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Greetings from Dr. Iris Mullins, Interim Director, School of Nursing

Student Signature Forms

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Director’s Welcome to School of Nursing

Dear Students,

Welcome to the School of Nursing. Our school has a rich history of rigor and merit. By acceptance of admittance to our program, you have chosen to strive for excellence during your educational journey. However, you are not alone in this journey as a most competent administration, faculty, and staff are committed to assisting you toward your goal of becoming a leader in tomorrow’s healthcare. Have no doubt that when you graduate from our program, you will be ready to lead in tomorrow’s ever-changing healthcare environment.

I charge you to embrace and learn from faculty and peers. Never participate in anything but open, honest, and professional communication with your faculty and our clinical partners. If we desire to achieve success, we must commit to teamwork. We should applaud each other’s accomplishments. In the end, this synergistic approach will enhance your ability to become a successful professional.

It is my honor and privilege to welcome you to the School of Nursing. Many great things are in store for you. I wish you success in your education. Thank you for choosing Radford University’s School of Nursing.

Respectfully,

Dr. Iris Mullins

Interim Director Radford University School of Nursing
Waldron College of Health and Human Services
School of Nursing RN-to-BSN Undergraduate Student Handbook Student Agreement Form

Fall 2018 Semester

The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Undergraduate Catalog and the Radford University RN-to-BSN Student Handbook.

The School of Nursing RN-to-BSN Undergraduate Student Handbook outlines polices that apply to students in the RN-to-BSN nursing major.

The purpose of this form is to document that I have: (1) been made aware of these policies; (2) read the RN-to-BSN Undergraduate 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 nursing.

The School of Nursing RN-to-BSN Undergraduate Student handbook is updated every semester. I understand and agree to abide by the current School of Nursing RN-to-BSN Undergraduate Student Handbook. I understand that the policies in this handbook supersede any policies in previous versions of the handbook.

Failure to sign this form may result in immediate dismissal from the School of Nursing with no option for readmission.

Signature: __________________________

Print Name: __________________________

Student ID #: __________________________

Date: __________________________
CONFIDENTIALITY AGREEMENT FOR NURSING MAJORS

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 RN-to-BSN Undergraduate Student Handbook outlines policies that apply to students in the RN-to-BSN 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, individual agency policies and School of Nursing 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 online 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.

Failure to sign this form will result in dismissal from the nursing program.

Signature: ____________________________
Print Name: ____________________________
Student ID #: ____________________________
Date: ____________________________
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 Undergraduate and Graduate Catalogs and the Radford University Student Handbook.

The School of Nursing RN-to-BSN Undergraduate Student Handbook outlines policies that apply to students in the upper division nursing major. The School of Nursing Graduate Student Handbook outlines policies that apply to students in the Graduate Program.

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 clinical settings and for continuity in the development of a professional nurse. I give my permission for faculty to discuss verbally and document in my advising records pertinent information regarding my clinical and academic performance and professional and student conduct.

I am aware that The School of Nursing will receive all conduct records for students each semester through the Dean of Students office.

I am aware that I will be required to disclose to the director or undergraduate coordinator any conduct or honor code violations that I receive while a student in the School of Nursing. I am aware that I am required to disclose any charges brought against me for violation of any local, state or federal law.

Student files are made available to individuals during accreditation visits and site visits to any entity with oversight of the nursing program. Student files are also accessible by RN-to-BSN Coordinator, Associate Director, Director, or any faculty member involved with the ongoing education of the student.

I agree that if I provide the name of a faculty member for a reference, the faculty member can use all student academic records, advisements notes, clinical evaluations and all contents of the student’s file in the School of Nursing.

Failure to sign this form will result in dismissal from the nursing program.

Signature: ____________________________
Print Name: ____________________________
Student ID #: ____________________________
Date: ____________________________
Standards of Student Conduct

This is due by the end of the first week of class for each semester.

Student Agreement Form

The purpose of this form is to document that I have: (1) read the Standards of Student Conduct for Radford University found online at the following web site: http://www.radford.edu/content/student-conduct/home.html (2) familiarized myself with the expectations contained in this document; and, (3) agreed 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. Failure to sign this form will result in immediate dismissal from the School of Nursing with no option for readmission.

Signature: ____________________________

Print Name: __________________________

Student ID #: _________________________

Date: _______________________________
RADFORD UNIVERSITY
SCHOOL OF NURSING

ACCREDITATION

The baccalaureate nursing program at Radford University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791. For more information the CCNE Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (amended Nov 2014) at http://www.aacn.nche.edu/ccne-accreditation/Procedures.pdf.

VISION

Radford University School of Nursing embraces its tradition of innovative education, practice and scholarship to prepare excellent professional nurses who, by blending knowledge with caring, meet the changing health care needs of the region and beyond.

MISSION AND PHILOSOPHY

The mission of the Radford University School of Nursing is to educate professional nurses to meet the changing health care needs of the region, state, nation, and world. Educational experiences are designed to prepare students to provide nursing care sensitive to clients' diversity. Students are responsible and accountable for nursing practice in keeping with the American Nurses Association's (2015) 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 and professional values.

The curriculum is based on the faculty's beliefs regarding nursing's four metaparadigm concepts (client, environment, health, and nursing) (Fawcett, 2005). The client is viewed as a holistic entity: a dynamic, interacting, irreducible whole (Rogers, 1994). Clients can be individual patients across the lifespan, families, aggregates, communities, and populations. Clients are diverse in such variables as age, gender, sexual orientation, culture, ethnicity, religion, socioeconomic status, lifestyle, values, and functional ability. There is constant interaction between the client and environment (Rogers, 1994).

Environment refers to all internal and external conditions, circumstances, and influences - including professional nursing - that interact and affect the client's safety and holistic health. Holistic health, a state of wholeness and a process of becoming increasingly integrated (Roy, 2009), is associated with evolving awareness (Newman, 1986) of self and enhanced quality of life (Parse, 1992). The nurse and client form a partnership, and both are informed and flexible in negotiations to promote the client's holistic health.
Nursing is both an art and a science. Caring is the essence of professional nursing (Leininger, 1991). The nursing process is utilized to provide evidence-based nursing care across the lifespan. Professional nursing involves interdisciplinary collaboration and forming partnerships with clients to facilitate growth and life processes through effective communication and therapeutic nursing interventions. Community-based nursing practice provides for continuity of care and focuses on delivering the levels of care needed by the client. To reach this goal, professional nurses assume multiple roles, including clinician, educator, collaborator, advocate, information manager, consumer of research, manager, and leader. Nurses must possess the necessary knowledge and skills in health care and information technologies to carry out these roles. Professional nurses influence legislation and policy to advance health care and nursing on a regional, state, national and global level.

