 540**
**TOTAL CREDITS: 23**

*Required credits may vary and include or exceed 23 credit hours, depending on the student's
prior relevant coursework, such as the 3 Ps with a lifespan approach and the prerequisite Acute and Chronic Illness courses.

GRADUATE NURSING PROGRAMS CLINICAL INFORMATION

Preceptorship- A clinical experience in which a nursing student is participating in the provision of care for one or more clients and a nursing faculty member is not providing direct supervision on site. Agreement is required when nursing faculty are not providing direct supervision.

Clinical Preceptor- The clinical preceptor is a qualified licensed healthcare professional employed by the facility in which the clinical experience occurs and is present with the student during the student’s clinical experience. He/She agrees to serve as a role model, resource person, and supervisor of the student’s clinical experience. As per regulation by the Virginia Department of Education, Virginia Board of Nursing (18VAC90-20-122), the preceptor-student ratio may not exceed two students to one preceptor at any given time, but may be 1:1.

Preceptorships 18VAC90-20-122. Clinical practice of students. (Virginia Board of Nursing, 12/02/2015) Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship. Preceptors shall provide to the nursing education program evidence of competence to supervise students' clinical experience for quality and safety in each specialty area where they supervise students.

Prior to beginning any preceptorship, the following shall be required:

• Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience.
• An acknowledgement of the orientation program based on preceptorship handbook.
• The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and final course evaluation.

Preceptor’s Role
As a clinical preceptor, you are both a role model and a teacher. Students will learn from you indirectly by observing your practice style, your interactions with patients and colleagues, and your approach to problem solving. More directly, the students will learn by their own interactions with patients and through discussions with you and other healthcare providers.

In general, you will be supervising the student’s clinical activities and monitoring the educational process. Specifically, you assign patients, observe student’s clinical skills, review student chart entries, and serve as a resource for clinical questions and guidance.

The following guidelines will help to ensure a rewarding experience for both you and your student: On the first day of rotation:

• Orient the student to the facility, the staff, applicable policy, and procedures.
• Discuss specifically how you want things done and what you expect.
• Review the rotation objectives with the student and together assess the scope of expected knowledge.

Whenever possible, arrange the day-to-day clinical experiences with the specific course objectives in mind. The student will have a copy of the syllabus.

Please ask students to review outside journal readings and topics based on the types of cases the student encounters. Although the student already has formal assignments to complete and an assigned reading material, your introduction of timely pertinent information resources will go a long way to encourage lifelong learning habits.

**EVALUATION OF STUDENT’S PERFORMANCE**
Radford University uses Typhon for documentation of student clinical experiences and evaluations. Faculty will complete a mid-term evaluation during their site visit and preceptors will complete an electronic final evaluation in the Typhon system. Evaluations should be done after reviewing the student’s chart work, hearing their reports of patient cases, implementing the treatment plan, and consulting with other staff members who have worked closely with the student. Deficiencies as well as strengths should be frankly discussed with the student. A faculty member may also evaluate the student during a site visit. Your evaluations should consider the student with respect to other students at the same level of training.

**FNP STUDENT’S ROLE**
Prerequisites for Clinical Rotations All students on rotation have met the following criteria:

• Successful completion of each previous rotation.

• Completion of all required immunizations and testing (MMR, DPT, Varicella, Hepatitis B and seasonal flu shot). • TB testing, two-step PPD within past 12 months while on rotation.

• Clinical Health Record Guidelines: Please note, there are mandatory health records for all students which must be completed prior to the start of any clinical rotations.

Failure to complete and turn in health records prior to the deadlines will result in the inability for students to attend clinical rotations.

**NURSE PRACTITIONER STUDENT BEHAVIORS**
In collaboration with the supervising preceptor, the student should be able to:

• Perform complete histories and physical examinations in a manner appropriate for the patient.

• Differentiate normal and abnormal findings based on the physical examination, history, laboratory findings, and other tests and procedures.

• Develop a working diagnosis, differential diagnosis, or a problem list and a preliminary plan of care.

• Identify and explain significant pathophysiology related to the patient’s clinical problem.

• Problem solve through evaluation of history and physical examination, usage of established criteria for management, and collaboration with preceptor on a plan of care.

• Present and record findings in a concise, accurate, and organized manner.

• Institute and provide continuity of care. Interact with the patient to assure understanding of and compliance with the therapeutic regimen.
• Provide instruction and counseling regarding health promotion, patient teaching, discharge planning, family care, as appropriate, to the patient and/or family.
• Consider the cost implications of care provided.
• Recognize when to refer to a physician or other health care provider.
• Coordinate care with other health professionals and agencies.
• Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.

