RADFORD UNIVERSITY

WALDRON COLLEGE OF HEALTH
&
HUMAN SERVICES

School of Nursing
Graduate Student Handbook

Academic Year
Spring 2021

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Welcome to the Radford University School of Nursing!

I am humbled to serve as RU's Inaugural Dean of Nursing. In 2019, Radford University and Jefferson College of Health Sciences merged and formed one School of Nursing. While RU has instructional sites at Radford, Roanoke Higher Education Center, and Radford University at Carilion, we are proud of the reputation and history of rigor and merit RU and Jefferson brought to this merger.

At RU SON, our *Values* include the following: **Advocacy**, **Caring**, **Cultural humility**, **Excellence**, and **Interprofessionalism**. As RU SON students, I expect you to demonstrate these values in your work ethic, the care you deliver, as well as your interactions with faculty, colleagues, and patients. In return, I expect the faculty demonstrate the same. Each of us (students, faculty, staff, and dean) is accountable for upholding and embodying these values. We are accountable to each other and to our community and patients on the local, state, national, and global stages.

You have chosen to further your education in an ever-changing and challenging field. For whatever reason you chose Radford University, we are grateful! You should expect competency and excellence from our administration, faculty, and staff who are committed to helping you meet your goals of becoming a leader in nursing and healthcare. Upon graduation from our programs, you will be ready to lead in our changing healthcare system—whether as an NP, Administrator, or a Clinical Nurse Leader.

Take this opportunity to get to know your faculty and peers and learn from them. Use this time and this environment to participate in open, honest, and professional communication with your faculty, peers, and clinical partners. Get to know your faculty, preceptors, and peers and further develop your professional network—this network will serve you as you leave RU SON and lead in various workplaces. Healthcare and nursing care quality can only improve through stepping out of our silos and working across professions.

Let's work to celebrate each other's accomplishments and spur each other on to excellence. Seek out challenges in your coursework and clinical experiences and seek opportunities to mentor and be mentored.

I am thrilled that you chose Radford University School of Nursing. If this is your first time as a Highlander, welcome to our family. If you are an alumnus from RU or Jefferson, welcome back!

In closing, I am honored to serve you in leading RU School of Nursing. All of us are invested in and committed to your success.

I love our School of Nursing's history, but I am in love with our future!

Warmly,

Johnnie Sue Wijewardane   Dean, Radford University School of Nursing

Updated 1/12/21

<u>Student Agreement Form</u>

The School of Nursing has distinct expectations of students that are in addition to those outlined in the <u>Radford University Graduate Catalog</u> and the <u>Radford University Student Handbook</u>.

The School of Nursing <u>Graduate Student Handbook</u> outlines polices that apply to students in the graduate program.

The purpose of this form is to document that I have: (1) been made aware of these policies; (2) read the *<u>Graduate Student Handbook</u>*; (3) familiarized myself with the expectations contained in handbook; and, (4) agreed to abide by these throughout my enrollment in the School of Nursing.

I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in The DNP Program.

I understand and agree to abide by the <u>School of Nursing Graduate Student Handbook</u>.

Signature: _____

Print Name: _____

Student ID #: _____

Date: _____

Rev.8/18

CONFIDENTIALITY AGREEMENT

The School of Nursing has distinct expectations of students regarding the confidentiality of patient related information, including classroom content, clinical content and student's individual acquisition of information. *The School of Nursing Graduate Student Handbook* outlines policies that apply to students in the DNP program.

<u>Student Agreement Form</u>

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

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

Signature: _____

Print Name: _____

Student ID #: _____

Date: _____

Rev. 8/18

AGREEMENT FOR SHARED INFORMATION WITH FACULTY

The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Graduate Catalog.

<u>Student Agreement Form</u>

I am aware that faculty will share information about me in written form and in verbal discussions with each other, because this information sharing is necessary for promotion of safety for patients in varied clinical settings and for continuity in the development of a professional nurse. I give my permission for faculty to discuss verbally and if necessary document in my advising record any pertinent information regarding my clinical and academic performance and/or professional and student conduct. Failure to sign this form will result in dismissal from the nursing program.

Signature: _____

 Print Name: _____

Student ID #: _____

 Date: _____

Rev. 8/18

Updated 1/12/21

Radford University
Waldron College of Health and Human Services
School of Nursing

Standards of Student Conduct

You are expected to fill this out before the beginning of your DNP program. It will be kept in your file.

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: https://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPolicies andProcedures/SA-PO-1300_StandardsofStudentConduct.pdf (2) familiarized myself with the expectations contained in this document; and, (3) agree to abide by these *Standards* throughout my enrollment in the School of Nursing.

I understand and agree to abide by the *Standards of Student Conduct for Radford University*.

Signature: _____

Print Name: _____

Student ID#:_____

Date: _____

Rev. 8/18

RADFORD UNIVERSITY

Affirmation and Acknowledgement of Risk
(Approved June 2020)

I, _____, (Print Name) affirm that I have read the Waldron College of Health and Human Services and (*Department/Program*) Student Handbook and Clinical/Fieldwork Manual and understand the nature of supervised clinical/fieldwork involving on-site, in-person activities in a health profession setting and agree to abide by the policies in the aforementioned documents.

_____ (Initial) I acknowledge that I am healthy to return to clinical/fieldwork/Practicum rotations and have not had COVID-19 symptoms (fever, cough, shortness of breath, excessive fatigue, muscle/body aches, headache, loss of taste, sore throat, congestion, nausea, vomiting or diarrhea), tested positive, or been exposed to anyone with COVID-19 in the past 14 days.

_____ (Initial) I acknowledge that engaging in this activity may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. I acknowledge that Radford University (*Department/Program*) has explained to me the nature and physical demands of clinical/fieldwork/practicum activities and the potential risks, hazards, and dangers associated with clinical/fieldwork/practicum activities.

_____ (Initial) I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:
- [ ] Unpredictable or violent behavior of certain patient/client populations served by the clinical/fieldwork/practicum site;

- [ ] Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ (Initial) I acknowledge that all risks cannot be mitigated and could result in my bodily injury and/or illness, up to and including death, and agree to assume those risks beyond the control of Radford University faculty and staff. I agree that it is my responsibility to understand and follow the clinical/fieldwork/practicum site's policies and procedures designed to identify and control risks, including safety and security procedures, bloodborne pathogen policies, and to meet the required immunizations which the clinical/fieldwork/practicum site may require or Radford University requires. I represent that I am otherwise capable, with or without accommodation(s), to participate in this clinical/fieldwork/practicum.

_____ (Initial) Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that Radford University does not provide health and accident insurance for clinical/fieldwork participants and I agree to

be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Clinical/Fieldwork/Practicum Dean or Coordinator if I have medical conditions about which emergency personnel should be informed.

_____ (Initial) I acknowledge that I understand and will follow safe practices and protocols to include infection control standards as recommended by the Centers for Disease Control, Radford University (*Department/Program*) and my clinical/fieldwork/practicum site.

_____ (Initial) I acknowledge that participation in this clinical/fieldwork/practicum is required by the program for satisfactory progression, completion and/or graduation from the program. I may postpone any clinical/fieldwork/practicum placement without academic penalty; however, I understand that non-completion of a clinical/fieldwork/practicum and may delay program progression, completion, and/or graduation.

_____ (Initial) I have fully informed myself of the contents of this affirmation by reading it before I signed it. I am of lawful age and legally competent to sign this affirmation and acknowledgement of risk. I assume my own responsibility of physical fitness and capability to perform the activities involved in clinical/fieldwork. I understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the (Department/Program) Dean/Coordinator of Clinical/Fieldwork/Practicum, the course instructor, or the Radford University Center for Accessibility Services who will discuss possible accommodations.

I _____ , (Print Name) have executed this affirmation and acknowledgement on this

DATE:_____

_____
Signature

NON-PLAGIARISM AFFIRMATION

You have signed this upon admission into the program and you are responsible for reviewing this each semester. Dismissal from the program will occur if this policy is violated.

Each graduate student must sign the statement below affirming that he or she will NOT and has NOT been guilty of plagiarism in preparing his or her assignments.

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

I understand that if plagiarism is subsequently discovered in the preparation of this document, the Radford University School of Nursing may, after a hearing, take appropriate action against me including possible revocation of my graduate status.

PRINT NAME _____
SIGNED _____
DATED _____

Black, C, (1979). Black's law dictionary. Egan, Minnesota: West Publishing

Rev. 9/20

REQUEST FOR WITHDRAWAL FROM A CLASS

Any student who desires to withdraw from one or more classes must complete the Class Withdrawal form which can be found on the Registrar site using the following link: https://www.radford.edu/content/registrar/home/about/academic-policies/withdrawal-readmission.html, and a copy is on page 14 of this book. This form must be submitted to the student's advisor and the Registrar's Office. Students must contact the Office of the Bursar to initiate a request for a refund of tuition if they drop a class or classes prior to the census date and if the reduced class load qualifies them for a tuition refund.

PROGRAM CHANGES/ WITHDRAWAL FROM THE UNIVERSITY

Any student who desires to withdraw from the university for more than two semesters **must complete the Request for Program Changes form** which can be found on the Registrar site using the following link: https://www.radford.edu/content/dam/colleges/cgps/PDF/Request_For_Program_Changes.pdf and must be submitted to the student's advisor, the department chair and the College of Graduate Studies and Research. A copy of this form is found on page 15 of this book.

Students desiring to withdraw from the university must complete the class withdrawal form and must also notify the Registrar's office.

PERMISSION TO CHANGE APPLICATION OR ADMISSION TERM

A student may defer an application or admission term for up to one academic year, or request to be changed to a preceding term. If approved by the program, the term change will not require the resubmission of a graduate application. Please note that approving a term change is at the discretion of the program. The student must also complete the following form at this link: https://www.radford.edu/content/dam/colleges/cgps/PDF/Deferment.pdf . A copy of this form is on page 16 of this book.

If your instructor requires the *"Standards of Professional Practice"* form to be completed please follow this link to find it on the College of Graduate Studies and Research web page.

https://www.radford.edu/content/dam/colleges/wchs/Standards%20of%20Professional%20Practice%202017.pdf

RADFORD
UNIVERSITY
Office of the Registrar
Class Withdrawal Form

Student Name: _____

RU ID Number: _____

Local Address: _____

Telephone Number: _____

Major/Option: _____

Term: _____

Year: _____

CRN	COURSE PREFIX & NUMBER	SECTION#	COURSE TITLE

Are you: Receiving Veteran's Benefits: ☐ **Yes** ☐ **No**

An Athlete: ☐ **Yes** ☐ **No**

Athletic Department

As a result of this withdrawal I will be enrolled in_____ hours

Approval/Signature: _____

Advisors Signature (required)   *Date:* _____

Student Signature (required)   *Date:* _____

Note: Students are responsible for any effect their withdrawal may have on eligbility for graduation, GPA, etc. Students with questions should consult with their advisor.

Updated 1/12/21

REQUEST FOR PROGRAM CHANGES

Name: _____   Date: _____

Student Id: _____   Radford Email: _____

Address: _____   Phone: _____

_____   Advisor: _____

Please make the following changes in my graduate program leading to the (MA, MS, Ed.S, MBA, MFA, MSW) _____

DEGREE IN _____

1. ☐ CHANGE ADVISOR: FROM: _____ TO: _____
   REASON FOR REQUESTED CHANGE OF ADVISOR _____

2. ☐ CHANGE IN PROGRAM: _____

_____

REASON FOR CHANGE IN PROGRAM:

_____

Student Signature: _____   Date: _____

Approvals:

Advisor: _____   Date: _____

Chair/Coordinator: _____   Date: _____

Dean: _____   Date: _____
College of Graduate Studies and Research
(9/17)

Updated 1/12/21

RADFORD UNIVERSITY
Graduate College

PERMISSION TO CHANGE
APPLICATION OR ADMISSION TERM

A student may defer an application or admission term for up to one academic year, or request to be changed to a preceding term. If approved by the program, the term change will not require the resubmission of a graduate application.

Please note that approving a term change is at the discretion of the program.

Name: _____

Last   First   Middle

RU ID number: _____   **E-mail:** _____

Have you received an offer of admission?   Yes ☐   **Program:** _____

No ☐

Current application/enrollment term: _____

Requested term f or change:

If summer terms are applicable, please specify the exact terms.

I understand that approval of this form is contingent upon the review of my current application.

_____   _____
Student/Applicant Signature   Date

Program Coordinator: **Approve** ☐   **Disapprove** ☐

Graduate Dean: **Approve** ☐   **Disapprove** ☐

Please return this completed form to Graduate Admissions
P.O. Box 6928
Radford, Virginia 24142

Rev. 02/17

Updated 1/12/21

RADFORD UNIVERSITY
SCHOOL OF NURSING:

VISION

The Vision of the Radford University School of Nursing is in "Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community (approved 1/15/19).

MISSION AND PHILOSOPHY

B. Mission

The Mission of the Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement (approved 2/21/19). Students are responsible and accountable for nursing practice in keeping with the American Nurses Association's (2010) Nursing: Scope and Standards of Practice. The teaching and learning process involves a mutual partnership between students and faculty to develop a knowledge base in the liberal arts, sciences, and the discipline of nursing. This partnership exists to promote critical thinking, ethical decision making, and lifelong learning. Theory and skills learned in the classroom are applied through a variety of learning experiences. Faculty models the professional nursing role through teaching, scholarship, community service, and practice. Students are expected to develop a professional identity with professional values.

C. Values

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

☐ **Advocacy**: Intervening on behalf of vulnerable populations to address ethical issues, care needs, and resources

• **Caring**: Showing compassion for others in an altruistic manner through presence and a holistic practice

• **Cultural humility**: Honoring traditions and spiritual beliefs through intentional engagement and openness to promote acceptance of those in our care

• **Excellence**: Using rigorous evidence-based methodologies to instill competency and inspire professionalism and accountability in our graduates

• **Interprofessionalism**: Utilizing interdisciplinary, collaborative practice and demonstrating respect to achieve the highest quality outcomes (approved 2/21/19).