References


NURSING CURRICULUM CONCEPTUAL FRAMEWORK WITH DEFINITIONS

CONCEPTUAL FRAMEWORK

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<tr>
<td>Client</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>
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<tr>
<td>Life Span</td>
<td>A continuum reflecting stages &amp; 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>
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Nurse
A professional who is regulated by a state’s nurse practice act and is accountable for Standards of Clinical Nurse Practice (ANA, 2010). The minimum educational preparation for entry into professional nursing practice is the baccalaureate degree (AACN, 2008).

Caring
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).

Partnership
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).

Nursing Process
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).

Effective Communication
Collaboration and socialization, with consideration communication 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).

**Therapeutic Nursing Interventions**

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).

**Critical Thinking**

All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive & deductive reasoning, intuition, application, & 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).

**Critical Judgment**

The outcomes of critical thinking in nursing practice (AACN, 2004).

**Clinical Reasoning**

The process used to assimilate information, analyze data, & make decisions regarding patient care (AACN, 2004).

**Professionalism**

Demonstration of accountability for one’s self and nursing practice. The professional nurse utilizes a unique, well-delineated & broad knowledge base for practice and is committed to lifelong
learning & planning for a professional career (AACN, 2004).

Professional values 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 & provide the framework for a commitment to patient welfare (AACN, 2008).

Roles A. Advocate 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).

B. Clinician One who provides both direct and indirect evidence-based care for patients across all environments (Chitty & Black, 2011).

C. Collaborator, Inter-professional and Intra-professional. One who participates with members of the Inter-professional and intra-professional healthcare teams consisting of the patient, the nurse, and other healthcare providers to ensure that care is continuous & reliable (AACN, 2008).

D. Consumer of evidence-based research: 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,
E. Teacher
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).

F. Information Manager
One who is proficient in the utilization of knowledge and skills in information & patient care technology to improve cost effectiveness and safe patient care outcomes (AACN, 2008).

G. Leader
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).

H. Manager of Care
One who is accountable for designing, planning, coordinating, delegating, facilitating, supervising, & evaluating the provision of client care & the use of resources within the complex, evolving healthcare system (AACN, 2008).

Standards of Nursing Practice
The American Nurses Association’s Scope and Standards of Practice (2015) and the American Association of Colleges of Nursing Essentials of Baccalaureate Education (2008) identify 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 & Education (2008) and specialty groups standards as appropriate.

**Holistic Health**

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 & Treas, 2011).

**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


### Mission, Vision and Core Values of Radford University, The Waldron College and the School of Nursing:

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<thead>
<tr>
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<th>RU SON Mission and Vision</th>
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<tr>
<td><strong>Vision:</strong> 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><strong>Vision:</strong> The Waldron College of Health and Human Services is a community of clinician-scholars preparing competent, compassionate professional to meet the needs of southwest Virginia and beyond.</td>
<td><strong>Vision:</strong> Radford University School of Nursing embraces its tradition of innovative education, practice and scholarship to prepare excellent professional nurses who, by blending knowledge with caring, meet the changing health care needs of the region and beyond.</td>
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| **Mission:** 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. 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. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world. | **Mission:** The mission of the Waldron College of Health and Human Services is to:  
- Facilitate and recognize excellence of students, faculty and staff.  
- Provide a supportive environment while integrating innovative, evidence based and active teaching strategies.  
- Incorporate the use of state-of-the- –ate technologies in both didactic and clinical work.  
- Promote inter-professional collaboration among the faculty, staff and students in teaching, scholarship and service.  
- Foster culturally competent care within a diverse and global society.  
- Facilitate health promotion and wellness in the community. | **Mission:** The mission of the Radford University School of Nursing is to educate professional nurses to meet the changing health care needs of the region, state, nation, and world. Educational experiences are designed to prepare students to provide culturally sensitive nursing care to clients' diversity. Students are responsible and accountable for professional nursing practice in keeping with the American Nurses' Association: Nursing Scope and Standards of Practice. |
| **Core values:**  
**Student Empowerment and Success**- We engage and support our students in the discovery and pursuit of their own unique paths. | **Core Values**  
We value:  
- Outstanding and innovative instruction, supervision, advising, | |

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<th><strong>Excellence</strong></th>
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<th><strong>Innovativeness</strong></th>
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<tr>
<td>We expect our community to strive for the highest standards.</td>
<td>and mentoring of students;</td>
<td>Critical thinking, effective communication, creative problem solving, technical literacy, and cultural respect;</td>
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<td><strong>Inclusiveness</strong></td>
<td>We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.</td>
<td><strong>Advancing knowledge, ethical research, critical review, and using models of best practice;</strong></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>We foster relationships and a culture of service within and beyond our university community.</td>
<td><strong>Social justice, public stewardship, altruism;</strong> and</td>
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<tr>
<td><strong>Intellectual Freedom</strong></td>
<td>We encourage and defend a fearless exploration of knowledge in all its forms.</td>
<td><strong>Human rights, respect for all groups, and social harmony.</strong></td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td>We inspire and support creativity in research, scholarship, pedagogy and service.</td>
<td><strong>Critical thinking, effective communication, creative problem solving, technical literacy, and cultural respect;</strong></td>
</tr>
<tr>
<td><strong>Sustainability</strong></td>
<td>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>
<td><strong>Advancing knowledge, ethical research, critical review, and using models of best practice;</strong></td>
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<td></td>
<td></td>
<td><strong>Social justice, public stewardship, altruism;</strong> and</td>
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<tr>
<td></td>
<td></td>
<td><strong>Human rights, respect for all groups, and social harmony.</strong></td>
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GENERAL INFORMATION

1. **FUNCTIONAL AND TECHNICAL STANDARDS:**

The following serves to notify prospective students of standards for safe nursing practice. It is the student's responsibility to utilize a critical thinking process to assess, implement, and evaluate their ability to learn and fulfill these standards throughout the educational process and the act of professional nursing.

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, 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.

A. Assimilate knowledge acquired through lectures, discussion, 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. Demonstrate the ability to apply basic mathematical skills accurately, including, but not limited to, 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. Appreciate the diversity of people relative to age, gender, sexual orientation, culture, ethnicity, religion, socio economic level, lifestyle, values and functional ability.

G. Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals

H. Complete assignments with specified time periods,
2. **ACCREDITATION AND LICENSURE REQUIREMENTS:**

The nursing program has been approved by the Virginia Board of Nursing and has full national accreditation with the Commission on Collegiate Nursing Education (CCNE). The practice of professional nursing in every state in the United States requires licensure as a Registered Nurse (RN). Successful completion of an approved pre-licensure nursing program qualifies individuals to take the national NCLEX-RN examination for registered nursing in the state of their choice. The RN-to-BSN track does not lead to the eligibility for licensure, as students are required to be licensed at the time of entry into the RN-to-BSN program or currently enrolled in a VCCS pre-licensure program. For more information about these requirements in Virginia, call or write:

Board of Nursing  
Department of Health Professions  
Perimeter Center  
9960 Mayland Drive, Suite 300  
Richmond, Virginia 23233  
Phone: (804) 367-4515  
Fax: (804) 527-4455  
Web Site: [https://www.dhp.virginia.gov/nursing/](https://www.dhp.virginia.gov/nursing/)

3. **NURSING PIN:**

Upon graduation, the student will have the right and privilege of wearing the School of Nursing pin. The school pin designed for the Radford University Nursing Graduate is oval in design. The pin is surrounded by a gold edge of twelve scallops representing the members of the first class. The outer band of the original pin was white enamel, representing nursing, with Radford University Nursing embedded in gold. Today, this outer band may also be gold or silver. The center is of black enamel lettering upon which is superimposed a gold ankh, ancient symbol for love, life, and peace. The ankh has the infinity symbol resting horizontally across it.

**PINNING CEREMONY:**

All RN-to-BSN students are invited to attend the Radford University School of Nursing Pinning Ceremony. This ceremony is on the Friday afternoon prior to the Spring and Fall commencement ceremony. Students can participate the semester that they are graduating, or if they are summer graduates, they can participate in either Spring or Fall pinning ceremonies. Students receiving the School of Nursing pin can order this pin through the School of Nursing office (540-821-7700) and should select special individual(s) to join them onstage to place their pin.
4. UNIVERSITY PUBLICATIONS:

Nursing students are responsible for being familiar with current information found in the following official university publications that are available online through the RU website: The Radford University Undergraduate Catalog and the Radford University Standards of Student Conduct and School of Nursing Undergraduate Student Handbook. Students should be thoroughly familiar with policies stated in these three publications. These publications are revised each year.

5. DEGREE REQUIREMENTS:

A minimum of 25% of the semester hours required for a degree must be taken at Radford University. To graduate with a baccalaureate degree in nursing a student must have a total of 123 semester credit hours. This means that a transfer student must enroll in RN-to-BSN and potentially other courses for enough credits to meet the degree requirements.

It is the responsibility of the student to meet degree requirements. The student should meet with personnel in the Waldron College Advising Center to review his/her academic record and establish a plan for completing degree requirements.

6. DEAN’S LIST RECOGNITION:

Appearing on the Dean’s List is the most prestigious academic recognition Radford University students can receive for their performance during a semester. Students will be placed on the Dean’s List if they meet three criteria: They must have 12 semester hours of courses graded A - F, earn GPAs of at least 3.4 for the courses not graded on a pass-fail basis, and obtain no grade lower than “C”.

7. GRADUATION WITH HONORS:

Radford University awards two types of honors degrees:

A. Cumulative Grade Point Average

Students whose cumulative grade point average in all courses attempted at Radford University is greater than or equal to 3.50, but less than 3.70, will be graduated cum laude. Those whose cumulative point average is greater than or equal to 3.70, but less than 3.85, will be graduated magna cum laude. Those whose cumulative grade point average is 3.85 or greater will be graduated summa cum laude. To be eligible to receive Honors, a student must have earned a minimum of 60 semester hours at Radford University.
The total number of credits required for upper division in the School of Nursing is 60 hours. Students who anticipate graduating with honors must have a minimum of 60 hours from Radford University. Students requiring additional credit hours to meet this criterion may enroll in other courses as available each semester. Please talk to your academic advisor.

8. **STUDENT EMERGENCIES:**

If a faculty member at any time feels that a student is need of emergency assistance (physical or mental health) the faculty, if deemed appropriate, will notify the Radford University Police, Roanoke Police or 911 who will activate the EMS system. The Dean of Students will also be notified. Any medical expenses incurred are the responsibility of the student.

9. **LIABILITY INSURANCE:**

It is highly recommended that students carry their own liability or malpractice insurance for nursing. An individual is legally and financially responsible for injury caused as a result of one's negligence. The School of Nursing does not recommend any specific company and any company can be used. The following is provided for assistance only: Nurses Service Organization (NSO) is the official NSNA-endorsed provider of professional liability insurance for nursing students. Visit www.nso.com/NSNA for more information. Please see nso.com for further information on rates.
| 1. | Applies the nursing process in partnership with the client to promote, protect and restore the client’s holistic health. |
| 2. | Implements the Standards of Nursing Practice. |
| 3. | Utilizes knowledge and skills in health care and information technologies. |
| 4. | Utilizes critical thinking, research findings, and the Standards of Nursing Practice through involvement with health care issues. |
| 5. | Demonstrates caring through theory and evidence based nursing interventions. |
| 6. | Implements effective written, oral, and nonverbal communication skills. |
| 7. | Applies ethical decision making processes in meeting health care needs. |
| 8. | Collaborates with clients and other health professionals to provide culturally sensitive nursing care. |
| 9. | Demonstrates a commitment to lifelong learning and professional development. |
| 10. | Exhibits leadership qualities commensurate with entry-level professional nursing practice. |
| 11. | Promotes legislation and policy consistent with the advancement of nursing care and health care on a regional, state, national, and global level. |
Post-Licensure Track, Undergraduate Program

The post-licensure track of the undergraduate nursing program, or “RN-to-BSN,” provides flexible online learning opportunities for students who are graduates of community colleges or diploma schools and are licensed registered nurses (RN). Co-enrollment options are available as well.

This curriculum is designed to accommodate RNs who are employed and/or involved with family, community, and other responsibilities. Students must complete 31 credits at Radford University. Additional credits are awarded for prior learning and work experience – this includes 20 hours for proof of RN licensure and 21 hours for completing all of the program objectives. Transfer credits are awarded towards the Core Curriculum requirements for a B.S.N. per official transcripts. A total of 123 semester hours are required to complete the CORE curriculum and specific nursing requirements. Students are admitted each fall and spring. Full and part-time enrollment is possible.

