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Director’s Welcome

Dear Students:

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

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

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

Respectfully,

Anthony Ramsey, PhD, FNP-C
Director
School of Nursing Undergraduate Student Handbook Student Agreement Form

Spring 2018 Semester

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

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

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

I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in Upper Division Nursing.

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

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

Signature: __________________________

Print Name: _________________________

Student ID #: _______________________

Date: _______________________________
CONFIDENTIALITY AGREEMENT FOR NURSING MAJORS

The School of Nursing has distinct expectations of students regarding the confidentiality of patient related information, including classroom content, clinical content and student’s individual acquisition of information. The School of Nursing Undergraduate Student Handbook outlines policies that apply to students in the upper division nursing major.

Student Agreement Form

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

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

Signature: __________________________

Print Name: __________________________

Student ID #: _________________________

Date: _______________________________
AGREEMENT FOR SHARED INFORMATION WITH FACULTY

The School of Nursing has distinct expectations of students that are in addition to those outlined in the Radford University Undergraduate and Graduate Catalogs and the Radford University Student Handbook.

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

Student Agreement Form

I am aware that faculty will share information about me in written form and in verbal discussions with each other, because this information sharing is necessary for promotion of safety for patients in clinical settings and for continuity in the development of a professional nurse. I give my permission for faculty to discuss verbally and document in my advising records pertinent information regarding my clinical and academic performance and professional and student conduct.

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

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

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

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

I understand and agree that my health record, criminal background check, drug screening, CPR, and other pertinent information will be shared with clinical agencies and other school affiliates as needed.

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

Signature: ____________________________

Print Name: __________________________

Student ID #: _________________________

Date: ________________________________
Radford University
Waldron College of Health and Human Services
School of Nursing

Standards of Student Conduct

If you are accepted for Fall Semester is due by August 1

If you are accepted for Spring Semester is due by January 4

Student Agreement Form

The purpose of this form is to document that I have: (1) read the Standards of Student Conduct for Radford University found online at the following web site: http://www.radford.edu/content/student-conduct/home.html (2) familiarized myself with the expectations contained in this document; and, (3) agreed to abide by these Standards throughout my enrollment in the School of Nursing.

I understand and agree to abide by the Standards of Student Conduct for Radford University. Failure to sign this form will result in immediate dismissal from the School of Nursing with no option for readmission.

Signature: ____________________________

Print Name: __________________________

Student ID #: _________________________

Date: _______________________________
RADFORD UNIVERSITY
SCHOOL OF NURSING

ACCREDITATION

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

VISION

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

MISSION AND PHILOSOPHY

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

The teaching and learning process involves a mutual partnership between students and faculty to develop a knowledge base in the liberal arts, sciences, and the discipline of nursing. This partnership exists to promote critical thinking, ethical decision making, and lifelong learning. Theory and skills learned in the classroom are applied through a variety of learning experiences. Faculty models the professional nursing role through teaching, scholarship, community service, and practice. Students are expected to develop a professional identity and professional values.

The curriculum is based on the faculty's beliefs regarding nursing's four metaparadigm concepts (client, environment, health, and nursing) (Fawcett, 2005). The client is viewed as a holistic entity: a dynamic, interacting, irreducible whole (Rogers, 1994). Clients can be individual patients across the lifespan, families, aggregates, communities, and populations. Clients are diverse in such variables as age, gender, sexual orientation, culture, ethnicity, religion, socioeconomic status, lifestyle, values, and functional ability. There is constant interaction between the client and environment (Rogers, 1994). Environment refers to all internal and external conditions, circumstances, and influences - including professional nursing - that interact and affect the client's safety and holistic health. Holistic health, a state of wholesomeness and a process of becoming increasingly integrated (Roy, 2009), is associated with evolving awareness (Newman, 1986) of self and enhanced quality of life (Parse, 1992). The nurse and client form a partnership, and both are informed and flexible in negotiations to promote the client's holistic health.
Nursing is both an art and a science. Caring is the essence of professional nursing (Leininger, 1991). The nursing process is utilized to provide evidence-based nursing care across the lifespan. Professional nursing involves interdisciplinary collaboration and forming partnerships with clients to facilitate growth and life processes through effective communication and therapeutic nursing interventions. Community-based nursing practice provides for continuity of care and focuses on delivering the levels of care needed by the client. To reach this goal, professional nurses assume multiple roles, including clinician, educator, collaborator, advocate, information manager, consumer of research, manager, and leader. Nurses must possess the necessary knowledge and skills in health care and information technologies to carry out these roles. Professional nurses influence legislation and policy to advance health care and nursing on a regional, state, national and global level.