GRADUATE NURSING EDUCATION PHILOSOPHY

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

The RU SON graduate curriculum is designed to provide advanced preparation culminating in the Doctor of Nursing Practice (DNP) for Post Baccalaureate (BSN) students, Post-Master's (MSN) non-certified students, and Post-Master's students who are Nurse Practitioner (NP), or Psychiatric Mental Health Nurse Practitioner (PMHNP) certified. Doctor of Nursing Practice curricula build on traditional master's programs by providing education in evidence-based practice, quality improvement, and systems leadership, among other key areas. The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. Nurses prepared with a DNP are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS, and other research-focused nursing doctorates (AACN, 2017).

For Post-BSN students, advanced clinical knowledge is provided in the following specialty areas: Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner. The Nurse Leadership concentration is for students holding either a Master of Science in Nursing degree or a Master of Science in Nursing degree in systems, management or administration. A major goal of Advanced Practice Nursing (APN) is the achievement of professional expertise and clinical expertise, and competencies in practice quality and inquiry supported by a strong scientific foundation, leadership, and a commitment to lifelong intellectual growth.

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

Through an online educational program, students are encouraged to develop self-direction, and interprofessional collaboration, accountability, and leadership. The DNP graduate is prepared for advanced practice in a continually changing health care environment.

RADFORD UNIVERSITY

SCHOOL OF NURSING

GRADUATE PROGRAM OUTCOMES

1. The graduate will participate in the development of nursing practice guided by theoretical and scientific underpinnings for practice.

2. The graduate will demonstrate expert clinical reasoning and judgment in providing care for individuals, families, and populations.

3. The graduate will develop and implement organizational and systems leadership skills to improve clinical care and health outcomes at an individual and population-based level, with a special emphasis on care of rural and underserved populations.

4. The graduate will participate in and apply clinical scholarship and analytical methods for evidence-based practice.

5. The graduate will use technology and information systems for the improvement and transformation of patient-centered health care and communications.

6. The graduate will demonstrate leadership in health care policy for the advocacy of health care.

7. The graduate will demonstrate effective intraprofessional and interprofessional collaboration for improving multiple dimensions of health care to improve the patient and population health outcomes.

8. The graduate will analyze, synthesize, and evaluate epidemiological methods for clinical prevention and population health to improve the nation's health issues.

9. The graduate will engage in expert leadership at the most advanced clinical nursing level to address critical clinical issues in his/her area of clinical expertise.

10. The graduate will be prepared with the knowledge and skills necessary to demonstrate competencies in a variety of patient situations and be able to sit for national certification examination in their area of clinical specialization.

Once a student is admitted into the School of Nursing, email communication to the student will be sent to their Radford University-(radford.edu) email address ONLY.

Extenuating Circumstances

If you have extenuating circumstances that prevent you from completing projects, quizzes, exams, Seminars, or participating in the class, **please contact the professor to make alternative arrangements**. Active communication is the key to overcoming any hurdles you may encounter during the term. It is your responsibility to inform the instructor (ahead of time, whenever possible) of extenuating circumstances that might prevent you from completing work by the assigned deadline. In those situations, your instructor will work with you to create a mutually acceptable alternative. Prior notification does not automatically result in a waiver of late penalties. Extenuating circumstances do **_not_** include computer-related issues. Your program of study (POS) will be changed only when extenuating circumstances exist. If you defer your program for over one year you will have to re-enroll at the College of Graduate Studies and Research.

Netiquette

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you must also practice netiquette when communicating online.The word "netiquette" is short for "internet etiquette." Rules of netiquette have grown organically with the growth of the internet to help users act responsibly when they access or transmit information online. As a Radford student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. RUSON will not tolerate rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication.
- Never post messages all capital letters – it comes across to the reader as SHOUTING!
- Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you have taken the time to craft your response and that you respect your classmates' work.
- Keep in mind that Discussion Boards should be constructive exchanges.
- Be respectful and treat every person as you would want to be treated yourself.
- Use spell check!

CONCEPT	STRANDS	DEFINITIONS
Client		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).
	Life Span	A continuum reflecting stages and events over time.
	Diversity	Differences in the range of human variations that affect health beliefs, behaviors, and practices (Andrews & 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).
Nurse		A professional who is regulated by a state's nurse practice act and is accountable for Standards of Clinical Nurse Practice (ANA, 2015). The minimum educational preparation for entry into professional nursing practice is the baccalaureate degree (AACN, 2008).
	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 inter-professional 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 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).
Professionalization	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	• 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).

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- Clinician

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

- Collaborator/Interprofessional/Intraprofessional

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

- 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, documentation, and dissemination of evidence (AACN, 2008).

- 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).

- 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).

- 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).

- Manager of Care:

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

	Standards of Nursing Practice	The American Nurses Association's Scope and Standards of Clinical Practice (2017) identifies characteristics that must be present in all practice settings if patients are to receive safe, high quality, cost effective nursing care through the lifespan for changing health patterns. The standards and competencies suggest a scope of practice that includes critical thinking, independence, collaboration, clinical reasoning, interventions, and utilization of evidence-based research to enhance and expand practice.
		Standards for the graduate program include the American Association of Colleges of Nursing: Essentials of Doctoral Education for Advanced Nursing Practice (2006) and the American Nurses Association: Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (2008), Nurse Practitioner Core Competencies Content (NONPF, 2014), Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012), Psychiatric-Mental Health Nursing: Scope and Standards of Practice (2014 Edition) and specialty groups standards as appropriate.
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 provides, 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.

SCHOOL OF NURSING

NURSING CURRICULUM CONCEPTUAL FRAMEWORK WITH DEFINITIONS

Policies and procedures in the School of Nursing Bylaws can be located at:

https://www.radford.edu/content/dam/colleges/wchs/nursing/documents/Policies%20and%20Procedures/SONBylawsFinalFEB2017.pdf

REFERENCES

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POLICIES FOR GRADUATE STUDENTS
ADMISSION TO THE DOCTOR OF NURSING PRACTICE PROGRAM

Admission to the Doctor of Nursing Practice (DNP) program is initiated through application to the College of Graduate and Professional Studies. The application process is open until positions are filled.

Applicants must:

1. Complete the College of Graduate Studies and Research application and pay the appropriate application fee. The application and related information can be found online at the College of Graduate and Professional Studies website (http://gradcollege.asp.radford.edu/). The application is electronic.
2. Provide three letters of reference from professional contacts that address the applicant's potential for advanced practice nursing. This is in addition to the forms provided.
3. Provide three recommendation forms. Note: may be the same three contacts used to provide letters of reference.
4. Arrange to have official transcripts sent from previous academic institutions since high school. Applicants must have a cumulative BSN minimum grade point average (GPA) of 3.0 on a scale of 4.0 in the undergraduate nursing major. If applicable, must have a 3.5 GPA in graduate program.
5. Meet major undergraduate course prerequisites (undergraduate statistics, health assessment, and nursing research).
6. Provide a brief professionally written letter of Personal Goals Statement describing career goals and how a graduate credential will assist in meeting those goals. If applicable, the applicant may wish to address the potential for practice in a rural area.
7. Provide a professional resume or curriculum vitae that includes prior education and professional practice relevant to the applying tracks.

   - Post-Baccalaureate and Post-Master's DNP Program: Applicants must document a minimum of 2,000 hours of clinical practice as a registered nurse for FNP or PMHNP concentration.
   - Post-Master's Leadership Concentration: (a) Applicants must document a minimum of 2,000 hours of clinical practice as an advanced practice nurse (NP, CNS, CNM, or CRNA) with current certification or (b) Application must document a minimum of 2,000 hours of experience in management in a leadership position and/or nursing education with MSN).
   - Post-Master's PMHNP Certificate Program: Applicants must document a minimum of 2,000 hours of clinical practice as an advanced practice nurse (NP, CNS, CNM, or CRNA) with current certification

8. Provide a paper demonstrating scholarly writing that is recent if you are applying to the DNP program. This is not applicable to the Post-Master's PMHNP certificate program.
9. Once the application submission is complete, qualified applicants will be invited to interview with members of the SON graduate admission committee.

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

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

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

- A current license to practice as a registered nurse in Virginia or state of practice
- Current certification in BLS and/or ACLS
- Current certification if a Nurse Practitioner or Clinical Nurse Specialist

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

Admission Writing Prompts:
A. **Personal Goals Statement (to be submitted by every Graduate Nursing Applicant)**:
   Your well-written statement is not to exceed three double-spaced pages with a 12-point Times New Roman font. This is an opportunity not only to address your specific goals but also to tell the Graduate Nursing Admissions Committee about yourself and your uniqueness as a candidate in ways that might not be evident from your academic record and resume.

- Consideration will be given to the quality of your writing along with:
  - Ability to present your thoughts in a logical, sequential, and analytical manner
  - Ability to communicate congruence between your stated goals and those of your chosen program concentration
  - Ability to use grammatically correct formatting, syntax, and spelling

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

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

   II. Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate Applicants:

- Why are you seeking admissions into Radford University Post-Master's PMHNP Certificate Program at this time in your career? What experiences have contributed to your interest?
  - Please reflect on your knowledge of advanced practice nursing and your interest pertaining to the psychiatric patient population.
- How do your personal attributes, educational preparation, professional and life experiences relate to your academic aspirations and career goals?
- How will a Post-Master's PMHNP Certificate help you achieve these goals?

   III. DNP Applicants (FNP and PMHNP concentrations): Please provide a narrative of your professional experiences, academic aspirations, and career goals, matching these to the objectives of the DNP Program and including:

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

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- Describe your understanding of the DNP degree and explain how the competencies gained by completing this program will serve to inform your advanced nursing practice and accomplish your professional goals.
- Identify one significant problem or question, requiring a change within health care, educational services and /or policies, which you might address in your role as a DNP-prepared nurse within your chosen advanced nursing practice specialty?

IV. DNP Applicants (Leadership concentration): Please provide a narrative of your professional experiences, academic aspirations, and career goals, matching these to the objectives of the DNP Program and including:

- How do your personal attributes, educational preparation, professional and life experiences relate to your academic aspirations and career goals?
- Describe your understanding of the DNP degree and how the competencies gained by completing this program will serve to inform your leadership role and accomplish your professional goals.
- Describe experiences, exemplifying your formal or informal leadership skills, in which initiative and self-motivation would serve as strategies for success to improve patient outcomes, translate research into practice, change educational services, or transform healthcare policies.

FOREIGN STUDENT APPLICATION

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

1. Foreign students should follow the admission policy and procedures addressed in the Graduate College Admission Policy, which is available at http://catalog.radford.edu/content.php?catoid=33&navoid=1092&print#

2. Foreign students must take the Test of English as a Foreign Language (TOEFL), or the IELTS (International English Language Testing Score). English language proficiency should be demonstrated by (a) a TOEFL score of 550 or higher for the paper based test, 79-80 on TOEFL IBT (Internet-Based Test), (b) an IELTS score of 6.5 or higher, or (c) possession of a degree from an accredited institution where English is the primary language of instruction.

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

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

5. Foreign students who have completed a basic nursing degree outside of the U.S. should obtain a proper VISA status or show that they are permanent residents OR U.S. Citizens prior to admission to DNP program. Due to the characteristics of the DNP program as a full time on-line program and based on the International Education

Rules from the Immigrant Office, which require a minimum of 6 credits hours of in-class courses each semester, student VISAs cannot be obtained through admission to the DNP program. For further questions, please contact the International Education Center Office at 540-831-6200.

PROGRAM POLICIES AND STANDARDS

FUNCTIONAL AND TECHNICAL STANDARDS

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

A. Assimilate knowledge acquired through lectures, discussions, readings, and self-directed studies and effectively apply that knowledge in clinical settings for a variety of client needs and problems.
B. Locate, retrieve, and utilize information from a variety of resources, e.g., electronics, libraries, people, and organizations.
C. Accurately apply basic mathematical skills, e.g., ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.
D. Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
E. Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.
F. Accurately read charts, records, scales, small print, handwritten notations, and distinguish colors.
G. Distinguish tonal differences and be able to use the telephone.
H. Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.
I. Demonstrate sufficient tactile ability to differentiate changes in sensation, with and without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.
J. Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes.
K. Move unassisted from room to room, maneuver in small places, and stand for long periods of time.
L. Provide a safe and clean environment, and be able to assist others in activities of daily living, e.g., walking, bathing, eating, toileting, transferring, and lifting.
M. Appreciate the diversity of people relative to race, culture, religion, sexual orientation, age, functional ability, socioeconomic level, lifestyle and values.
N. Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.
O. Complete assignments within specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.
P. Perform multiple tasks accurately in rapidly changing situations.
Q. Take responsibility for personal safety in laboratory and clinical environments.

PROFESSIONAL DRESS CODE

The School of Nursing believes that professionalism begins with appearance and attire. In striving to uphold a high professional standard, this policy addresses clothing requirements. The values of asepsis, client safety, and client sensitivity are also incorporated into the policy.

When a student attends a conference or even visits a clinical setting, business/professional attire is required. Whenever a student is representing Radford University, the student must be professionally dressed. Prohibited are jeans, short skirts, shorts, mid drifts, tank tops, sweat pants/yoga pants, tight clothing, low cut clothing, clothing showing undergarments, crop tops, camouflage or denim.

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

<u>Students are expected to wear a picture name badge.</u>

1. Nails should be short and not artificial.
2. Hair**:**
   Clean and arranged off the face and neck
   Professional hairstyle must not include spiked hair, unusual colors no blue, bright red, pink, orange, etc. and any unkempt hairstyle
3. Beard and moustache are to be closely cropped
4. Cleanliness is expected. Overpowering scents are not to be used. Foul odors such as body odors, cigarette smoke and perfumes are unacceptable

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

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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 <u>Standards for Professional Practice Education</u>.

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 Schools 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 BASIC 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

▪ Stress Management

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

▪ Emotional and Mental Capacities

Uses mature judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Provides evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained. No student will be allowed to continue if personal situations

- compromise scholastic and/or other performance
- interfere with professional judgment and behavior or
- jeopardize the best interests of those to whom the student has a professional responsibility

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

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

2.3.1 Professional Commitment

Exhibits a commitment to the goals and ethical standards of the profession. Demonstrates commitment to the essential values of the health and human services professions including 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/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to accept feedback and supervision in a positive manner, as well as utilizes ethical behaviors in all social media communication.