Candidates for the Bachelor of Science degree with a major in Nursing comply with regulations governing baccalaureate degrees at Radford University. An individual may be admitted to the post-licensure track based upon the following eligibility criteria if he/she:

**Admission Criteria:**
- **Option 1:** (A) Hold an associate degree or diploma in nursing, (B) Holds an RN license, (C) Practiced for six months or concurrently practicing while enrolled
- **Option 2:** (A) Actively enrolled in a VCCS AAS in nursing program, (B) Completed one year of the nursing program, (C) Provides letter of recommendation from AAS Nursing faculty

**All students must have:**
- Completed all of the nursing prerequisites (or equivalencies) with a grade of “C” or better
- Obtained a 2.5 GPA on all nursing courses attempted and on all cumulative college work
- Been admitted to Radford University

**CORE Curriculum and additional requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 101 and 102 (Satisfied with 6 credits of English Composition)</td>
<td>3, 3</td>
</tr>
<tr>
<td>Core 201 and 202 (Satisfied with 3 credits of Philosophy and Speech Communication)</td>
<td>3, 3</td>
</tr>
<tr>
<td>Mathematical Science</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Required RN-to-BSN Nursing Courses</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>302</td>
<td>Strategies for Success</td>
</tr>
<tr>
<td>332</td>
<td>Theoretical Foundations of Nursing</td>
</tr>
<tr>
<td>498</td>
<td>Intro to US Healthcare</td>
</tr>
<tr>
<td>365</td>
<td>Nursing Research and Evidence Based Practice</td>
</tr>
<tr>
<td>380</td>
<td>Holistic Nursing Practice</td>
</tr>
<tr>
<td>441</td>
<td>Gerontologic Nursing</td>
</tr>
<tr>
<td>449</td>
<td>Nursing Leadership</td>
</tr>
<tr>
<td>456</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>470</td>
<td>Professional Role Transition</td>
</tr>
</tbody>
</table>

**Additional Policies to note:**

- If a student is concurrently enrolled or has not completed all of the nursing prerequisites (in bold) with a grade of “C” or better, they may only take one RN-to-BSN course at a time.
- Students have at least a 2.5 GPA in nursing courses to graduate.
- Additional electives may be available, please contact your academic advisor to discuss availability each semester. These may include but are not limited to the following nursing electives:
  - NURS 341 Medical Terminology (2 credit hours)
  - NURS 455 Flight Nursing (2 credit hours)
  - NURS 473 Emerging Therapies (3 credit hours)
  - NURS 450 Current Issues in Nursing (1-3 credit hours)
• Until students have completed their CORE/prerequisites, they may only take one course per semester in the RN-to-BSN program.
• Students must submit a copy of RN licensure to be able to take NURS 456 and NURS 470.

POLICIES FOR UPPER DIVISION NURSING MAJOR
Post licensure RN-BSN

ACADEMIC POLICIES

1. ACADEMIC INTEGRITY:

Honor Pledge: I shall uphold the values and ideas of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standard of Student Conduct.

The Radford University Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor Code without compromise or exception.

Lying, stealing and violations of the Standards of Student Academic Integrity are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. All members of the Radford University community who have knowledge that a student has committed an honor violation are strongly encouraged to discuss this concern with a member of the faculty or a representative from the Office of Student Standards and Conduct.

Refer to current Radford University Standards of Student Conduct for further explanation.

Example of violations of Standards of Student Conduct include but are not limited to: Sharing or distributing questions or answers from any test or exam, and recording or taking photos of test reviews or exams.

For Post-licensure students RN-BSN students- The School of Nursing has an expectation as practicing nurses that academic integrity will be maintained at all times. All University academic and conduct standards apply to all students at all times.
2. **Provisions of the Code of Ethics for Nurses**  
   *American Nurses Association 2015*

   The code functions as a tool and mark of the nursing profession. Nursing students will be held to all code of ethics standards and any breach of these standards could be cause for dismissal from the program.

   **Provision 1** The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.

   **Provision 2** The nurse’s primary commitment is to the patient, whether an individual, family, group, community or population.

   **Provision 3** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

   **Provision 4** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and provide optimum care.

   **Provision 5** The nurse owes the same duties to self as to others, including the responsibility to promote health and safety; preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

   **Provision 6** The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

   **Provision 7** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of the nursing and health policy.

   **Provision 8** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

   **Provision 9** The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

3. **CONFIDENTIALITY:**

   As a nursing, you 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. When sharing information about a patient in an online course, it is critical to remember to remove all patient identifiable information. Remember that everything online can have a “screen shot” taken, so nothing is truly secure. Confidential information should be used with extreme discretion. Discussion of any clinical or classroom content via any social media (You tube, Facebook, Twitter etc), 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 be held to the strictest confidentiality policy.

Professional demeanor is required of students at all times in Cyberspace in the same manner it is required in all other settings. Students must keep in mind that behavior that is illegal or a violation of university policy on campus will be illegal or violate university policy if it appears online. Inappropriate behavior includes, but is not limited to, the use of offensive language, gestures, or remarks as well as offensive or inappropriate photographs.

Social Media General Guidelines
If you post something personal, be clear that you are representing yourself and not the Radford University School of Nursing. Remember that nothing is “private”. Anything can be forwarded and copied. If you are frustrated, angry or passionate about something—wait and post a thoughtful response. Be respectful of others.

Netiquette for Radford University School of Nursing (SON) courses

It is important to remember certain things when you are communicating electronically where your facial gestures and mannerisms cannot be observed.

1. Affect is hard to convey in electronic messages so be very careful about sarcasm, humor or other attempts to convey more meaning than the words themselves convey.
2. Use descriptive subject lines in all your emails. Ex. Nurs344 – question about first posting. This will allow your professors to identify your requests quickly and efficiently
3. Remember that there is always a person receiving your message. Write your message as carefully and thoughtfully as you would with any communication to another person.
4. Write a message and reread before you post to insure that you are not implying something that you did not intend. Misunderstandings frequently occur in electronic communications
5. It is okay to dispute ideas but not to attack people. Think of the golden rule in all your postings.
6. Keep classroom discussions focused on class issues.
7. Check snopes.com before passing on any computer warning that might actually be an urban legend. Otherwise you might be part of the problem rather than the solution. This is known as going viral where a well-intended but incorrect or unnecessary email fills up server space and disrupts service just as a computer virus might.
8. If you find an email insulting, check it out with the sender. They probably did not mean what you perceived.
9. Be careful on the Internet with personal information. There are predators and identity thieves out there.
10. Netiquette applies to all SON communications including Facebook and any other social media.
11. When using email typing in all capital letters is the same as screaming.
12. Remember that you are a professional and all your electronic communications should convey your professionalism including respect for others and proper English language usage.

Special Note: All students are held to the highest standards academic honesty and plagiarism. Sources for papers will be checked by faculty. Issues regarding plagiarism will be taken to the Office of Student Conduct and if the student is found responsible, will result in failure of a course and possible dismissal from the program.

4. **GRADING SCALE:** There will be no rounding up of the final course grade.

   A = 93 – 100  
   B = 85 – 92.99  
   C = 80 – 84.99  
   D = 73 – 79.99  
   F = 72.99 and below

5. **CREDIT HOUR RATIO:**

   A. The credit hour ratio for classroom instruction is 1:1 (One hour of course credit for one hour of instruction).

   B. The credit hour ratio for clinical credit is 1:3 (One hour of course credit for three hours of clinical projects). This is calculated over the 14 week semester (15 weeks minus one week for exams); therefore, 42 clock hours of clinical project work are required for each credit hour given for clinical experiences.