**STUDENT’S CLINICAL ACTIVITY**
While on clinical rotations, FNP students function as an integral part of the healthcare team. Students are assigned to a licensed clinician as a preceptor. Students perform histories and physicals, assess assigned patients, assist in formulating management plans, perform various procedures, and otherwise participate significantly in-patient care as determined by you, the preceptor. Students are responsible for monitoring patient progress, reporting to the supervising preceptor, and implementing the preceptor’s plans. They are required to complete any additional work that you may assign, such as reading articles and giving case presentations. You should give students as much hands-on experience as you believe they are capable of handling.

All students are aware of the following:
• Nurse Practitioner students on clinical rotation must work under the direct supervision of a licensed physician, nurse practitioner or nurse midwife who is supervised by a licensed physician.
• Students must wear a short lab coat with a Radford University patch and a visible name tag designating student status and they must identify themselves as nurse practitioner students.
• Students will not see patients, make a diagnosis or carry out any procedure or treatment plan without the explicit prior approval of the preceptor.
• Students are not to perform clerical or administrative work for the site.
• All charts and written orders must be signed with the student’s name clearly written followed by the designation “NP-S” unless the student is told otherwise by an official at the rotation site. At no time may the student use other professional titles (e.g., RN, EMT) while on clinical rotation.
• All chart entries and written orders must be countersigned according to the rotation site policy. Students will not consent to assess any patient or perform any procedure that is beyond their ability.
• Students will observe the highest level of patient confidentiality at all times.

**THE STUDENT’S RESPONSIBILITY FOR REPORTING INCIDENTS**
Should an incident occur the student is likely to be upset and may need a reminder about what his/her responsibilities are with regard to reporting and follow up. We have reprinted below what students are told to do, so that you can help to guide their response to the incident. If you, the student, have an exposure to blood or body fluids, you must follow the University Policy:
• Wash area thoroughly with soap and water (if eye splash, rinse with saline).
• Report to your preceptor immediately.
• Report immediately to the nearest Emergency Room, or appropriate healthcare facility, e.g. Urgent Care.

• If you are at an out of town rotation, report to the facilities Emergency Department and follow their accidental exposure protocol.

• Obtain the name/medical record number of the patient/staff member involved. Blood specimens may need to be obtained.

• Fill out an employee even form as applicable for the location

Submit the form to the Clinical Resource Associate

The CDC has a HOTLINE for occupational exposures, 1-888-448-4911 and is available from 9:00 am EST – 2:00 am daily. Call when in doubt. Follow the post-exposure prophylaxis (PEP) Quick Guide for Occupational Exposures. The University is not responsible for any bills created by exposure to infectious and environmental hazards. We require students to have medical insurance in case this occurs.

Universal Precautions Follow OSHA Guidelines for universal precautions at the clinical site, including the use of gloves, care of sharp objects, use of eye wear, protective clothing and other precautionary measures.

**Faculty Role and Responsibilities**

• Assist student in development of individualized objectives for the clinical experience.

• Review course objectives with student.

• Provide direction and support to enhance accomplishment of all objectives.

• Clarify questions about the preceptorship handbook, course objectives, roles and responsibilities.

• Be on call to students and preceptors for unresolved problems, policy questions, and outcome variance reports.

• Discuss student performance with preceptors periodically during the experience.

• Make at least one clinical visit in person or schedule a teleconference with the preceptor. Note: The number of faculty visits will be based on the prior semester evaluations and preceptor midterm evaluation. If evaluation scores of
RADFORD UNIVERSITY SCHOOL OF NURSING
PERMISSION TO USE STUDENT WORK

1. Grant of Permission. I, the undersigned, am a former or current student of Radford University School of Nursing and I give the School of Nursing permission to display my course materials in the Exhibit Room during the Commission on Collegiate Nursing Education (CCNE) program accreditation site visit.

2. Scope of Permission. This permission extends to the display of graded papers, projects and evaluations, etc. The purpose for displaying these works is to provide samples of student works that show individual student achievements in meeting course and program outcomes.