2.3.3. Self-Awareness

Exhibits knowledge of how personal values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how others perceive one. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4   Ethical Obligations

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

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

2.4 SOURCES OF EVIDENCE

Evidence of meeting academic performance criteria may include but is not limited to any of the following:

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

2.5 ACCOMMODATIONS FOR DISABILITIES

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the 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 effect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Center for Accessibility Services (CAS) and provide documentation as needed. The CAS makes recommendations for accommodations. It is the student's responsibility to contact the CAS and to propose accommodation requests to the appropriate instructor and School Dean. The 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 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.

3.0 POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE

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

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

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

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

3.2 REVIEW PROCESS

When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:
- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives
- Apprise the appropriate program/course coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students
- Prepare a written statement to the student describing the change in behavior that is required

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

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

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

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

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

- *Establish formal conditions for the student's continuance in the program.* In these situations, specific conditions must be met 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, racial or sexual harassment, possession or use of firearms on University property, damage or destruction of University property, and conduct that endangers the health, safety, or security of any University student, employee, or campus visitor.

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

ACADEMIC POLICIES

The policies of Radford University's College of Graduate and Professional Studies apply to students enrolled in the School of Nursing DNP Program. In addition, the following Nursing Program policies apply.

CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS, AMERICAN NURSES ASSOCIATION

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

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

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

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

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

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

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

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

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

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

CONFIDENTIALITY

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

GRADING SCALE

A =	90 – 100
B =	80 – 89.99
C =	70 – 79.99
F =	0 – 69.99

Approved by faculty: 8/16/2019

CREDIT HOUR RATIO
- The credit hour ratio for seminar/lecture is 1:1 (one hour of course credit for one hour of class).

- The credit hour ratio for laboratory learning is 1:2 (one hour of course credit for two hours of laboratory practice).

- The credit hour ratio for clinical practice is 1:3 (one hour of course credit for three hours of practice).

PROGRESSION

- A minimum grade of "B" is required in each graduate nursing course. A grade of C requires the student to re-take the course. Two Cs is automatic dismissal from the program. Every non-nursing course in the student's program of study (POS) must be completed with a minimum of a "C". An "F" in a course is automatic dismissal.

- Many courses in the graduate school of nursing consist of concurrent courses.

- For courses that have a didactic theory portion and a clinical component, if the student receives a grade of "C" or lower, the student must repeat that section of the course.

When a faculty member has concerns about a student meeting academic criteria for a course, the faculty should, in addition to notifying the Associate Director for Graduate Programs:

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1. Discuss these concerns directly with the student and student's advisor and seek to work with the student to resolve any difficulties prior to the completion of the semester. It is advisable that this meeting be held at mid-term.
2. Document dates and content of all meetings with student and/or other faculty members and place in student file using the electronic advising file.
   Provide options for the student, which may include withdrawal from the course or a request for an Incomplete grade for this course.

Course Withdrawals:

- A student may not withdraw from more than three different graduate courses. Any withdrawal beyond the third withdrawal will result in an automatic "F".

- In addition, a student may not withdraw from the same course more than once. A second withdrawal will result in an automatic F."

- A student may defer for one year in the DNP program for outstanding circumstances.

If a student makes a grade of "C" or lower in any two nursing courses, or twice in the same course, the student will be withdrawn from the Graduate Program in Nursing. Students wishing to appeal grades received in courses should refer to the Graduate Grade Appeal Procedures and associated forms posted on the College of Graduate Studies and Research website: http://gradcollege.asp.radford.edu/Student_Documents/grade_appeal.pdf
The School of Nursing Student Grade Appeal Committee will consist of the four School of Nursing Personnel Committee members with the greatest numbers of years of teaching at Radford University. 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 junior or senior non-nursing major who is currently a work-study student in the Waldron College Advising Center. This member will be selected by the staff of the Waldron College Advising Center. The highest ranking and within rank the most senior faculty member of the committee shall be the chair.

- To remain in good standing the student's minimum grade point average must be at least a 3.0 overall. (see RU Graduate Catalog for further information)

CENTER FOR ACCESSIBILITY SERVICES

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.

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IX.   PROCEDURE TO ADDRESS NON-GRADE RELATED CONCERNS

A.   <u>Chain of Communication for Students</u>

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

- Faculty of course/clinical → Lead faculty of the course → Faculty advisor → Associate Director of the Graduate program → Dean of the School of Nursing

B.   <u>Chain of Communication for Faculty</u>

- Graduate student issues or clinical issues → Lead course faculty → Associate Director of Graduate Programs

- Personnel issues → Dean

C.   <u>Professional Faculty and Student Conduct Issues</u>

It is considered unprofessional behavior to speak negatively about a faculty member to other faculty or students. 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 student's office for assistance, support, advice, or advocacy issues.

Faculty should speak directly to individual faculty members when there are issues. If there continue to be issues, faculty may speak to the Dean.

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PROCEDURES FOR TEMPORARILY AND IMMEDIATELY REMOVING A STUDENT
FROM THE LABORATORY/CLINICAL COMPONENT OF A GRADUATE COURSE

The nursing faculty intends that the School of Nursing policies be compatible with identified
Functional and Technical Standards. Both a faculty member or identified clinical preceptor may
remove a student from the clinical practice setting of a nursing course, and faculty can place the
student on clinical probation if client safety or welfare is jeopardized by the student, or if the
student has engaged in unprofessional behavior.

CLINICAL PROBATION POLICY

A.   The purpose of clinical probation is to notify the student in writing that there are serious
        concerns that must be addressed in order for the student to satisfactorily complete the
        clinical component of the course. Dismissal from the program is also a consideration.

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

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

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

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

        (4)   At the end of the probationary period, one of the following will occur:

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

                (b)   If the student has not met identified objectives, the student will be removed
                        from the clinical component of the course and receive an "F" for the course.

PROCEDURES FOR FORMAL APPEAL OF INTERIM SUSPENSION AND/OR COURSE
FAILURE DUE TO UNSATISFACTORY CLINICAL PERFORMANCE PRIOR TO THE
END OF THE SEMESTER

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

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

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

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

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

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

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

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

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

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

PROCEDURES FOR FORMAL APPEAL OF PROGRAM DISMISSAL

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

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

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

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

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

appeal meeting. Students need not be present for an appeal meeting to be conducted and a decision rendered.

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

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

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

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

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

POLICIES RELATED TO COURSE PRACTICE-CLINICAL COURSES

Clinical courses should enhance the student's skills to the professional doctoral level. Entry level in the BSN to DNP involves introduction and mastery of the FNP/PMHNP skills and roles as a doctoral provider. The post-MSN student, if certified, will choose a clinical that will enhance their practitioner skills in a new dimension. The clinical and final project should coordinate with and represent the integration of course progression and acquisition of knowledge for doctoral practice.

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

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

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

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

Students are expected to complete course work during the semester. Students cannot do extra clinical hours in any semester or between semesters in order to graduate early. Students are expected to complete the clinical hours during the semester that they are registered for a class. The clinical hours are to be scheduled over the course of the complete semester. Written agreement between the professor and student is required in order to arrange any change in expected clinical hours. "Front loading" refers to doing a large number of hours near the first of

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the semester. Especially in population focused courses, the information that the student needs to learn to complete the course is delivered over the whole semester and it is expected that the information will be integrated into clinical over the whole semester.

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

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

SELECTING A PRECEPTOR

Who to contact and who to consider?

- Consider personal providers
- Look up area providers in the internet
- Ask friends or family who may have contacts.
- Check with providers in your place of employment.
- Check with your State Area Health Education Center (AHEC). They may have Health Professions Student Coordinators who can assist you in locating a site and/or preceptor.
- Check with the federally qualified health care center and rural health. Their website is: https://www.cms.gov/center/fqhc.asp
- Check with the local professional groups such as the Virginia Council of Nurse Practitioners.
- If still unable to locate a preceptor, check with faculty or FNP/PMHNP coordinator.
- Check the Typhon database
- **Place your information on D2L. This is imperative in order to prepare your contract, with the agency, prior to your clinical experience. <u>Without a contract you will not be able to practice or progress in the program.</u>**

Tips for approaching a potential preceptor:
- If possible, visit the site in person. Establish introductions with office personnel (office manager), and if possible the providers at the practice.
- Ask if providers would be interested in serving as a clinical preceptor and if they have a few minutes to discuss this possibility. Offer to return at their convenience.
- Student should provide background information, a one-page copy of their resume or CV and explain that they are a DNP student from Radford University.
- Ask the provider about their practice and background.
- Explain how each clinical course is 90 hours over the course of a fifteen week semester, which amounts to approximately 6 to 8 hours a week. Summer semester is typically shorter (usually 11 weeks) and requires completing required hours in less time. In preceptorship

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and residency, the required hours are 180 hours per semester/270 hours for PMHNP. If they cannot accommodate the total of required hours inquire about a smaller amount such as 45. **The clinical days and hours should be flexible and should be determined by the site and/or preceptor needs and hours.** Student should be available for hours in the evening or weekend if needed to fit into the preceptor's schedule and with the approval of the course faculty.

- Student will complete the required hours at the site unless there is an issue with the site/preceptor or the student is not seeing the needed patient population which will be determined by midterm and final clinical evaluations.
- Provide the preceptor with the letter of introduction for the course which includes the roles and responsibilities of the school, student and preceptors.
- Follow up with the preceptor in a few days (this can be done by phone or email).
- Student should never try to answer questions if unsure of the correct answer. Refer them to the FNP Coordinator, PMHNP Coordinator, NL Coordinator or the Associate Director of Graduate Programs.

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

Contacting a potential preceptor without a referral:
- Utilize the same information above but instead of talking about being referred by someone, the student should mention that they are from that area, or are planning to work in that area and want an opportunity to meet them and discuss the possibility of doing their clinical placement with them.

Encountering difficulty connecting with a provider or clinical placement:
- Be persistent and do not give up.
- Calling them multiple times is very typical.
- Try asking for the office manager to leave a message if the provider has not responded or is not available. They can often help arrange a time for communication with the provider.
- If possible, it is best to leave a message or voice mail for the provider.
- If numerous phone calls have not been responded to, send emails to the provider.

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

If the provider agrees to precept, please ask them to help you complete the required Clinical Site Information Form or refer you to someone such as the office manager who can give you the required information. You, the student, are responsible for obtaining the information and not just leave the form for the office to fill out. Remember, their obligations are caring for patients and not filling out forms.

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A copy of the providers CV and picture is required along with the information form. The student should offer to obtain this information. The provider may prefer to fax and/or email their CV to RU. If so, the CV can be faxed to (540)831-7716, ATTN: DNP Administrative Assistant. There is a designated D2L site for submitting the required preceptor form.

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

For students interested in doing clinical at a Carilion facility:

Please note that applications must be submitted at least 45 days before starting clinical. Carilion guidelines and an application can be found online at https://carilionclinic.org/students. Students must coordinate their rotations through the Visiting Student Affairs office. The dates for submission for clinical placement must be submitted on the dates which are on their website. For additional information visit the
Carilion visiting student's website and you will be directed to the appropriate person to assist you.

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

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

ACADEMIC ADVISING
Every student admitted to the DNP program is assigned a faculty academic advisor who will most likely be the coordinator within the students DNP concentration. Students are provided with the name of their advisor in their initial Program of Study.

The advisor works closely with the Dean and other faculty in planning the student's program of study. The advisor can also assist the student in interpreting departmental or University policies and help ensure that the student is on-track for graduation and ensure that the student's matriculation plan/plan of study is up to date. Students share their thoughts and concerns about the program, interests, and their career goals with their advisor.

Advising Guidelines
Please follow the general guidelines below throughout the year to make the advising experience a successful part of the RUSON program. The Associate Director for Graduate Programs should

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be informed of any academic challenges and is the only person who can change your Program of Study (POS).

A Student Should See a Faculty Advisor to:
•   Discuss any problems that affect academic performance
•   Select courses for the upcoming semester
•   Seek advice about adding or dropping courses, taking an overload, withdrawing, etc.
•   Discuss academic progress and recommendations
•   Review progress toward completion of DNP degree requirements
•   Discuss unsatisfactory academic status, such as probation or dismissal, and develop an appropriate improvement plan
•   Seek advice regarding career plans

How to Contact and Meet with an Advisor:
•   Become familiar with assigned advisor's options for meetings which may be online, phone or on-site
•   Arrange for a mutually convenient appointment if you need one
•   Schedule extended or longer appointments during the middle of the semester, since the first and last weeks of each semester and the registration periods are very busy times for faculty members
•   Call or email advisor if it is necessary to change or cancel an appointment
•   The Associate Director for Graduate Programs must be informed of any existing problems

Prepare for the Advising Session:
•   Have specific questions in mind.
•   Necessary materials and/or forms should be shared with faculty prior to meeting.
•   Refer to the relevant sections of the Graduate and SON Handbook about degree requirements and academic policies.
•   Be open to suggestions for improvement concerning coursework, study habits, academic progress, work schedules, time management, etc.

<div align="center">CLINICAL EXPECTATIONS</div>

What does face-to-face time mean?
Face-to-face time means that you are directly involved in the care of the patient. As a DNP student, that means that you are doing the history, physical, assessment and plan of care and reporting it to your preceptor. There may be an occasional time especially the first day of clinical in a new place or if a preceptor has a patient that he/she wants to share with you that you will be mainly observing. You can still "own" that patient by asking questions and being involved in asking the patient and/or preceptor questions. That will be entered into Typhon as observation. If you have interaction or assess the patient physically, that would be considered less than shared. In the beginning of each clinical, it would be appropriate to have less than shared. As you begin to function independently such as doing chief complaint, HPI, Review of past, present surgical history, family history, social history, complete assessment and giving your diagnosis to the preceptor with a plan of care, you will be at the shared level (50-50). Closer to graduation you will be at the primary (>50%) where you will do the visit essentially and report to your preceptor who will recheck all or some of your findings.

All core clinical hours – (acute, chronic, women's, pediatrics and preceptorship), in the BSN to DNP are face-to-face, direct patient care. No observation is counted except for occasional patients. You are expected to take 30 minutes for lunch which is not counted in the day's total. Being nurses, you are aware that employees are encouraged to take breaks to eat. Many people do not take these breaks. If you are in a practice that works through lunch, you need to excuse yourself and take a break.