6. **TEST REVIEWS:** Students will be allowed to review submitted work upon request.

   A. All reviews will take place under direct faculty supervision.
B. All reviews will be time limited and faculty directed.

C. All personal student items including, but not limited to, cell phones (turned off), other electronic items, papers, pens, etc will be stored and away from the student.

D. No recording or imaging devices of any kind can be used during a test review.

7. **PROGRESSION AND GENERAL POLICIES:**

A. A minimum grade of "C" is required in each nursing course.

B. In courses with theory and/or graded clinical components, a passing grade of 80% must be earned in each component in order to pass the entire course.

C. Faculty will measure theory grade with clearly measureable assessment instruments (tests, proctored quizzes, final exam). Scores from these instruments will stand alone as the course grade if less than 80% is achieved. If the testing portion of the course results in lower than the 80% then the grade in the course will be a D or F depending on the average test grades regardless of the points or grades in the other parts of the course.

If the student makes below the grade of "C" in any two (2) upper division nursing major courses the student is dismissed from the upper division nursing program and **MAY NOT** apply for readmission.

D. **Students who withdraw or fail 2 nursing courses:** Students receiving a grade of D, F, or W in 2 required Upper division nursing courses (not an elective nursing course) or when taking an individual course for the second time will be dismissed from the nursing program. **Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed course and one withdrawal will be dismissed from the nursing program. Students who are dismissed may not reapply to RU nursing at any point and may not apply to the RN-BSN (Post-Licensure) track at Radford University.** The only exception to this policy is a documented extenuating circumstance requiring withdrawal from all courses at Radford University. Extenuating circumstances will be reviewed by the RN-to-BSN Committee on a case-by-case basis. If an extenuating circumstance occurs, the student is not guaranteed readmission to the School of Nursing. It will be the student’s responsibility to write a letter addressed to the chair of the RN-to-BSN Committee and/or RN-BSN Coordinator explaining the extenuating situation and requesting readmission to nursing.
If a student withdraws from a course or multiple courses they must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by faculty or personnel in the School of Nursing.

If a student has to withdraw or fails a course before the end of the semester and it their second course failure or withdrawal, they must withdraw from all other clinical nursing courses that semester.

Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summermester.

E. Post-licensure RN-BSN students send letters to the RN-BSN committee or the RN-BSN coordinator.

F. Students must have a 2.5 cumulative GPA and a 2.5 GPA within nursing to graduate.

9. **PROCEDURE FOR NON GRADE RELATED CONCERNS OR COMPLAINTS:**

The School of Nursing encourages all students who have questions and concerns about a specific course to speak directly with the instructor of the course/clinical. If this does not resolve the question or concern, follow the chain of communication as outlined below. Only proceed to the next level in this chain of communication if further discussion of the problem is necessary:

A. Instructor of course  
B. Lead Instructor of the course  
C. RN-to-BSN Coordinator  
D. Associate Director for Undergraduate Programs of the School of Nursing  
E. Director of the School of Nursing

It is considered unprofessional behavior to speak negatively about a faculty member to other faculty. Concerns should be directly addressed with individual faculty members and follow the chain of communication as outlined above.

Students at any point may contact the Dean of Students office for assistance, support, advice, or advocacy.
10. **POLICY FOR STUDENT GRADE APPEALS:**

The Radford University Procedures for Formal Grade Appeals will be followed by the School of Nursing. The policy may be found at [http://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html](http://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html)

**School of Nursing Policy on Composition of the Student Grade Appeal Committee**

The School of Nursing Student Grade Appeal Committee will consist of four School of Nursing Personnel Committee members. The remaining Personnel Committee members will serve as alternates if needed due to schedule conflicts or a conflict of interest. In addition, there will be one voting student member of the Student Grade Appeal Committee who is a non-nursing major. This member will be selected by the Director of the School of Nursing. The highest ranking and within rank the most senior faculty member of the committee shall be the chair.

11. **WITHDRAWAL POLICIES:**

The upper division nursing student is held strictly to both the regulations of the University and the School of Nursing. The policies below are those which apply to students enrolled in nursing courses. (See current Radford University catalog for university policies)

**WITHDRAWAL FROM NURSING COURSES:**

(1) **VOLUNTARY:**

A student who wishes to withdraw from a nursing course should discuss plans with the students' assigned academic advisor and complete the proper forms prior to withdrawing from the course. If a student withdraws from a course or multiple courses they must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by the faculty or personnel in the School of Nursing. Students are permitted to request and repeat an individual nursing course one time only. Any student who withdraws from an individual course must pass the course on the next attempt with a grade of C or better. Students receiving a grade of D, F, or W when taking an individual course for the second time will be dismissed from the nursing program. *Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed*
course and one course withdrawal will be dismissed from the nursing program.

(2) IN VOLUNTARY:

Nursing faculty members are committed to promoting the welfare of clients and their families. If a student demonstrates behavior that threatens or potentially threatens the welfare or confidentiality of clients, the student may be suspended from the clinical component of the nursing course. This suspension can be for a single incident or for a combination of behaviors. This action may adversely affect the final course grade.

Possible Reasons for Involuntary Withdrawal may include but are not limited to:

(a) Failure to meet academic requirements
(b) Violations to the standards of ethics for nursing or any unsafe practice.
(c) Unprofessional behavior.
(d) Conviction of Honor Pledge violations of Radford University. (Reference: current Radford University Standards of Student Conduct)
(e) Failure to meet the Waldron College Standards for Professional Practice Education.
(f) Diverting drugs in the clinical setting.
(g) Positive drug or alcohol test.
(h) Disruptive/disrespectful/uncivil behavior in the classroom that interferes with the learning of others.
(i) Any other behaviors deemed inappropriate by faculty on an individual basis.
(j) Violation of program probation.

12. PROCEDURES FOR FORMAL APPEAL OF NURSING 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 RN-BSN Handbook. Written notification, including rationale, for removal from the nursing program will be provided by the School of Nursing following a meeting of the Admissions-Progression-Graduation Committee that will occur after the end of the semester. However at the Director’s discretion notification of student failure or dismissal may
occur at any time in the semester. This notification will take place via students RU email address.

The student has the right to an appeal. The student desiring to appeal is responsible for initiating this process by written request to the Director of the School of Nursing, within five business days of receipt of email notification of program removal. In the written appeal letter, the student should address the following:

1. Precisely and specifically state the reasons for the appeal, noting extenuating circumstances that led to the dismissal.

2. Offer suggestions as to what the student would consider a fair resolution of the appeal, with supporting reason or reasons.

B. The Director of the School of Nursing will notify the Dean of the Waldron College of Health and Human Services, who will notify the Provost in writing that an appeal has been requested. The Director of the School of Nursing will also notify the Dean of Students.