Student Name (Printed): _______________________________________

Student Signature: ____________________________________________ Date: ___________________

Student’s Graduate Program (select):

DNP:
   _____ FNP
   _____ PMHNP
   _____ Nursing Leadership
   _____ Post-Graduate Certificate
   _____ PMHNP

MSN:
   _____ FNP
   _____ Nursing Administrator
STUDENT AGREEMENT FORM
The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Graduate Catalog and the Radford University Student Handbook. The School of Nursing Graduate Student Handbook outlines polices that apply to students in the graduate program. The purpose of this form is to document that I have: (Please initial)

(1) been made aware of these policies;
(2) read the Graduate Student Handbook;
(3) familiarized myself with the expectations contained in handbook; and,
(4) agreed to abide by these throughout my enrollment in the School of Nursing. I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in The DNP Program. I understand and agree to abide by the School of Nursing Graduate Student Handbook.

STANDARDS OF STUDENT CONDUCT
You are expected to fill this out before the beginning of your Graduate program. It will be kept in your file. Student Agreement Form The purpose of this form is to document that I have: (Please Initial)

(1) read the Standards of Student Conduct for Radford University found online at the following web site:
https://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PO-1300_StandardsofStudentConduct.pdf
(2) familiarized myself with the expectations contained in this document; and,
(3) agree to abide by these Standards throughout my enrollment in the School of Nursing. I understand and agree to abide by the Standards of Student Conduct for Radford University

This form is required as an affirmation that you have reviewed. Violation of the Non-Plagiarism Policies will harbor disciplinary measures, up to and including dismissal from the program. Understand that pleading ignorance to plagiarism does not exempt you from your violations.

I, _________________________________________, a candidate for a Graduate Nursing Degree, affirm that I will not, and have not engaged in plagiarism. “Plagiarism: The act of appropriating the literary composition of another, or parts or passages of his/her writings, or the ideas or language of the same, and passing them off as the product of one’s own mind. To be liable for plagiarism, it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting a substantial portion thereof, but even an exact counterpart of another’s work does not constitute plagiarism if such counterpart was arrived at independently.” (Black 1979, p. 1035)

Violations of plagiarism include, but are not limited to:
• Utilizing someone else’s text, ideas, images, videos and audio recordings without giving him/her credit
• Not including reference pages and/or proper APA citations (See current Graduate Handbook for APA details, or ask the nursing faculty)
• Misunderstanding of the difference between direct quotes, summarizing, paraphrasing and one’s own thoughts and ideas
Review these links for further Radford University Plagiarism information;

- [https://www.radford.edu/content/sga/home/HonorCode.html](https://www.radford.edu/content/sga/home/HonorCode.html) (Radford University Honor Code)
- [https://www.radford.edu/content/student-conduct/home/academic-integrity.html](https://www.radford.edu/content/student-conduct/home/academic-integrity.html) (Radford University Student Standards and Conduct Academic Integrity)

I understand that if plagiarism is subsequently discovered at any time during your Graduate Nursing Program progression, the Radford University School of Nursing may, after a hearing, take appropriate action against me including possible revocation of my graduate status and dismissal from the program. This original signed document will be kept on file in the Radford University School of Nursing office for the duration of my graduate program, and can be referred to at any time.

____(Initials)

CONFIDENTIALITY AGREEMENT

The School of Nursing has distinct expectations of students regarding the confidentiality of patient related information, including classroom content, clinical content and student’s individual acquisition of information. The School of Nursing Graduate Student Handbook outlines policies that apply to students in the DNP program. Student Agreement Form I am aware that as a student I will receive information about patients in written form and in verbal discussions with faculty and agency staff. I agree to abide by Federal HIPAA guidelines and individual agency policies related to the sharing of patient information. I understand that I am to hold all information in strict confidence and will consult a School of Nursing Faculty member prior to sharing any part of clinical or classroom content related to patients. I agree that I will not send or receive patient information via electronic means unless instructed to do so by a School of Nursing Faculty member. I understand that I am not to share any patient related information from class or clinical with individuals who are not a part of that class or clinical experience, including my family and friends. I understand that violation of confidentiality laws/policies may result in my immediate dismissal from the Nursing program.

____(Initials)

AGREEMENT FOR SHARED INFORMATION WITH FACULTY

The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Graduate Catalog. Student Agreement Form I am aware that faculty will share information about me in written form and in verbal discussions with each other, because this information sharing is necessary for promotion of safety for patients in varied clinical settings and for continuity in the development of a professional nurse. I give my permission for faculty to discuss verbally and if necessary document in my advising record any pertinent information regarding my clinical and academic performance and/or professional and student conduct.

____(Initials)

I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in Graduate Nursing Programs. Failure to sign this form will result in dismissal from the nursing program.

I understand and agree to abide by the School of Nursing Graduate Student Handbook.