During Residency, some non-direct patient clinical hours are allowed to obtain clinical residency hours in addition to Grand Rounds, Barkley modules, and conferences and workshop attendance.

Students participating in Telehealth based care may count up to 50% of all direct patient care clinical hours during your program. (See Policy)

- Clinical hours may be accrued through Telehealth encounters equal to traditional in-person clinical hours. In order to accrue clinical practicum hours via Telehealth and meet the clinical requirements for the FNP/PMHNP Programs, students must participate in supervised synchronous direct patient care visits, utilizing approved videoconferencing platforms and complying with the standards of practice.

- Students must be actively involved in the provision of Telehealth care during the encounter with each actual patient.
    - Clinical hours do not include experiences with observation only.
    - In mimicking in-person visits, students must maintain the same standard of care and Code of Ethics as with the provision of traditional care during an in-person encounter.
    - All Telehealth visits must be supervised by the Preceptor or Course Faculty.
    - There is an exemption to the Telehealth Policy being offered to PMHNP and Post-Master's PMHNP Certificate Students. There will not be a limit of 50% of direct patient clinical hours via telehealth. This will be reviewed and either waived or extended each clinical semester as determined appropriate with collaboration between the PMHNP Program Coordinator and Associate Director of Graduate Nursing Programs.

Graduate School of Nursing Telehealth Policy

Overview:
This policy targets Telehealth clinical opportunities for the accrual of direct patient care hours among the School of Nursing at Radford University and Radford University Carilion Graduate Students during the current suspension of direct in-person clinical hours due to the COVID-19 pandemic and then henceforth. Supporting the clinical standards, Telehealth further expands the breadth of education for Nurse Practitioner students by allowing them to meet program outcomes, clinical course objectives, and learning outcomes, while aligning with the required clinical competencies of both the accrediting and credentialing organizations.

Purpose:
- To allow Graduate Nursing Students virtual engagement with patients and accrual of direct patient care clinical hours during the global pandemic of COVID 19; thereby, demonstrating commitment to Radford University's mission statement, program outcomes and clinical competencies while ensuring the safety of students, faculty, preceptors, and patients.

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- To define expected clinical parameters and supplemental experiences not to exceed 50% of the total direct patient care clinical hours as deemed by the specific program.

Note: The policy will be re-evaluated with the forthcoming developments in the COVID-19 global healthcare crisis.

Target Audience:
- Academic Leadership, Graduate Nursing Students, Faculty, Community Partners and Preceptors

Executive Summary:
- Definitions: Telehealth is defined as "the use of electronic information and telecommunications technologies to support remote clinical health care, health-related education, public health and health administration. Technologies include videoconferencing, the internet and wireless communications. Telemedicine includes remote assessment, diagnosis, and treatment of patients by means of telecommunication and technologies" (Rutledge et al., 2017, para. 8; The Health Resources and Services Administration [HRSA], 2017). Refer to Article #1 and 5.
- Telehealth is different from telemedicine. Telemedicine refers specifically to remote clinical services; whereas, telehealth refers to the broader scope of remote clinical and non-clinical services (Rutledge et al., 2017; HRSA, 2017). Refer to Article #1 and 5.
- Telehealth/telemedicine have become critically relevant tools in the delivery of patient care, based on effective clinical practices and founded on expert consensus and evidence. Those offering telehealth/telemedicine services ensure a standard of care equivalent to in-person clinical practice while promoting favorable health outcomes.
- Telesupervision or e-supervision, is defined as "the use of videoconferencing technology to supervise graduate students or assistants remotely" (Klarowska, 2019, para. 2). In clinical settings, distant supervision is conducted via a synchronous audio/video format where the preceptor and the student may be in different locations (Inman, Bashian, Pendse, & Luu, 2019; Law Insider, 2013-2020). Refer to Article #6, 7, and 8.
- American Association of Colleges of Nursing (AACN, 2016) defined *direct patient care* as the care that involves assessment, diagnosis, treatment, and evaluation of a real client /patient - not simulation or lab exercises with trained patient actors and further stated "clinical experiences and time spent in each experience are varied and distributed in a way that prepares the students to provide care to the populations served, which may include telehealth and international direct care experiences" (AACN, 2016, p. 12). Refer to Article #2.
- Rationale 1. Telehealth is a well-established modality for healthcare delivery and is well supported by nursing accreditation and professional organizations. Virginia Board of Medicine and Virginia Board of Nursing jointly approved Guidance Document 90-64 titled Telemedicine for Nurse Practitioners. Furthermore, Virginia Department of Health Professions issued an executive summary on March 19, 2020, in response to the Office of Civil Rights (OCR) in the US Department of Health and Human Services to relax enforcement of HIPAA regulations governing telehealth during the COVID-19 National Emergency. Refer to Article #3.
- Rationale 2: The statement, issued by CCNE within their Coronavirus Resources for Nurse Educators dated March 23, 2020 (Refer to Article #4), approves Telehealth as a

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type of direct clinical hours for Graduate Nursing Students (AACN, 2016). Refer to Article #2.

- **<u>Rationale Supplements</u>**.
- Article #1. The Health Resources and Services Administration. (2017). Telemedicine and telehealth. Retrieved from https://www.healthit.gov/faq/what-telehealth-how-telehealth-different-telemedicine
- Article #2. American Association of Colleges of Nursing. (2016). 2016 *Criteria for evaluation for Nurse Practitioners programs* (5th ed.), p. 12. AACN/NONPF. https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Docs/EvalCriteria2016Final.pdf *Note:* Approved by all NP organization and CCNE. Review Criterion III. E.
- Article #3. Virginia Department of Health Professionals. (n.d.) Telemedicine for Nurse Practitioners [Guidance Document 90-64]. Retrieved from
- https://www.dhp.virginia.gov/medicine/medicine_guidelines.htm
- Article #4. American Association of Colleges of Nursing. (2020, March 23). Statement regarding Nurse Practitioner students and direct care clinical hours. https://www.aacnnursing.org/Portals/42/CCNE/News/Statement-Regarding-NP-Students-Clinical-Hours.pdf
- Article #5. Rutledge, C. M., Kott, K., Schweickert, P. A., Poston, R., Fowler, C., & Haney, T. S. (2017). Telehealth and eHealth in nurse practitioner training: Current perspectives. *Advances in Medical Education and Practice, 8,* 399–409. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5498674/
- Article #6. Inman, A. G., Bashian, H., Pendse, A. C., & Luu, L. P. (2019). Publication trends in telesupervision: A content analysis study. *The Clinical Supervisor, 38* (1), 97-115, DOI: 10.1080/07325223.2018.1528194
- Article #7. Klarowska, B. (2019, Feb. 13). *Telesupervision: How remote supervision can help*. Time2Track: Liaison Co.
- Article #8. Law Insider. (2013-2020). *Definition of Telesupervision*. Retrieved from https://www.lawinsider.com/dictionary/telesupervision

Structural Elements and Regulations

Standard I: Student Expectations
- School of Nursing
  - Graduate Handbook
  - Clinical Handbook
- Healthcare Facility Regulations
  - Health Requirement
  - Security-HIPPA and Other Security Regulations

Standard II: Faculty Expectations
- School of Nursing
  - Graduate Handbook
  - Clinical Handbook

Standard III: Preceptor Expectations
- Affiliation Agreement

Updated 1/12/21

- Preceptor Agreement
- **Type of Telehealth Visit:**
  - Students should be engaged in the synchronous services using the actual patients via a teleconferencing including initial and follow-up visits, consultations, patient education but excluding a phone call, e-mails, and text-messages.
  - Permit the Graduate Nursing Students to perform any telehealth or telemedicine-related tasks or functions with tele-supervision from the preceptors or collaborating provider being virtually present or immediately available to provide guidance.
  - Graduate Nursing Students' engagement in telehealth/telemedicine should be based on their level of education and clinical competencies as defined by the course objectives.
  - Graduate Nursing Students should follow the guidelines provided by the telehealth etiquette checklists below.

Standard IV: Supplemental documents
- HIPAA-approved telehealth technologies https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html

- Telehealth Etiquette Checklists: https://www.telehealthresourcecenter.org/wp-content/uploads/2019/07/Telehealth-Etiquette-Checklist.pdf

Clinical Requirements:

NURS 721-**Acute**
Clinical hours are to be in urgent care or primary care. Since this is the first semester, most students function better in primary care and may do some hours (approved by faculty) in urgent care. There are 90 face-to-face hours required. This will require 1 to 2 days each week.

NURS 725-**Chronic**
Clinical hours are to be in primary care. There are 90 face-to-face hours required and because this course comes in summer which is a shorter semester, you should complete at least 16 hours a week.

NURS 729-**Women's Health**
You are expected to complete 90 hour of clinical which is divided into 45 hours of OB and 45 hours of GYN.

NURS 733-**Peds-90 hours** –You are expected to complete 90 hours of clinical with an a range of pediatric patients – newborn through 18 years of age.
- Pulmonary Clinic at Carilion Clinic with Sally Southard MSN, PNP-C or comparable clinical experience approved by course faculty (to be scheduled; 6 to 8 clinical hours) PASS
- Course Credit and Clock Hours: Two credit hours (6 hours of clinical practicum per week for a total of 90 hours per semester)
- Clinical sites are to be submitted by October 1 for Spring semester.

<u>NURS 736-</u> **Preceptorship**
This will require at least 16 hours per week in order to complete in a 12-13 week semester. There are 180 hours of face-to-face clinical in primary care. You may do 15 to 30 hours in a specialty such as cardiology, pediatrics, women's health, and/or internal medicine with approval.

<u>NURS 824-</u>**RESIDENCY I, II, III**
The student may take from 1 to 4 credits per semester for a total equaling 4 credits for each residency or 180 hours for 12 credits. Each credit represents 45 clinical hours. If you are taking:

1 credit = 45 hours
2 credits = 90 hours
3 credits = 135 hours
4 credits=180 hours.

You may not take more than 4 credits of residency each semester. All clinicals are in primary care. You may do 15 to 30 hours in a specialty to include pediatrics, women's health, ED, urgent care, and/or cardiology in each 4 credits. These specialty hours should meet one of your residency goals. All POST-BSN-DNP, and POST-FNP/PHMNP students must have primary care 4 residency credit hours; there is no variable credits hours permitted in the POST-BSN Residency.

<u>NURS 827-</u> **Nurse Leadership Residency**
12 credit hours- variable hours over three residency courses
540 clinical hours

<u>HCA Facilities:</u>
The student is responsible for finding a provider that is willing to precept them. Once the provider is secured, the manager of the Lewis Gale facility where the provider practices will ensure that an affiliation agreement is in place with RU. If the student and their assigned preceptor will be working in the Lewis Gale Medical Center an affiliation agreement for that facility will also need to be signed. The HCA contact is Wendy Baber, Lewis Gale Physicians. Her email address is <u>wendy.baber@hcahealthcare.com</u>.

<u>Centra Facilities:</u>
Ruth Maragni, RN, MAEd, CDP
Healthcare Career Outreach Specialist
Workforce Development
Phone: 434-200-6509
Cell: 434-401-0522
Fax: 434-200-4056
Email: ruth.maragni@centrahealth.com
        http://accessfuture.centrahealth.com

<u>Carilion:</u>
Students interested in a preceptorship at any Carilion facility will initiate preceptorship requests by emailing: https://carilionclinic.org/students#clinical-rotations

ADDITIONAL POLICIES

Updated 1/12/21

ONLINE TECHNOLOGY ORIENTATION

Dr. Rebecca Scheckler, a graduate faculty member, is the Information Technologist for the DNP program. You must complete the orientation session prior to beginning the program in the fall and spring semesters. She can be contacted at rscheckler@radford.edu or 540-831-7663

CRIMINAL BACKGROUND INVESTIGATION

The School of Nursing must adhere to requirements established by clinical agencies regarding Criminal Background Checks (CBC) on students and faculty members. All students will be required to have a CBC. The School of Nursing requires students to establish an account with Castle Branch at castelbranch.com in order to obtain their CBC. The student will be responsible for the fees associated with any CBCs required for clinical practice.

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

Castle Branch is a secure platform that allows you to order your background check, drug test and medical document manager online. Once you have placed your order, you may use your login to access additional features of Castle Branch. Castle Branch also allows you to upload any additional documents required by your school.

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

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

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

Payment Information - At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.
Go to: www.Castlebranch.com and enter package code: RC71bgdt – Background Check + Drug Test + Medical Document Manager.

You will then be directed to set up your Castle Branch account. Your results will be posted directly to your Castle Branch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.

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

Updated 1/12/21

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

HEALTH POLICY / TRACKER

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

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

C. Students are eligible for services provided at the University Health Services in Moffett Hall, as outlined in the current Radford University Handbook. Health Insurance is not offered to the student.
(RU Student Health Services)

Hours of Operation
Fall & Spring Semester
Monday - Thursday - 8:30 AM - 6:00 PM
Friday - 9:30 AM - 6:00 PM

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

Call 831-5111 to confirm hours and/or make an appointment. You must come to campus.

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

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

Updated 1/12/21

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

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

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

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

INFECTION CONTROL
Because we use many Carilion facilities, we have included the Carilion policy for student exposure.

Procedure for Evaluation and Follow up for Exposure Incidents for Students using Carilion Health System Facilities for Clinical Experiences
An exposure is defined as: injury with a contaminated instrument (contaminated needles, blades or sharp instruments); contact of blood or body fluids containing blood into an open wound; cutaneous exposure involving large amounts of blood or prolonged contact with blood-especially when the exposed skin is chapped, abraded, or afflicted with dermatitis.

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

Initial evaluation of the blood exposure and the first dose of prophylaxis, if recommended, will be covered by Employee Health Services.

If necessary, blood testing will be drawn on the source patient in accordance with Virginia Code 322.145.1. The hospital will assume the cost for source patient blood testing.

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

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unless they inform Occupational health/Emergency/Employee health Department of the exposure immediately.

PERSONAL INFORMATION

Drug Screening

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

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

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

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

Once CastleBranch receives the results, the results will be automatically post them to the student roster to view.