Within fifteen business days of receipt of a request for an appeal, the Director of the School of Nursing will appoint an Ad Hoc Committee to hear the appeal. The Director of the School of Nursing will gather all evidences related to the appeal from all parties and present to the Committee. The Ad Hoc Committee shall consist of three nursing faculty members with voting privileges. Based upon the evidence presented and any additional evidence requested by the Committee, the Committee will meet to decide if there are grounds for a hearing. Minutes of the meeting and copies of any evidence presented shall become part of the record.

1. If the Ad Hoc Committee decides by a majority vote at a meeting at which a quorum is present that there are grounds for a hearing, a formal hearing will be scheduled not sooner than ten and not later than twenty class days after the notice of a hearing is given to the instructor and the student appellant.

2. If the Student Grade Appeal Ad Hoc Committee decides by a majority vote at a meeting at which a quorum is present that there are no grounds for a hearing, the appeal is denied and the program dismissal stands.

C. If the Ad Hoc committee determines that there are grounds for a hearing, then, the Director 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 Director the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. The Director 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.

D. The Ad Hoc Committee will conduct a closed appeal meeting within fifteen class days following notification of a formal appeal meeting. Attendance at this appeal meeting is limited to Appeal Hearing members, The School of Nursing Director, the student, the involved faculty member(s), a non-voting student advocate, any necessary witnesses, and the recorder. Individuals other than those listed in the previous sentence may not attend the appeal meeting. The Ad Hoc Committee will be chaired by the Director of the School of Nursing, who will vote only in the case of a tie. The Director's administrative assistant will serve as recorder. Appeal hearings will be audio recorded. The recording will be maintained in secure files for two years and available only to principals involved. On written request from the student, the audio recording will be transcribed and a written copy provided to the student.

E. 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.

F. The decision will be based on a majority vote by the eligible voting members of the Appeal Hearing Committee.

G. The Appeal Hearing Committee will notify the student and involved faculty member(s) in writing or by email within 5 business 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.

H. 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.
13. **Classroom or clinical setting violations:**
At the discretion of the faculty member who identifies a violation, the student may be dismissed from the clinical or classroom setting. Grading and make-up learning experiences in relationship to the incident will be in accordance with the individual clinical/theory course requirements contained in the course syllabi. The faculty may suspend student participation until resolution of the violation or adequate remediation has been completed and documented.

Certain behaviors will not be tolerated and will constitute a failing grade regardless of the date of occurrence. These behaviors include:

**Unprofessional:**
- Unauthorized use or disclosure of confidential information
- Failure to maintain professional boundaries
- Threatening behavior or harassment
- Commitment of an act which could adversely affect the physical or psychological welfare of a patient
- Abandonment of patients by terminating responsibility for nursing care without properly notifying appropriate personnel and ensuring the safety of patients
- Practicing beyond the scope of the student role
- Refusal to follow appropriate directives or instructions from faculty or nursing personnel
- Intentional failure to perform assigned work
- Intentional violation of clinical agency policies

**Unethical:**
- Dishonest behavior, including but not limited to giving false reports, falsifying documentation, theft
- Willful misuse, destruction, or damage to property
- Misrepresentation: A student will always present themselves as a nursing student.

**Unsafe:**
- Reporting for clinical or practicing nursing when not fit for duty due to the use or abuse of alcohol, drugs, prescription medicines or other controlled substances.
- Possession of alcohol or illegal drugs or drug paraphernalia while on duty.
- Practicing nursing while the ability to safely and effectively practice is compromised by physical or mental disability or lack of sleep.
- Being unprepared to safely and effectively care for assigned patients.

14. **MANDATORY ADVISEMENT:**
Faculty members may request mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior is below professional standards.
Students are expected to respond to constructive criticism by appropriate modification of behavior.

15. **PROGRAM PROBATION:**

Program probation will be used for violations that warrant probation beyond one course or one level. When a student is placed on program probation, the probation period is extended until all nursing courses are successfully completed. A copy of the probation forms will be placed in the student’s file.

All students on program probation will be discussed with the Undergraduate Coordinator.

All breaches to the standards set forth in the RU Honor Pledge or patient safety violations will result in a minimum of program probation and/or University dismissal. Students may be dismissed from the program as a result of a single violation/incident. Probation and dismissal are not subsequent actions. Students may be dismissed from the School of nursing having not been placed on probation.

The student will be informed in writing about the program probation. This status will be noted in the student file and will be forwarded to all successive faculty. Faculty will be informed about the probationary status of the student. If there is another infraction that violates the terms of the probation then the student will be dismissed from the program, and must withdraw from all courses immediately.

The Dean of Students and/or the Office of Student Standards and Conduct may be notified about a student’s program probation.

16. **DETERMINATION OF CONDUCT VIOLATIONS ON RECORD:**

All student names will be verified with the Office of Student Standards and Conduct each semester to determine any conduct violations on record. Some violations could result in a student being unable to attend clinical which could result in dismissal from the program.

17. **PROFESSIONAL PORTFOLIO:**

During the last semester of RN-to-BSN program, students are required to submit a professional portfolio. The portfolio represents the best of a student’s work and is concrete evidence of individual talent, skills, abilities and interests. The student is advised to retain all student work completed during nursing major in preparation for completion of this requirement. If clinically relevant
information is used in the portfolio, all potential patient identifying information must be removed from all work.

18. **STUDENT FILES:**

A. Evaluations and print/electronic Faculty Advisement Notes are placed in student files and electronic databases.

B. Student print/electronic files are accessed by nursing faculty and administrators who are involved in the ongoing education of the student and when requested to write letters of support, provide references, or verify professional activities and academic achievement.

C. Examples of student work will be kept on file in the School of Nursing for the purpose of school evaluation and accreditation.

D. The School of Nursing will not release to student’s or student’s family/friends copies of health records data. Students requesting copies of immunizations and other personal health data are required to obtain these records from the personal healthcare provider.

E. Students may request to review their individual files. To do so, the student will be required to show School of Nursing Faculty/Staff the Radford University ID prior to record examination. Students will not be allowed to copy any portion of the file, and will be required to review the file only in the presence of School of Nursing Faculty/Staff. The student file will not leave the School of Nursing for any reason.

F. Student files are available to individuals during accreditation visits, site visits and by any entity with over site of the nursing program.

19. **TITLE IX**

Radford University faculty and staff are mandatory reporters of Title IX violations. Sexual harassment or misconduct will not be tolerated by students, faculty, staff or third party individuals where our students are in clinical. If at any time a student feels uncomfortable or feels that there may have been a Title IX violation, they are to report this to the Office of Institutional Equity, [www.radford.edu/oie](http://www.radford.edu/oie).