MEDICAL DOCUMENT MANAGER (Castle Branch)

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

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

School of Nursing Health Record:

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

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

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

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

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

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

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

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

Flu Vaccination
Influenza (the flu) can be a serious disease that can lead to hospitalization and sometimes even death. Anyone can get very sick from the flu, including people who are otherwise healthy. You can get the flu from patients and coworkers who are sick with the flu if you get the flu, you can spread it to others even if you do not feel sick.
By getting vaccinated, you help protect yourself, your family at home, and your patients. Radford University Nursing students: the flu vaccine is required by many of our clinical agencies. Therefore, nursing students will be required to get a flu vaccine by October 1st of each year unless a student has a documented medical reason they cannot receive the flu shot. Students need to upload proof of their flu vaccine or medical documentation if there is a need to decline. Students who do not receive the flu vaccine, will be required to wear a mask in all patient settings and may limit where a student can attend clinical.

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

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

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

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

INCLEMENT WEATHER POLICY FOR CLINICALS
Students in individual clinical rotations may go to clinical at their own discretion about travel safety and should be cautioned not to jeopardize their own safety when making that decision. Students not attending clinical should inform their clinical faculty member and preceptor.

RISK MANAGEMENT POLICY

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

students enrolled in the School of Nursing will be held accountable to the standards of academic and clinical conduct outlined in this policy.

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

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

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

No student may consume or be under the influence of, or be in possession of alcohol at any time the student is performing clinical duties. Improper use of alcohol will result in immediate removal from the clinical setting and is considered a violation of this policy.
In addition to this policy, any use/abuse of alcohol outside the clinical or classroom which adversely affects a student's performance in the clinical setting or classroom, or adversely affects or threatens to adversely affect other interests of the School of Nursing is prohibited.

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

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

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

A. Pre-enrollment Testing

Drug Testing
The following categories of drugs will be tested for in the urine drug screen:
- Dilution testing−creatinine
- amphetamines

- barbiturates
- benzodiazepines
- cannabinoids (THC)
- cocaine (as benzoylecgonine)
- meperidine (Demerol®)
- methadone (Dolophine®)
- opiates (codeine, morphine, hydrocodone, hydromorphone)
- oxycodone (oxycodone, oxymorphone)
- phencyclidine (PCP)
- propoxyphene (Darvon®)
- tramadol

Policy
1. A negative urine drug screen is required of all students entering the Radford University School of Nursing; therefore, this policy applies to all nursing students.
2. A SAMSHA (Federally) certified reference laboratory must perform testing.
3. The testing fee is the responsibility of the individual student.
4. A student who tests positive on the drug screen panel will have the results reviewed by the Medical Review Officer (MRO) of the laboratory. The final determination of a positive or negative drug screen will be determined by the MRO.
5. The School of Nursing reserves the right to require additional drug screening "for cause" at any time during enrollment in the School of Nursing.
6. If a student is found to be positive for drugs, the student will be withdrawn from the School of Nursing.

Procedure
1. Graduate students may submit verification of a negative drug screen from their place of employment if performed within one year of the date of admission.
2. Each student will sign a Drug Screening Consent form.
3. Collection process will follow the Federal Drug Free Workplace guidelines.
4. A Custody and Control Form may be utilized for collection.
5. The assigned laboratory's Medical Review Officer will review any positive test result.
6. *The test results must be submitted to Castle Branch.*

B. Testing Under Reasonable Suspicion
1. The instructor will request the student to leave the clinical environment and direct that student to the agency administrative office if there is reasonable suspicion of substance abuse.
2. Once it has been determined by the Dean of the School of Nursing, or an individual designated by the Dean, that testing an individual student for drugs and alcohol is warranted, the student will be notified by the SON official requesting the testing.
3. The student will submit to testing for substances within one hour of notification.
4. The SON official will notify the laboratory that a student is being sent for testing.
5. The SON official will call a cab to transport the student to the laboratory and will escort the student to the cab.
6. The student is responsible for any costs associated with laboratory testing and transportation.
7. The student will not be allowed to return to the classroom or clinical environment until the test results are confirmed.

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C. Test Results
   1. All failed drug testing will be further analyzed using gas chromatography/mass spectrometry before any action is taken.
   2. Positive test results will be reported to a Medical Review Officer appointed by the testing laboratory. The Medical Review Officer will confer with the subject student to determine if there is any authorized reason for the positive test result. Failure of the student to return a call to the Medical Review Officer to confer will result in a positive result for the screening.
   3. All confirmed positive test results will be reported to the School of Nursing Graduate Committee, the School of Nursing Graduate Coordinator, and the Dean of the School of Nursing.
   4. Any student who, as a result of testing, is found to have unauthorized drugs or alcohol in his or her system in excess of established standards, regardless of when or where the substance entered the student's systems, will be considered in violation of this policy.
   5. If a test result shows the test has been adulterated, or the test is unable to be run because the temperature of the specimen is suggestive of adulteration, the test results will be considered positive and in violation of this policy.

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

E. Random Testing of Substance Impaired Students
   1. Students having infringed upon this drug/alcohol policy will submit to random urine screening tests, at the student's expense, throughout subsequent enrollment in nursing courses.
   2. Failure to submit to random testing, within one hour of notification, will result in an inability to participate in clinical activities and thus an inability to progress within the School of Nursing. This situation will be treated the same as a positive drug test.
   3. Students requiring random testing will be directed to an RUSON-authorized laboratory for the testing procedure.

Policy Violations and Procedures
Any violation of the School of Nursing's Policy (*Drug and Alcohol Use/Abuse)* typically will result in immediate removal of the student from all courses within the School of Nursing.
In the presence of irregular student behavior, the instructor will immediately notify the student of that observation, document reasons for suspicion that describes dysfunctional/unsafe student performance, and require that the student leave the clinical setting immediately. With the determination of the Dean of the School of Nursing or said designate, the student will be required to submit to urine/blood/breath testing for substances within one hour of the precipitant event. The educator's judgment is itself sufficient to direct these measures. Any student recourse will necessarily follow their unquestioning execution of that educator's direction for

testing. Persons found in violation of this policy may also be subject to arrest, criminal prosecution, and/or university judicial charges and sanctions.

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

<div align="right">Revised August 2019</div>

THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM
DEGREE CONCENTRATIONS

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

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

- The Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration emphasizes the care and treatment of patients with acute and chronic mental health problems. BSN-DNP and post Master's students seeking the PMHNP concentration.

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

- Post Master's Psychiatric Mental Health Nurse Practitioner Certificate Program

Programs of Study (POS) in each concentration are individualized. The DNP program must be completed in eight years. Failure to meet this requirement will result in the student not receiving their degree. Clinical facilities and preceptors are a responsibility of the student. Faculty will assist when needed.

Students entering the program may enroll as full-time (9-12 credits) or part-time (3-6 credits) students. The School of Nursing Associate Dean for Graduate Programs in consultation with track coordinators will develop programs of study to meet individual needs, ensuring that completion will take place within eight years. Students should responsibly seek the advice of their identified advisor when challenged in courses. The Associate Dean for Graduate Programs is the only person who can change your Program of Study (POS)

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Students may defer from the program for personal reasons, however if in the middle of clinical courses, this will have to be considered and approved by the faculty advisor in consultation with the Associate Dean for Graduate Programs.

RADFORD UNIVERSITY
SCHOOL OF NURSING

GRADUATE COURSE DESCRIPTIONS

NURS 700 Advanced Practice Nursing Roles and Leadership (3)
Three hours seminar
Prerequisite: Graduate Standing

This course examines advanced nursing practice roles, both from a historical view and in current practice, and explores roles using philosophical, political, economic, and legal frameworks. Emphasis is on examination of current social, professional, legislative, and technological trends in health care, as they relate to advanced practice nursing. The focus will be on encouraging the student to develop the requisite skills needed for role assumption and leadership within the health care delivery system through engagement in activities designed to develop role competencies in advanced nursing practice.

NURS 702 Theoretical Foundations for Advanced Practice Nurses (3)
Three hours seminar
Prerequisite: Graduate Standing

This course examines development of nursing theory and its uses in nursing practice and research. It includes the study and critique of nursing theories and theories from related disciplines. Explores philosophical issues related to contemporary nursing theory.

NURS 704 Health Promotion and Disease Prevention (3)
Three hours seminar
Prerequisite: Graduate Standing

This course will focus on the advanced practice nurse's role in health promotion and illness prevention through understanding community dynamics, applying principles of epidemiology, community assessment, and program development for aggregates in rural communities.

NURS 710 Advanced Pathophysiology (3)
Three hours seminar
Prerequisite: Graduate Standing

This course is designed for the study of physiological alterations underlying disease entities and relating knowledge to interpret changes in normal function that result in symptoms indicative of illness. Students will examine current research in pathophysiology. The course provides the student with an essential theoretical basis for advanced nursing practice. The objectives and content of this course are derived from the School of Nursing's mission and philosophy, and facilitate achievement of the School's program objectives. Additionally, the major topics and skills covered in this course are common to major nursing pathophysiology textbooks. Current research and advancement in nursing theory and clinical practice also determine course content.

NURS 712 Advanced Health Assessment (2)
Two hours seminar
Prerequisite: Graduate Standing, must be taken concurrently with NURS713

This course provides the advanced practice nurse with the advanced skills related to health assessment and clinical decision making. The health assessment portion focuses on comprehensive health history, the physical examination, functional, nutritional, cultural, and mental health assessments, health promotion/prevention, assessment of various body systems and behavior: head and neck, eyes and ears, respiratory, cardiovascular, abdomen, musculoskeletal, neurological and mental health. The clinical decision making portion of the course focuses on the diagnostic process, abnormal assessments and related pathology, developing differential diagnoses, and developing plans of care.

NURS 713 Advanced Health Assessment Laboratory (1)
One credit hour
Prerequisite: Graduate Standing, must be taken concurrently with NURS 712

This course is the laboratory component of Advanced Health Assessment (NURS 712). Emphasis is on interviewing to acquire a comprehensive health history, including developmental, cultural, risk, nutrition, and functional assessments and refinement of physical examination skills of body systems. Another focus is clinical decision making based upon data obtained from health assessments considered foundational to advanced nursing practice.

NURS 716　Advanced Pharmacology (3)
Three hours seminar
Prerequisite: Graduate Standing

This course focuses on the primary health care provider/advanced practice nurse's role in managing health and illness by pharmaceutical therapeutics. Emphasis will be on the understanding of pharmacology in health promotion, protection, and restoration for which drugs are prescribed. Emphasis will also be placed on motivations of clients in seeking prescriptions and adhering to medication regimens.

NURS 720　Advanced Family Nursing: Acute Illness across the Lifespan (3)
Three hours seminar
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS721

This course is designed to prepare the student to practice advanced nursing skills and clinical judgment with clients, families, and groups experiencing acute conditions in diverse settings and cultures. Emphasis is on analyzing, synthesizing, and applying current nursing, family, behavioral, and other health care theories and research related to individuals and families across the lifespan. The focus includes risk assessment, wellness promotion, health protection, health restoration, management of acute conditions, coordination of services, collaboration with other providers, and appropriate referral.

NURS 721　Advanced Family Nursing: Acute Illness across the Lifespan-Clinical (2)
Two credit hours
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS720

This course is the clinical practicum for NURS 720, Advanced Family Nursing: Acute Illness across the Lifespan (theory). This clinical course will provide a minimum of 90 hours of clinical practice experience with community preceptors including but not limited to NPs, MDs, DOs, and PAs practicing in the community with the focus of acute illness in primary care across the lifespan.

NURS 724   Advanced Family Nursing: Chronic Illness across the Lifespan (3)
Three hours seminar
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS725

This course is designed to prepare the student to practice advanced nursing skills and clinical decision making in diverse settings (including rural and urban) with patients, families, and groups experiencing chronic conditions. Emphasis is on analyzing, synthesizing, and applying current family, nursing, and other health care theories, research, best practices related to individuals and families across the lifespan in the context of the chronic condition. The focus includes wellness promotion, health protection, management and maintenance of chronic conditions, restoration and rehabilitation, coordination of services, collaborative care with other providers, and appropriate referral.

NURS 725   Advanced Family Nursing: Chronic Illness across the Lifespan-Clinical (2)
Two credit hours
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS724

This course is the clinical practicum for NURS 724, Advanced Family Nursing: Chronic Illness Across the Lifespan. This clinical course will provide a minimum of 90 hours of clinical practice experience with community preceptors, including but not limited to NPs, MDs, DOs, and PAs practicing in the community with the focus of chronic illness in primary care across the lifespan.

NURS 728   Advanced Family Nursing: Women's Health (3)
Three hours seminar
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS729

This course is designed to prepare the student with the advanced knowledge and skills to practice in diverse settings in delivering primary health care to women. The student will develop clinical judgment in assessment and problem identification, management, monitoring, follow up, and referral of health problems of women across the life span. In addition, the course will focus on health promotion, prevention, protection, and restoration for women and families. Nursing and related theories provide a framework for culturally sensitive, evidence based advanced practice.

NURS 729   Advanced Family Nursing: Women's Health-Clinical (2)
Two credit hours
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS728
This course is the clinical practicum for NURS 728, Advanced Family Nursing: Women's Health. This clinical course will provide a minimum of 90 hours of clinical practice experience, 45 in OB/ 45 in GYN, with community preceptors including but not limited to NPs, MDs, DOs, and PAs practicing in the community with the focus of women's health.

NURS 732   Advanced Family Nursing: Children's Health (3)
Three hours seminar
Prerequisite: NURS 702, 710, 712, 713, 716, must be taken concurrently with NURS 733

This course focuses on the development of clinical decision making and other skills needed to deliver primary health care to children and adolescents and their families in diverse settings. Emphasis is on health promotion and prevention and assessment, diagnosis and management of common acute and chronic health problems for children and adolescents, families, groups, and populations. Theories and research in growth and development, genetics, health and behavioral sciences, and best practices are explored.

NURS 733   Advanced Family Nursing: Children's Health-Clinical (2)
Two credit hours
Prerequisite: NURS 710, 712, 713, 716, must be taken concurrently with NURS 732

This is the clinical course for NURS 732, Advanced Family Nursing: Children's Health. The focus is health promotion/prevention in children/adolescents and families and assessment, diagnosis and management of health status changes in this population.

NURS 736   Advanced Family Nursing: Preceptorship (4)
Four credit hours
Prerequisite: NURS 720, 721, 724, 725, 728, 729, 732, & 733
This course is the final clinical practicum course for the Family Nurse Practitioner Program.

NURS 800 Evidence for Advanced Nursing Practice (3)
Three credit hours
*Prerequisite: NURS 702, undergraduate nursing research, undergraduate statistics course

This course will be an in depth examination of the process of developing evidence-based advanced nursing practice.

*For Leadership – Post Masters students, nursing 800 may be taken before nursing 702. Post masters students will have already completed the theory course.

NURS 774 Health Care Informatics (3)
Three hours seminar
Prerequisites: Graduate standing in DNP or permission of instructor

This is a project based course that involves learning about and applying the APN role in health care informatics. Topics include design and critique of technologies that integrate the nursing process, understanding of roles in EHR's, legal issues that drive health care informatics, technology based ethical issues, appropriate use of web sites to support patient education, and analysis of technological needs in clinical settings. No programming knowledge is required.

NURS 802 Syntheses and Evaluation of Evidence-Based Data (3)
Three hours seminar
Prerequisite: NURS 800

Updated 1/12/21

Building upon basic statistics and research methods, this course will apply data principles to evidence based practice situations for Advanced Practice Nurses (APNs). Emphasis is on the practical application of design techniques, data analysis, and interpretation to guide clinical practice. Includes integration of appropriate technologies to focus on outcomes of interest for APNs to improve healthcare outcomes.

NURS 804 Clinical Scholarship and Population-Based Outcomes. (3)
Three hours seminar
Prerequisite: NURS 800, 802

This course introduces a broad range of methods for scholarly inquiry to establish an evidence-based advanced nursing practice. Emphasis is placed on research methods useful in program evaluation, quality improvement projects, evaluation of new practice models, and clinical research pilot projects.

NURS 810   Health Care Systems, Information Systems, and Business Practices (3)
Three hours seminar
Prerequisite: Graduate Standing

This course explores foundations and principles of business, finance and entrepreneurship and information systems of advanced practice nursing within the context of the larger health care system. The content will include interrelationships among advanced practice nursing and organizational leadership, organizational systems and culture, culture of the profession of DNPs, interprofessional dimensions of healthcare and healthcare organizations, interprofessional communication, consultation skills, and principles of consultation, negotiation and conflict resolution strategies for improving clinical practice, informatics/information systems/technologic systems that support research, quality improvement, management, education and practice, and financial principles and management.

NURS 812   Health Care Policy, Ethics, and Law (3)
Three hours seminar
Prerequisite: Graduate Standing*

This course provides analysis of principles of ethics, law, and policy impacting health care delivery systems and consumers at local, state, national, and international levels. It explores ethical and legal constraints influencing health care providers and systems. The course also investigates methods for advanced practice nurses to impact structure and function of legislative/regulatory organizations and practices.
*Faculty recommend taking NURS 810 before NURS 812.

NURS 820   Doctor of Nursing Practice Final Project 1 (1)
Two credit hours
This, together with NURS 821, is the final DNP scholarly project.
Prerequisite: NURS 800, 802, 804, 810 & 812

The DNP Final Project course facilitates the identification of the student's scholarly project, development of a project proposal, and the implementation and evaluation of the project. The project is derived from the immersion practice experience.

Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the work may take a number of forms. An example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that is awarding the degree. Whatever form the final DNP product takes, it will serve as a foundation for future scholarly practice.

A DNP Final Project team will be assigned to each student during the 804 course based on the student's topic and faculty topic/clinical expertise. The DNP Team Lead will be the individual student's faculty of record 820, 821, 822. The DNP Team Lead is the scholarly advisor for the student's project. It is the students responsibility to stay in close contact with the project faculty lead to appraise her/him of the project's progress.

> According to AACN's *Essentials of Doctoral Education of Advanced Nursing Practice* (2006),
> "Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship…The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluation the immersion experience, and summarizes the student's growth in knowledge and expertise" (p. 20).

> Capstone provides the student an opportunity to investigate a health care issue/problem in a particular practice setting. The intention of the project is for the student to use a broad range of methods for scholarly inquiry to establish an evidence-based advanced nursing practice. Emphasis is placed on research methods that are useful in program evaluation, quality improvement projects, evaluation of new practice models, and clinical research pilot projects. Students will explore an issue/problem that will influence outcomes for a specific population. The issue/problem can be clinically focused and related to direct clinical care, administration, information systems, or policy. The focus for the project should be on the completion of a scholarly effort that will facilitate the use of evidence in practice and result in an appreciable change in practice or an outcome analysis. Examples of capstone projects include the development, implementation, project; an outcomes analysis; or development and implementation of a practice protocol or guidelines or a pilot

research project. The student will work with a designated capstone chair and a committee can be designated, that may consist of faculty or others.

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice.* Retrieved from
http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf

NURS 821/822   Doctor of Nursing Practice Final Project -2 (1 each)
One credit hour
Prerequisite: NURS 820

This DNP Final Scholarly Project course is a continuation of student work initiated in NURS 820 which facilitates the identification of the student's scholarly project, development of a project proposal, and the implementation and evaluation of the project. The focus of this course is completion of the Clinical Final Project. Students will complete the Final Project and present the results in a publishable written paper and/or oral presentation.
The DNP Final Project team is responsible for helping edit/revise and approve the project and participate in the completion of defense which constitutes the comprehensive examination for the Graduate College criteria leading to graduation.

NURS 824   Doctor of Nursing Practice Clinical Residency (12)
Variable credit clinical hours must total 12 by end of program*
Prerequisite: Advanced nursing practice courses required in the Family Nurse Practitioner (FNP) or Psychiatric Mental Health (PMHNP) concentration.

This is the course work required for the DNP Clinical Residency. The DNP Clinical Residency is a clinical leadership experience focusing on nursing education, policy, practice, or research within an area of student interest.   The residency is an immersion clinical experience that includes in depth work with experts from nursing and other disciplines.   Advanced nursing practice experiences assist students in development and assimilation of complex clinical knowledge and decision making. The residency provides the framework for the Capstone project in which the student identifies, develops, and implements a project of clinical or research interest that culminates in a publishable paper or project.

* It is suggested that the student take three residency courses in their program (four credits each). Each credit equals 45 clinical hours. This is to be discussed individually with the professor.
* Mission trips will only account for 20 hours of Residency and must be approved by advisor. BSN-FNBP students must have face-to-face primary care clinicals and are discouraged from taking these trips.

NURS 825 DNP Nurse Leadership Final Project 1
Two credit hours
Prerequisite Advanced nursing courses required in Nurse Leadership concentration or permission of faculty.

This is the initial course work required for the DNP in Leadership. This course expands upon previous course work and administrative leadership experiences that may focus on nursing education, policy, practice, research or business within an area of student interest

NURS 826 DNP Nurse Leadership Final Project 2
This is the final course/capstone work required for the DNP Leadership concentration. This course expands upon previous course work in NURS 825 and continues to focus on a leadership experiences in nursing education, policy, practice, research and/or business within the area of student interest. It is a one credit course.

NURS 827 DNP Nurse Residency
12 credit hours- variable hours over three residency courses
Generally 540 clinical hours are obtained in the Nursing Leadership DNP degree. Students must have a total of 1000 documented clinical hours accumulated by the end of the MSN to DNP degree.
Prerequisite Advanced nursing courses required in Nurse Leadership concentration: NURS 700, NURS 702, NURS 704, NURS 800, NURS, 802, NURS 804, NURS 810 and
NURS 812

This is the course work required for the DNP Residency in Leadership. This Residency is an extensive leadership experience focusing on leadership in education, policy, practice, research or business within an area of student interest.

NURS 897 Independent Practicum (3)
Variable (1-3) credit hours
Prerequisite: Graduate standing with completion of a minimum of one advanced clinical course in the student's program of study and permission of the supervising faculty and advisor

This course is designed primarily for students who wish to develop further clinical expertise in a selected area. The content of the practicum will be defined by the student in consultation with the faculty member supervising the practicum.

NURS 898 Directed Study (3)
Variable (1-3) credit hours individual research
Prerequisite: 12 semester hours of graduate credits, NURS 800, and approval from the student's advisor, the faculty advisor for the directed study, and the Dean of the College of Graduate Studies and Research.

This course provides the opportunity for the student to pursue additional in depth study relevant to advanced nursing practice. Development of a proposal approved by the College of Graduate Studies and Research is required. See Directed Study Guidelines in the Graduate Catalog.

NURS 760 Advanced Nursing Practice in Psychiatric Mental Health: Theory & Practice (3)
Three hours lecture/seminar
This course focuses on advanced psychiatric mental health nursing practice by integrating theoretical, clinical, and research knowledge related to psychotherapeutic management of acute and chronic mental health problems and psychiatric disorders. Students incorporate developmental, biopsychosocial theories, psychotherapeutic techniques, and research for individuals, families, and groups across the lifespan. Interprofessional practice in the psychiatric mental health setting is examined.

NURS 761 Neuropathophysiology & Differential Diagnosis of Mental Disorders: A Lifespan Approach (4)

Four hours lecture/seminar

The conceptual development of brain-behavior relationships for individuals with mental health and psychiatric disorders and application to practice will be the focus of this course. Students will develop advanced skills for the differential diagnosis of mental and substance use disorders using the Diagnostic and Statistical Manual of Mental Disorders. Students will refine their observational and interviewing skills, use and interpret screening tools, laboratory tests, and behavioral assessments. The course will also incorporate skills in the comprehensive and collaborative management of culturally diverse clients with psychiatric disorders in both acute and primary health care settings.

NURS 762 Psychotherapeutic Treatment Modalities & Clinical Psychopharmacology (4)
Four hours lecture, discussion

This course provides an overview of the major concepts, theories, and evidenced based modalities related to psychotherapeutic and psychopharmacology treatments for mental disorders across the lifespan. Emphasis is placed on the following psychotherapeutic interventions: cognitive behavioral therapy, motivational interviewing, crisis intervention, solution focused brief therapy, group therapy, and family system theories.

The principles and best practices for using psychopharmacology to treat psychiatric disorders across the lifespan will be detailed. The neuropharmacological mechanisms, risks, benefits, and outcomes of commonly used psychotropic drugs will be examined and applied using case studies.

NURS763 PMHNP Practicum I: Children & Adolescents (6)
Six credits hours - 270 clinical hours

This course provides supervised clinical training in the role of the psychiatric mental health nurse practitioner working with children, adolescents, and their families in a variety of settings. Focus is on clinical assessment, diagnosis, and a variety of evidence-based therapeutic treatment modalities with individuals, groups, and families. Health promotion and disease prevention strategies will be emphasized.

NURDS 764 PMHNP Practicum II: Adult & Geriatrics (6)
Six credits hours - 270 clinical hours

This course provides supervised clinical training in the role of the psychiatric mental health nurse practitioner working with adults and older adults in a variety of settings. Experiences emphasize clinical decision making and evidence-based treatment modalities in an interprofessional environment with focus on competencies in the ethical, collaborative, and evidence-based treatment with adults in acute and chronic mental health disorders.

POSSIBLE NURSING ELECTIVE COURSES

The Associate Director for Graduate Programs will send, early in the spring semester, courses that may be offered online or on campus at Radford University. All electives must be approved by the Associate Director for Graduate Programs and must be over a 600 level. These following courses **may** be offered.

NURS 707 Mental Health and the Older Adult (3)

Three hours seminar
Prerequisite: Graduate standing and undergraduate gerontological nursing course and/or continuing education and/or present employment in gerontological nursing.

Emotional health and its holistic parameters surrounding older adults will provide the foundation for this course. Included are developmental stages of the older adult, psychosocial assessment, depression and suicide, dementia, substance abuse, and paranoia anxiety disorders and life satisfaction. Theoretical frameworks together with case studies will be explored to provide the basis for care and treatment.

NURS 790 Special Topics in Advanced Practice Nursing (3) – Two summer electives
Global Health and Ethics and Aging under NURS790.
Three hours seminar
Prerequisites: Graduate standing in DNP or permission of instructor
Current issues, research, theory, and advanced clinical practice and scholarship not otherwise covered in the DNP program determine course content.

Students may investigate elective courses that are a 500 level or above offered at Radford University in the summer or other semesters. They are provided in the graduate catalogue which is available through the registrar link. Fall elective courses from other RU departments must be approved by the Associate Dean for Graduate Programs.

PROGRESSION THROUGH THE GRADUATE PROGRAM

All admission requirements must be fulfilled to the College of Graduate and Professional Studies prior to enrollment of the DNP program. The College of Graduate and Professional Studies offers the following checklist for the graduate student:

FIRST SEMESTER OF ENROLLMENT

1. All programs of study will have been submitted by the Graduate Coordinator prior to the start of the first semester.

2. All grades, submitted to the Registrar, indicate continued enrollment in the program.

BEGINNING OF SUBSEQUENT SEMESTERS OF ENROLLMENT

1. Depending on the student's program of study and planned graduation, application must be made for graduation through the College of Graduate Studies and Research Office at the beginning of the next to last   semester of your studies.

2. Comprehensive Examination Form must be submitted to the College of Graduate Studies and Research prior to graduation after the student has completed their Final Projects. This form is sent to the Coordinator by the College of Graduate Studies and Research who has it signed by the Final Project faculty. It is required for graduation.

Radford University requires a final comprehensive examination for all Doctor of Nursing Practice (DNP) students.   The final comprehensive examination requirement is met by receiving a passing

Updated 1/12/21

grade on their Capstone paper and successfully passing the final oral defense of the DNP Capstone Project. The Comprehensive Examination should be taken during the semester in which all nursing course work will be completed. The Graduate Committee will schedule a date and time toward the end of the semester of each year when all eligible students must complete the comprehensive examination. Students may have the option of presenting their project online or on campus. Faculty will arrange for this to occur.

The student must have at least a "B" average in the nursing major and in the overall program at the time of application for the examination.