If at any time students feel that someone has acted unprofessionally toward them, they may report this to their clinical instructor or lead faculty of the course (follow chain of communication found on page 42).
20. **STUDENT REQUESTS FOR FACULTY RECOMMENDATIONS:**

Students are expected to submit their requests for faculty recommendations using a copy of the form provided in this handbook on the following page.

**Students must use the below form for any request for faculty recommendation. Do not submit a faculty name or contact information without first asking faculty permission and submission of this form to faculty.**
REQUEST FOR FACULTY RECOMMENDATION

Directions:
1. Submit this request for faculty recommendation to desired faculty, allowing a minimum of two weeks for completion.
2. Attach a Resume or other personal information that will help the faculty member write the recommendation.
3. Submit envelopes addressed to person receiving the recommendation with a stamp for appropriate postage affixed.

Date request submitted ______________________ Date needed __________________

Request submitted to (faculty name)
_________________________________________

Request submitted by (student name)
________________________________________ Level ______

Dates of association and in what capacity did you know the faculty member (for example semester and year and what course you had the professor)
________________________________________________________________________

I hereby give permission to Prof. _____________ to write a letter of recommendation to:

Name:
Title:
Organization:
Address:
City: State: Zip Code:

Recommendation is sought for (specify award, position, etc.) ______________________

________________________________________________________________________

Student's Cumulative GPA __________ Most recent nursing major GPA __________

On a separate sheet of paper:

1. Describe professional, student, or community service activities in which you have been involved. Include any committees on which you have served or offices that you have held.
2. Describe any relevant work experience, internships or externships that you have. Include pertinent volunteer activities.
3. Describe other activities, awards, or qualities that you feel should be highlighted in this recommendation.

I verify that the data supplied with this request is accurate. I ______ waive ______ do not waive my right to review a copy of this letter at any time in the future.

Signature: __________________________ Date: __________________
GENERAL POLICIES

1. EXPECTATIONS OF STUDENT CONDUCT:

The Waldron College has distinct expectations of students that are in addition to those outlined in the Radford University Standards of Student Conduct. These standards are aligned with students’ abilities to become effective health and human service 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 health and human service professionals.

All students are expected to read and apply the Waldron College Standards for Professional Practice Education. Students are required to sign an acknowledgement verifying their intent to abide by these standards. The form is kept in the student’s file. Students are expected to review these standards every semester. The standards are found in this handbook. In addition to these standards, specific School of Nursing Policies includes, but is not limited to the following:

A. All members of the School of Nursing who have knowledge that a student has committed academic or professional misconduct are expected to report the infraction(s) to School of Nursing Faculty or the School of Nursing Director. The School of Nursing may notify the Office of Student Standards and Conduct. The School of Nursing will contact the Office of Student Standards and Conduct for violations of any kind for all students each semester. Students must immediately disclose any and all University, state or local infractions to the School of Nursing director or Undergraduate Coordinator.

B. All students in the School of Nursing are expected to conduct themselves in a professional manner when communicating with one another in person, e-mail, or by phone. The use of profanity or unprofessional communications may result in disciplinary actions by the School of Nursing.

C. Students are expected to act in a professional manner both inside and outside the School of Nursing. Examples of unprofessional behavior (but not limited to):

• Demeaning, belittling or harassing others
• Rumoring, gossiping about or damaging the reputation of a classmate or professor in anyway including any social media
• Habitually interrupting when someone else is speaking
• Emails that are inflammatory or use unprofessional language
• Not responding to email or voice mail that requires a reply
• Yelling or screaming
2. UNDERGRADUATE NURSING REQUIREMENTS:

A. REQUIRED DOCUMENTS:

Student File:

- Personal Data (Full name, address, personal phone, personal email, school email, work location)
- Health Care Credentials (Licensure)
- Transcripts

All students must read the provided RN-to-BSN Undergraduate Student Handbook and sign the forms within the Qualtrics link prior to the beginning of the semester in which the student is admitted to the School of Nursing:

RN-to-BSN Undergraduate Student Handbook – The undergraduate student handbook is revised each semester. All students must read the revised handbook, sign the form that they have read and understand the policies of the
School of Nursing for the coming semester. The signed form within Qualtrics must be signed every semester.
- School of Nursing RN-to-BSN Undergraduate Student Handbook Student Agreement Form
- Confidentiality Agreement for Nursing Majors
- Agreement for Shared Information with Faculty
- Standards of Student Conduct

3. **HEALTH CARE INSURANCE OR PRIVATE PAY:**

A. Students are highly encouraged to have health insurance coverage which provides for their hospital and medical care.

B. Health Care Numbers to Know:

- RU Student Health Services - 540-831-5111
- Center for Counseling and Student Development - 540-831-5226
- Substance Abuse and Violence Education support Services (SAVES) Sexual Assault Specialist - 540-831-5709
- Emergency – 911

Other Contacts:
- Dean of Students
  Student Advocacy
  540-831-6297
- Center for Accessibility Services (CAS)
  540-831-6350 / 540-831-6525 (fax)
  Russell Hall
- RU Military Resource Center 540-831-5002
  Calhoun Hall
- Highlander Knowledge Center / Formerly: Learning Assistance and Resource Center (LARC)
  540-831-7704
  125 Walker Hall / McConnell Library

Faculty may share behaviors of concern to the University Behavioral Consultation Team (BCT). The BCT includes members of the student counseling services, dean of students, housing and res life, RU Police, CAS, Office of Substance abuse, violence education and support services (SAVES).

C. RU Student Health Services - Hours of Operation:

**Fall and Spring Semesters:**
Monday, Wednesday, Thursday and Friday 8:00 AM to 5:00 PM
Tuesday 9:00 AM To 5:00 PM

**Summer Sessions:**
Monday through Friday 9:00 AM to NOON and 1:00 PM. to 4:00 PM

**Phone:** 540-831-5111  **Fax:** 540-831-6638

The student health center is closed when there are no classes (during breaks and school closings)

**After Hours and Weekend Contacts:** Radford University Student Health Services does not provide after-hours emergency services. Students with urgent health needs should utilize the following services:

**For Serious Medical Issues:** Call 911

**For Emergency Room Services near campus:**
Carilion NRV Medical Center Emergency Department at 731-2000, located at 2900 Lamb Circle, Christiansburg, Virginia

Lewis Gale Hospital Montgomery at 951-1111, located at 3700 S. Main Street, Blacksburg, Virginia

Lewis Gale Hospital Pulaski at 994-8100, located at 2400 Lee Highway, Pulaski, Virginia

**For Non-Emergency Urgent Care Services near campus:**
CVS Minute Clinic at 731-9534, located at 31 W. Main St., Radford, Virginia

Carilion Velocity Care at 382-6000, located at 434 Peppers Ferry Rd NW, Christiansburg, Virginia

Carilion Velocity Care at 540-961-8040, 215 Gilbert Street, Blacksburg, Virginia

Med Express at 381-2745, 100 Spradlin Farm Drive, Christiansburg, Virginia

**For Medical Advice and Assistance:**

Non-life threatening related health questions, call FONEMED, the 24-hour, 7 days a week, toll free number to speak to a registered nurse at 1-866-205-2164.
D. The RU Student Health Services are available to students to complete the required paperwork for the Student Health Center. Those that opt out by completing the “Health Record Waiver Form for Online and Distance Learners” may not use the Health Center. For those eligible, the included student 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.