The committee evaluating the comprehensive examination will consist of nursing faculty who has taught graduate nursing courses. Each student will have a minimum of two faculty designated to sign off on the comprehensive examination. A candidate who fails the examination may request re-examination no earlier than the following semester in which the examination is offered. If the student fails to pass the examination on the second attempt, the student will be dropped from the degree program.

Faculty/Student Authorship
Student work that is graded within a course should not be approached by faculty or student for co-authorship during or after the course. The student and faculty may develop a relationship, following graduation, where co-authoring of work is acceptable. Discussion for recognition of the faculty role such as acknowledgement may be initiated after the work has been graded and completed. It is the option of the student whether to acknowledge the faculty input and is not required.

GRADUATION

At the completion of your academic requirements, students must fill out the Application for Graduation and/or Participation in Hooding and Commencement Ceremony. This form can be obtained under the College of Graduate Studies and Research Student Forms link.
For those graduating in December (Fall) the form is due in September to the College of Graduate Studies and Research. Send to the SON, Dr. Marjorie Young, no later than August 31 for processing. For those graduating in May (Spring) send to the SON, Associate Dean for Graduate Programs no later than January 15, and for those graduating in August, send no later than May 10. This is the student's responsibility and the Associate Dean for Graduate Programs will process it for signing and take it to the College of Graduate Studies and Research. Do not send this to your advisor.

GRADUATE FACULTY STATUS AND SCHOLARLY INTERESTS
Dr. Christi Callahan
      Faculty Status: Assistant Professor
      Scholarly Interests: Pediatric Palliative Care
                            Neonatal Abstinence Syndrome

Dr. Kemberly Campbell
      Faculty Status :   Assistant Professor
      Scholarly Interest :   Interprofessional Collaboration
                            The Pedagogical Role of Mindfulness

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Dr. Carey Cole
    Faculty Status: Assistant Professor
    Scholarly Interests: Diabetes
                                 Menopausal/perimenopausal concerns

Dr. Sharla Cooper   Associate Dean, Undergraduate Programs
    Faculty Status: Associate Professor
    Scholarly Interests: Ethical Issues Related to High Risk Newborns

Dr. Erin Cruise
    Faculty Status: Associate Professor
    Scholarly Interests: Community/Public Health, Health Education, Childhood Obesity
                                 School Nursing/School Health
                                 Environmental Health and Health Literacy

Dr. Wendy Downey
    Faculty Status: Assistant Professor
    Scholarly Interests: Healthcare Informatics
                                 Nursing Education
                                 Palliative Care

Dr. Barbara Farris
    Faculty Status: Assistant Professor
    Scholarly Interests: Evidence Based Teaching Methods
                                 Heart Failure Readmission Rates
                                 Non-Alcoholic Liver Disease

Dr. Sarah Gilbert
    Faculty Status: Assistant Professor
    Scholarly Interests: Familial Caregiving
                                 Nursing Education
                                 Skilled/long-Term Care

Dr. Virginia (Ginny)Hart   Coordinator, PMHNP Certificate Program
    Faculty Status: Assistant Professor
    Scholarly Interests: Integrative Approaches to Mental Health
                                 Trauma-informed Care
                                 Stress Reduction and Wellness Promotion Strategies for Nursing
                                          Students

Dr. Iris Mullins
    Faculty Status: Professor
    Scholarly Interests: Health Concerns and Health Promotion Practices of Truck Drivers
                                 Concept Mapping
                                 Simulation

Dr. Katie Katz
    Faculty Status: RN to BSN Track Coordinator

	Assistant Professor
Scholarly Interests:	Gerontology
	End-of-Life / Palliative Care
	Advance Directives
	Ethics
	Wellness Promotion

Dr. Eunyoung Lee — Coordinator, FNP Program
  Faculty Status: Associate Professor
  Scholarly Interests: Acute/Critical Care
  Cardiology/General Practice

Dr. Kereen Mullenbach — Coordinator NEL Programs
  Faculty Status: Associate Professor
  Coordinator NEL Programs
  Scholarly Interests: Leadership/Management
  Problem framing/clinical reasoning

Dr. Rebecca Scheckler
  Faculty Status: Assistant Professor
  Scholarly Interests: Health Care Informatics

Dr. Virginia (Gini) Weisz
  Faculty Status: Associate Professor
  Scholarly Interests: Women's Health
  Global and Rural Health Care
  Complementary and Alternative Therapies

Dr. Marjorie Young — Interim Associate Director, Graduate Programs
  Faculty Status: Assistant Professor
  Scholarly Interests: Maternal/child Health
  Breastfeeding/lactation
  Interprofessional Education

PROFESSIONAL ORGANIZATIONS
Numerous professional organizations are available in Virginia and in the U.S. with student membership rates.

ACADEMY OF MEDICAL-SURGICAL NURSES
This is a professional organization formed to promote high standards of nursing practice, facilitate the implementation of practice guidelines, provide education programs for its members, foster scholarly activity, and disseminate new ideas for all areas of adult health/medical-surgical nursing.

Meetings are held quarterly.
Contact: www.amsn.org

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THE AMERICAN ACADEMY OF NURSE PRACTITIONERS
AANP if the largest of only full-service national professional membership organization for nurse practitioners (NPs) of all specialties.
Contact: www.aanp.org

THE AMERICAN ASSOCIATION OF CRITICAL CARE NURSES
The focus of this organization is on education and the promotion of nursing practice in critical care. Contact: www.aacn.org

AMERICAN HOLISTIC NURSES ASSOCIATION
AHNA works to illuminate holism in nursing practice, community, advocacy, research and education. They provide education about effective holistic, complementary and integrative health care and certifications at multiple levels.
Contact: www.ahna.org

AMERICAN NURSES ASSOCIATION/ VIRGINIA NURSES ASSOCIATION
The VNA is the professional organization for registered nurses in the Commonwealth of Virginia. A member of the VNA is automatically a constituent member of the ANA. The local area is designated the New River Valley Chapter (NRV). Each County has chapters.

Contact: Virginia Nurses Association   (804) 282-1808
                 7113 Three Chopt Road   (800) 868-6877
                 Richmond, VA 23226   www.virginianurses.com
AMERICAN PSYCHIATRIC NURSES ASSOCIATION
http://www.apna.org/i4a/pages/index.cfm?pageID=3851
www.apna.org

GERIATRIC ADVANCED PRACTICE NURSE ASSOCIATION
GAPNA represents the interests of all advanced practice nurses who work with older adults. These advance practice nurses are active in a variety of settings across the continuum including primary, acute, post-acute and long-term care. GAPNA provides advanced practice nurses with continuing education in gerontological care as well as networking and peer support from experienced clinicians.
Contact: https://www.gapna.org/

ONCOLOGY NURSING SOCIETY
This is a national organization for registered nurses interested in cancer nursing. Members can join the local chapter as well as the national organization of ONS. The local chapter is located in Roanoke. Contact the website to find a list of meetings and educational activities. The national organization sponsors excellent meetings with nationally known speakers. https://www.ons.org/

SIGMA THETA TAU
Sigma Theta Tau is an organization that encourages and recognizes superior scholarship and leadership achievement in nursing. Membership is an honor conferred upon students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Graduates of baccalaureate programs who demonstrate excellence in leadership positions in nursing are also eligible for membership consideration. The local chapter is Epsilon Psi.

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Check the Radford University School of Nursing website for a list of current officers, meeting dates and membership criteria—nurs-web.asp.radford.edu/epsilon or call 831-7671.

SOUTHERN NURSING RESEARCH SOCIETY (SNRS)
The mission of SNRS is to advance nursing research in the Southern region of the United States. That mission is accomplished by promoting the conduct and dissemination of research, facilitating recognition and growth of members as nurse scientists, and fostering communication, connection, and collaboration among members. Benefits of membership include opportunities for small grant funding, access to research colleagues in 14 states, opportunities for research career enhancement, and networking with 500+ researchers, clinicians, and students.
Contact: www.snrs.org

VIRGINIA COUNCIL OF NURSE PRACTITIONERS/ BLUE RIDGE CHAPTER
The Blue Ridge Chapter of the council meets quarterly on Tuesday evenings, with meetings "to Be Announced." Meetings generally are devoted to a short business meeting and an educational program.
Contact: www.vcnp.net

VIRGINIA COUNCIL OF NURSE PRACTITIONERS/ SOUTHWEST VIRGINIA CHAPTER
This chapter of the VCNP meets quarterly. The major focus of the group is to provide continuing education for nurse practitioners in the region. In addition, professional issues are examined. Students are welcomed and highly recommended to join if in an NP program.
Contact: www.vcnp.net

STUDENT SERVICES
There are several services available on campus to assist students.
https://www.radford.edu/content/radfordcore/home/academics/resources-support.html

Name	Phone Number	Info/Services Available
Learning Assistance & Resource Center	831-7704 McConnell Library 4th floor	Writing skills, English as a Second Language Tutoring
Net Tudor	https://www.radford.edu/content/major-exploration/home/tutoring.html	D2L site – writing assistance.
Student Counseling Services	831-5226 Lower Level, Tyler Hall	Personal counseling
Dean of Students	831-6297 274 Heth Hall	Student health insurance, Student organizations, Esp. Graduate student Association
Parking Services	831-6361 1st Floor 152, Heth Hall	Parking maps and decals
ONE Card Office	831-5054 1st Floor 152, Heth Hall	ID and RU Express Info

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Student Health Services	831-5111 Ground floor, Moffett Hall	Physical examinations, immunizations, laboratory testing, allergy clinic
Office of Institutional Equity	831-5307 615 Fairfax Street PO Box 6988	Complaint processing and investigation, Counseling Services, Academic support, Adjudication and appeal, No contact orders, Educational workshops and trainings, Consultation services, Safe Zone
Center for Accessibility Services	831-6350 Russell Hall (3rd Floor) Suites 301-327	Books on tape, note takers, sign language interpreters, reader, service animals, test taking
Technology Assistance Center	831-7500 Walker Hall, room 153	Network connectivity troubleshooting, Support for basic computer questions/ problems, virus removal, spyware check/removal, system rebuilds

Library Research Help

McConnell Library has created an online Doctor of Nursing Practice (DNP) LibGuide that provides information on multiple research resources. This is available at: https://libguides.radford.edu/mcconnell/DNP

The DNP LibGuide also provides many self-paced modules for DNP students, available under the "Tutorial" tab. The topics covered include:
- APA for Graduate Students
- Avoiding Plagiarism
- Selecting Databases for Graduate Students
- Identifying Original Research Articles for Graduate Students
- PICO for Graduate Students

McConnell Library provides two kinds of research help services to DNP students:
- DNP Specific Research Consultation via Adobe Zoom
   A librarian can "meet" with you online using Adobe Zoom to demonstrate how to find articles, books, and other research materials. To make an appointment for an in-depth virtual research consultation, contact the Research Help Desk or call (540) 831-5687.
- Research Help Desk – Immediate Help with Simple Questions:
   Such as how to use the library's catalog, locate the full-text of an article, or how to cite a source in APA.

How to connect with a librarian at the Research Help Desk:

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- Email: refdesk@radford.edu
- IM: http://library.radford.edu/information/imchat.asp
- SMS/text: 540-318-2235
- Phone: 540-831-5696
- In-Person: Located on the Main (3rd) floor of the McConnell Library
- Research Librarians are available during the fall and spring semesters

Research Librarians are available during the fall and spring semesters:
- Monday - Wednesday: 10 am to 7 pm
- Thursday: 10 am to 5 pm
- Friday: 10 am to 4 pm
- Saturday and Sunday: Closed

Please note that the library's research services will address all types of research questions, including developing an appropriate research strategy and helping to select databases and other resources appropriate for one's research. However, library staff will not edit a paper for you or perform a literature review.

Front Desk:
The Front Desk staff is ready to help you with questions about your library account, mailing service, general hours and directional information, and more.

If you want to have McConnell Library materials mailed directly to you at home, choose "Home Address - Ext. Campus Only" as your pickup location when you request library materials from our online catalog.

You can contact the Front Desk several ways:
1. Email: frontdesk@radford.edu
2. SMS/text: 540-318-2236
3. Phone: (540) 831-5364
4. In-person: located on the Main (3rd) floor of the library

Interlibrary Loan:
Even though McConnell Library has half a million books, over 60,000 journals and hundreds of thousands of online articles, we'll also get you articles, books, etc. that we don't have through Interlibrary Loan! Interlibrary Loan (ILL) costs are subsidized by the library which allows students or faculty to order items not owned by McConnell Library at no individual cost, and the item will be delivered online or in print. With this service, patrons can obtain books, journal articles, and sometimes other types of library material.

For more information about ILL, setting up your account, requesting materials, or contacting staff for assistance, see the online Interlibrary Loan guide: http://libguides.radford.edu/ILL

Lisa Dinkle, MLIS
Research/Instruction Librarian
McConnell Library, Radford University
540.831.5702| ldinkle@radford.edu

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Tips for Online Learning Success

1. <u>Persistence</u>
This is perhaps the biggest key to success in online learning. Students who succeed in online learning are those who are willing to tolerate technical difficulties, seek help when needed, work daily on every class, and persist through challenges.

>When you run into a challenge, keep trying and ask for help.

>Set up a manageable study schedule for yourself and stick to it.

>Students who succeed are those who log in and make progress everyday even after the novelty of going to school online starts to wear off!

2. <u>Effective time-management skills</u>
You must be able to manage your time well. Most courses are not taught in real time there are no set times for classes.

This flexibility is one of the greatest benefits of online learning. However, it can also be a drawback for a student who procrastinates, is unable to stick to a routine study schedule or is not able to independently complete assignments without daily reminders from a teacher

Effective time-management skills do not just happen. They have to be learned. Once you learn them, they will benefit you throughout your life. Follow this list of tips to develop your own good time-management skills.

>(A.)   Review the syllabus for each of your courses and develop a long-term plan for completing your major assignments.
>(B.)   Make a daily "To Do" list and have fun checking things off the list as you complete them

It takes time to develop good habits, but over time you will start to enjoy the satisfaction that comes from being well-organized and accomplishing important tasks.

3. <u>Effective and appropriate communication skills</u>
Communication skills are very important in online learning because students have to be willing to seek help when they need it. Professors are very willing to help students, but they are unable to pick up on non-verbal cues, such as a look of confusion on a student's face. Follow these tips:

Use the tools provided by the school to communicate with your professors. Many online schools and programs provide several ways for students to communicate with faculty and staff, including email, discussion groups, chat rooms, office hours, cell phones and even text messaging. Faculty and staff are glad to take questions from students and want to help you to succeed in your classes. At first it may feel awkward to talk to your professors this way, but do not worry. If your professor has chat room or cell phone office hours, do not be shy about using those tools to communicate with your professor.

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Use appropriate style and language for college. It is important to understand appropriate communication for a college setting. When communicating with faculty and other staff members, you should write in full, grammatically correct sentences and with a respectful tone. Many students are used to a very informal style of writing in chat rooms, blogs, text messages, and so forth.

Online faculty are professionals and must be treated with respect and courtesy. Because of the distance, it is tempting for some students to say things out of anger, frustration, or even just to be friendly, which they would never say to a professor in person.

4. Basic technical skills

The ability to create new documents, use a word processing program, navigate the Internet, and download software is some of the basic technical skills needed by online learners.

Most online schools have new student orientation programs to teach students how to use their learning management system and other online tools, but they typically do not teach the basics.

If you are unfamiliar with basic computer skills, you may want to find an online tutorial such as the one available through The Library Network.

You will also want to check the online college's main website for their hardware and software requirements, to make sure your own computer meets those requirements

5. Reading and writing skills

Reading and writing are the main ways you will communicate in an online class. Although some hard copies of textbooks are available at school, you should be relatively comfortable reading extensive documents on a computer screen and typing without frustration. If you type less than 25-30 words per minute, it may be worth completing a typing software program before beginning online classes.

Some tests and quizzes have multiple choice questions, but many of your assignments will involve writing short or long answers.

6. Motivation and independence

To be successful in online learning, a student has to want to be successful. Online learning requires independence, internal motivation, responsibility, and a certain level of maturity.

Have you given some thought to your own personal reasons for attending the College of Graduate Studies and Research?

Are you determined and self-motivated to succeed in the College of Graduate Studies and Research?

There are many worthwhile reasons to work hard in the College of Graduate Studies and Research. These might include a greater level of personal satisfaction with your future career, personal pride in your accomplishments, a wider range of opportunities available to you with

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higher education, and substantially higher lifetime earnings. Here are a few things that you might consider to be successful:

1. A good study environment
   This is another critical component of academic success. Get some peace and quiet. You will need a quiet place to work without distractions

2. Avoid games. Consider uninstalling any computer games to avoid temptation, or keep the games on a different computer in the house

3. Turn off your cell phone. Let friends and family members know the hours that you will "be" at school.

4. Beware of surfing the black hole of the Internet. It is easy to wander through the Internet for much longer than planned.

5. Consider ergonomics. Adjust the height of your chair, keyboard, and screen so that you are comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing (*http://www.iseek.org/education/successonline.html)*

FINANCIAL AID FOR GRADUATE NURSING STUDENTS

Various sources of financial aid are available for full-time graduate nursing students. Eligibility criteria, application procedures, and requirements and conditions of aid are given for each financial aid category currently available.

<u>GRADUATE TEACHING ASSISTANTSHIP (GTA)</u>

Graduate Teaching Assistantships to provide support for promising graduate students. Assistantships provide stipends; the amount of stipend is determined on an annual basis. In addition to the stipend, a limited number of Assistantships also provide partial or full in-state tuition rates for out-of-state students. Assistantships can be renewed for a second year.

Eligibility: 1. Approved for admission to the graduate nursing program.
                2. Full-time enrollment (minimum of nine credits).
                3. Evidence of potential for contribution to the discipline, especially in the area of teaching.
                4. Nomination by Associate Director for Graduate Programs or SON Dean

https://www.radford.edu/content/grad/home/cost/assistantships.html#par_text_17

Applications should include a letter to the Graduate Program Coordinator indicating interest in serving as a GTA as well as the student's particular areas of expertise. References may be requested.

Selection of Graduate Teaching Assistants is based upon the anticipated contributions of the applicant and the needs of the school as determined by the Dean of the School of Nursing and the Coordinator of the Graduate Program.

SPECIFIC DUTIES ASSIGNED TO GRADUATE TEACHING ASSISTANTS

The following duties are most commonly assigned to GTAs:
- Assisting faculty conducting skills labs for undergraduate students

- Assisting faculty in clinical practice for undergraduate students

- Assisting faculty in clinical conferences and related activities, however not lecturing.

- Assisting faculty with selected steps of the research process, depending upon the capabilities of the graduate assistant, including literature searches

- Data collection, data entry, and/or analysis for research or evaluation projects conducted by the School

GRADUATE TEACHING ASSISTANT ASSIGNMENTS
The initial orientation will be conducted by the Dean of the School of Nursing or the Associate Dean for Graduate Programs, in collaboration with the GTA's faculty mentor. The mentor will provide on-going training specific to the assigned duties.

The Dean of the School of Nursing and the Associate Dean for Graduate Programs will assign specific responsibilities to GTAs. Each GTA will be assigned a faculty mentor with whom the GTA will work for a specified course or project.

GRADUATE TEACHING ASSISTANT SUPERVISION
Graduate Teaching Assistants will receive ongoing supervision by their assigned faculty mentors. The process and characteristics of the supervision will be based upon the nature of the assigned duties. In labs, for example, the GTA and faculty mentor will work together with 8-10 undergraduate students who are learning health assessment skills or nursing practice skills. When doing library research, periodic conferences to guide the work of the GTA will be scheduled.

EVALUATION OF GRADUATE TEACHING ASSISTANTS' PERFORMANCE
Graduate Teaching Assistants will be evaluated formally at least once each academic year near the end of the semester and more frequently if necessary. The faculty mentor will be responsible for completing the evaluation. GTAs will use the same evaluation tool for a self-evaluation. All evaluations will be reviewed by the Dean of the School of Nursing and filed in the student's file. GTAs who are unable to perform assigned duties will be counseled on ways to improve performance and a mutually acceptable, time referenced plan with specific objectives to improve performance will be designed. Duties may be reassigned by the faculty mentor or the Dean when progress is not made or as needs of the department change.

EVALUATION OF THE PROGRAM FOR STUDENT ASSISTANTSHIPS
The program will be assessed by the following standards:

- The application process is clear, fair, and meets both the School of Nursing and applicant needs and is coordinated by the College of Graduate Studies and Research.

- Duties of the GTA are assigned, clear, and operated within the standards and regulations of the Virginia State Board of Nursing.
- The GTA shall receive sufficient orientation and ongoing supervision by the assigned faculty mentor to carry out the assigned duties in a responsible manner.

- Both the faculty mentor and the GTA shall complete the GTA evaluation form as specified above and discuss the results together, creating a plan to improve performance if necessary.

- The guidelines for Graduate Teaching Assistantships will be evaluated as specified by the systematic evaluation plan for the School of Nursing.

FAMILY NURSE PRACTITIONER CONCENTRATION – Post BSN [Fall Admission]

DEPT.	NO.	COURSE TITLE	CREDITS	SEM/YR.	Clinical Hours
NURS	702	Theoretical Foundations for APNs	3	Y1_Fall	
NURS	810	Health Care and Information Systems and Business	3	Y1_Fall	
NURS	812	Health Care Policy, Ethics and Law	3	Y1_Spring	
NURS	704	Health Promotion and Disease Prevention	3	Y1_Spring	
NURS	800	Evidence for Advanced Nursing Practice	3	Y1_Spring	
NURS	700	APN Roles and Leadership	3	Y1_Summer	
NURS	716	Advanced Pharmacology [Offered in Sum/Fall]	3	Y1_Summer	
NURS	710	Advanced Pathophysiology	3	Y2_Fall	
NURS	712	Advanced Health Assessment	2	Y2_Fall	
NURS	713	Advanced Health Assessment-Laboratory	1	Y2_Fall	
NURS	774	Healthcare Informatics	3	Y2_Spring	
NURS	720	Advanced Family Nursing: Acute Illness Across the Lifespan	3	Y2_Spring	
NURS	721	Advanced Family Nursing: Acute Illness Across the Lifespan-Clinical	2	Y2_Spring	90 Hrs.
NURS	724	Advanced Family Nursing: Chronic Illness Across the Lifespan	3	Y2_Summer	
NURS	725	Advanced Family Nursing: Chronic Illness Across the Lifespan-Clinical	2	Y2_Summer	90 Hrs.
		Elective I	3	Y2_Summer	
NURS	802	Synthesis and Evaluation of Evidence-Based Data for APNs	3	Y3_Fall	
NURS	728	Advanced family Nursing: Women's Health Advanced family Nursing: Women's Health	3	Y3_Fall	
NURS	729	Advanced Family Nursing: Women's Health- Clinical	2	Y3_Fall	90 Hrs.
NURS	804	Clinical Scholarship and Population-Based Outcomes for APNs	3	Y3_Spring	
NURS	732	Advanced Family Nursing: Children's Health	3	Y3_Spring	
NURS	733	Advanced Family Nursing: Children's Health Clinical	2	Y3_Spring	90 Hrs.
		Elective II	3	Y3_Summer	
NURS	736	APN Preceptorship	4	Y3_Summer	180 Hrs.
NURS	824	DNP Clinical Residency I	4	Y4_Fall	180 Hrs.
NURS	820	DNP Final Project/Capstone I	2	Y4_Fall	
NURS	821	DNP Final Project/Capstone II	1	Y4_Spring	
NURS	824	DNP Clinical Residency II	4	Y4_Spring	180 Hrs.
NURS	824	DNP Clinical Residency III	4	Y4_Summer	180 Hrs.
TOTAL CREDITS: 81 Credits					1080 Hrs.

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PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER: Post BSN [Fall Admission]

DEPT.	NO.	COURSE TITLE	CREDITS	SEM/YR.	CLINICAL HRS.
REQUIRED COURSE					
NURS	710	Advanced Pathophysiology	3	Y1_Fall	
NURS	712	Advanced Health Assessment	2	Y1_Fall	
NURS	713	Advanced Health Assessment-Laboratory	1	Y1_Fall	
NURS	812	Health Care Policy, Ethics and Law	3	Y1_Spring	
NURS	800	Evidence for Advanced Nursing Practice	3	Y1_Spring	
NURS	700	APN Roles and Leadership	3	Y1_Summer	
NURS	716	Advanced Pharmacology [Offered in Sum/Fall]	3	Y1_Summer	
NURS	702	Theoretical Foundations for APNs	3	Y2_Fall	
NURS	810	Health Care and Information Systems and Business	3	Y2_Fall	
NURS	720	Advanced Family Nursing: Acute Illness Across the Lifespan	3	Y2_Spring	
NURS	721	Advanced Family Nursing: Acute Illness Across the Lifespan-Clinical	2	Y2_Spring	90 Hrs.
NURS	724	Advanced Family Nursing: Chronic Illness Across the Lifespan	3	Y2_Summer	
NURS	725	Advanced Family Nursing: Chronic Illness Across the Lifespan-Clinical	2	Y2_Summer	90 Hrs.
NURS	760	APN Theory & Practice in PMH	3	Y3_Fall	
NURS	761	Neuropathology & Differential Diagnosis	4	Y3_Spring	
NURS	704	Health Promotion and Disease Prevention	3	Y3_Spring	
NURS	762	Psychopharmacology& Psychotherapeutics	4	Y3_Summer	
		Elective I	3	Y3_Summer	
NURS	763	PMHNP Clinical Residency 1: Children and	6	Y4_Fall	270
NURS	802	Synthesis and Evaluation of Evidence-Based Data	3	Y4_Fall	
NURS	764	PMHNP Clinical Residency 11: Adults & Geriatrics	6	Y4_Spring	270
NURS	804	Clinical Scholarship and Population-Based	3	Y4_Spring	
NURS	897	Independent Practicum (IPE focus)	3	Y4_Summer	135
		Elective II		Y4_Summer	
NURS	820	DNP Final Project 1	2	Y5_Fall	
NURS	824	DNP Clinical Residency	4	Y5_Fall	180
NURS	774	Health Care Informatics	3	Y5_Spring	
NURS	821	DNP Final Project 11	1	Y5_Spring	
REQUIRED CREDITS: 85			CLINICAL HOURS: 1035 Hrs.		

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**Post-Master's PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)
CERTIFICATE:**

POST-MSN PMHNP (Fall Admission Only)

NO.	COURSE	CREDI	SEM/YR.	GRADE
760	Advanced Nursing Practice in Psychiatric Mental Health: Theory and Practice Across the Lifespan.	3	Y1_Fall	
761	Neuropathophysiology & Differential Diagnosis of Mental Health Disorders: A Lifespan Approach	4	Y1_Spring	
762	Psychotherapeutic Treatment Modalities &clinical Psychopharmacology	4	Y1_Summer	
763	PMHNP Practicum 1: Children and Adolescents (270	6	Y2_Fall	
764	PMHNP Practicum 11: Adults & Geriatrics (270 hrs.)	6	Y2_Spring	
	TOTAL CREDITS: 23 CLINICAL HOURS: 540 Hrs.			

NURSE LEADERSHIP CONCENTRATION – Post MSN [Fall Admission]

DEPT.	NO.	COURSE TITLE	CREDI	SEM/YR.	GRADE
REQUIRED COURSES:					
NURS	802	Synthesis and Evaluation of Evidence Based Data for APNs	3	Y1_Fall	
NURS	810	Health Care Information and Business Practice	3	Y1_Fall	
NURS	800	Evidence for Advanced Nursing Practice	3	Y1_Spring	
NURS	804	Clinical Scholarship and Population Based Outcomes	3	Y1_Spring	
NURS	827	DNP Executive Residency 1	4	Y1_Summer	
NURS	774	Healthcare informatics	3	Y1_Summer	
NURS	825	DNP Final Project 1	2	Y2_Fall	
NURS	827	DNP Leadership Residency II	4	Y2_Fall	
NURS	812	Health Care Policy, Ethics and Law	3	Y2_Spring	
NURS	827	DNP Leadership Residency III	2	Y3_Spring	
NURS	826	DNP Leadership Final Project II	1	Y3_Summer	
NURS	827	DNP Leadership Residency III	2	Y3_Summer	
TOTAL CREDITS: 33					

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