The fee does not cover services or prescriptions filled at other pharmacies, x-rays and additional laboratory tests. The health care practitioner will give certain immunizations, lab tests, evaluations and referrals to other resources on campus and in the community. There is no emergency care for serious or life-threatening illness or injury. The health services accepts cash, checks, RU express card and MC/VISA for payment.

STUDENT PARTICIPATION IN GOVERNANCE

The Student Government Association (SGA) exists at Radford University to facilitate the representation of student opinion. Every undergraduate student becomes a member of the association upon matriculation with the university. Nursing majors are encouraged to actively participate in the SGA.

Within the School of Nursing, there is an active Student Nurses’ Organization (SNO) at both sites. The student elected officers at the Radford Campus and the Roanoke Site meet to plan class sponsored activities.

Nursing majors also serve on Standing Committees of the Faculty Organization according to Faculty Organization By-Laws.

Class members are encouraged to attend class and school events as an active participant. If elected to an office or selected to serve on a committee of the Faculty Organization active involvement is needed to voice student concerns and recommendations to faculty and to keep classmates informed of decisions which affect the nursing program.

Students are also involved in the internal governance of the university. Elected or appointed representatives of the student body serve with faculty and administrators of the policy recommending councils and committees of the university.
STUDENT ORGANIZATIONS

Sigma Theta Tau International is a Nursing Honor Society. Membership requirements include senior standing in nursing major with an overall grade point average of 3.000 and outstanding leadership qualities. Membership is limited to the upper 35% of the senior class.

The Radford University Student Nurses’ Organization (SNO) is an affiliate to the National Student Nurses’ Association. SNO is an integral part of the nursing program at Radford University School of Nursing. SNO membership is open to Pre-Nursing and Nursing majors. SNO strives to provide leadership, education, community and mentoring programs. The organization offers learning experiences outside of the classroom for personal and professional growth. SNO creates many opportunities for students to participate in college and community activities. Radford University SNO members have the opportunity to hold office in the Virginia Nursing Students Association (VNSA) and represent Radford University School of Nursing at the state level. Membership can be obtained directly from the VSNA website at www.vnsa.us

RN-BSN GRADUATING STUDENT AWARDS

MILDRED A. HOPKINS RN EXCELLENCE IN NURSING AWARD:
Criteria:
1. Maintain G.P.A. of 3.0 or above
2. Demonstrates outstanding clinical competency
3. Establishes therapeutic relationships with clients
4. Collaborates with multidisciplinary team for delivery of comprehensive care
5. RN to BSN students only are eligible for this award
WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Communication Sciences & Disorders

Occupational Therapy

Physical Therapy

School of Nursing

School of Social Work

STANDARDS OF PROFESSIONAL PRACTICE EDUCATION

Radford University
Radford, Virginia

March, 2012
Standards for Professional Practice Education
Outline of Contents

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STANDARDS FOR PROFESSIONAL PRACTICE EDUCATION

1.0 INTRODUCTION

This document sets out Standards for Professional Practice Education that apply to students enrolled in the Waldron College of Health and Human Services at Radford University involving the health, welfare, and safety of people across the lifespan.

The Waldron College 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 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 health and human service 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 Waldron College Standards for Professional Practice Education. Students will be required to sign an acknowledgement verifying their intent to abide by these standards. The form will be kept in the student’s file. (See Appendix A.)

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 disciplines within the Waldron College evaluate 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 BIOSCAL ABILITIES NECESSARY TO ACQUIRE PROFESSIONAL SKILLS

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, 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.

2.1.2 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.

2.1.3 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.

2.1.4 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

2.2.1 **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.

2.2.2 **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 profession. Demonstrates commitment to the essential values of the health and human services professions including the respect for the dignity, worth, and rights of each individual, and abides by discipline specific 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/her 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 use such feedback to enhance continued professional development.
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.

2.3.3 **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 Waldron College. 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 Waldron College Schools and disciplines have published technical standards that must be met to ensure the health, welfare, and safety of 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 Director. The Schools within the Waldron College will review academic performance criteria in light of 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 Schools of the Waldron College 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
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 academic 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
- 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
- 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 faculty liaison. It is the responsibility of the faculty liaison 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 meet with the student when the student is not adhering to appropriate standards, policies and procedures or when concerns have not been resolved.

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 classroom or field. 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 in order 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, 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. For racial discrimination or sexual harassment situations, students, staff or faculty should contact RU’s Human Resources Department.

• **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 and the appropriate appeals process. If the appeal concerns a course grade, there is a formal university grade appeal process (found online under the Registrar’s office).

For additional related policies see:
- Radford University Student Handbook
- School Department or Program Policies

Approved by: Waldron College Faculty and Dean May 17, 2000
Approved by: Vice President Academic Affairs July 11, 2000
Revised: June, 2009
Revised: March 2012

**Acknowledgements:**
Special thanks are due
Dr. Roy Denton, School of Social Work
Professor Mary Beth Hunziker, School of Nursing
School of Social Work, University of Texas at Austin
Appendix A:

Radford University
Waldron College of Health and Human Services

Standards of Professional Practice Education

Student Agreement Form

The purpose of this form is to document that I have: (1) received a personal copy of the Standards for Professional Practice Education (Adopted, 2000) for the Waldron College; (2) familiarized myself with the expectations contained in this document; (3) had an opportunity to discuss this commitment with a faculty member if desired; and (4) agreed to abide by these Standards in the courses in my major in the Waldron College. I understand that these Standards are in addition to other behavioral/performance standards that are in the Radford University Student Handbook and that may be identified in expectations requested by specific community service agencies or businesses where practicum experiences are assigned.

I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in my major. Because health and human service professional education involves responsibility for others who may be dependent on me for health and safety, I know that unwillingness on my part to accept personal responsibility for abiding by these performance expectations will result in my withdrawal from a major in the Waldron College.

I understand and agree to abide by the expectations outlined in the Radford University Waldron College Standards of Professional Practice Education.

Signature: __________________________
Print Name: __________________________
Student ID No: ________________________
Major: ______________________________
Date: ________________________________

Witness: ____________________________