References


# Nursing Curriculum Conceptual Framework with Definitions

## Conceptual Framework

<table>
<thead>
<tr>
<th>Concept</th>
<th>Strands</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client</td>
<td></td>
<td>The recipient of nursing care or services. Clients can be individual patients across the life span, families, groups, communities, or populations representing the range of diverse human variations. Patients may seek or receive nursing interventions to maximize health, independence, and quality of life or support end-of-life issues. Patients may be termed clients, consumers, or customers of nursing services (AACN, 2008).</td>
</tr>
<tr>
<td>Life Span</td>
<td></td>
<td>A continuum reflecting stages &amp; events over time.</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>Differences in the range of human variations that affect health beliefs, behaviors, and practices (Andrews &amp; Boyle, 1995). These differences include age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. The professional nurse practices in a multicultural environment where culturally appropriate care is an essential part of safe, high quality care (AACN, 2008).</td>
</tr>
<tr>
<td>Nurse</td>
<td>A professional who is regulated by a state’s nurse practice act and is accountable for Standards of Clinical Nurse Practice (ANA, 2010). The minimum educational preparation for entry into professional nursing practice is the baccalaureate degree (AACN, 2008).</td>
<td></td>
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</tr>
<tr>
<td>Caring</td>
<td>A concept central to professional nursing practice. Caring encompasses the nurse’s empathy for, connection to, and being with the patient. Professional nurses practice from a holistic, caring framework providing compassionate, sensitive, and patient-centered care (AACN, 2008).</td>
<td></td>
</tr>
<tr>
<td>Partnership</td>
<td>A relationship in which participants utilize the process of active decision making in a collaborative manner to coordinate the care provided to the patient (ANA, 2010). The establishment of the nurse-patient partnership is essential in the mutual planning of care and in healthcare decision making. The nurse works in partnership with the patient and other members of the interprofessional and intra-professional team to insure the provision of safe, humanistic, high quality patient-centered care (AACN, 2008).</td>
<td></td>
</tr>
<tr>
<td>Nursing Process</td>
<td>The critical thinking framework on which the science of nursing is based. The nursing process is composed of the steps of assessment, diagnosis, outcome identification, planning, implementation, and evaluation. It is the foundation of clinical decision-making and is utilized to promote evidence-based nursing practice (ANA, 2010).</td>
<td></td>
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</tbody>
</table>
Effective Communication
Collaboration and socialization, with consideration communication of principles related to communication with diverse cultures. Effective communication includes interprofessional and intra-professional communication that is essential for advocating for high quality and safe patient care and for the development of positive, professional working relationships (AACN, 2008).

Therapeutic Nursing Interventions
Evidence-based nursing strategies implemented in the provision of holistic, patient-centered care. The professional nurse collaborates with the patient in the selection of appropriate interventions related to wellness, health promotion, illness, disease management, and care of the dying. The application of effective therapeutic interventions contributes to safe and high quality patient outcomes (AACN, 2008).

Critical Thinking
All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive & deductive reasoning, intuition, application, & creativity (AACN, p 36). Nurses utilize the nursing process in all settings of practice to respond to the needs of the populations served. Critical thinking is the foundation of clinical decision-making (ANA, 2010).

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

Clinical Reasoning
The process used to assimilate information, analyze data, & make decisions regarding patient care (AACN, 2004).
Professionalism  Demonstration of accountability for one’s self and nursing practice. The professional nurse utilizes a unique, well-delineated & broad knowledge base for practice and is committed to lifelong learning & planning for a professional career (AACN, 2004).

Professional values  The caring professional nurse demonstrates an appropriate set of values and an ethical framework for practice that includes: altruism, autonomy, human dignity, integrity, and social justice. Professional values epitomize the caring professional nurse and are the foundation of practice & provide the framework for a commitment to patient welfare (AACN, 2008).

Roles  A. Advocate
One who fosters and supports the patient’s active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role. Advocacy for vulnerable populations with the goal of promoting social justice is recognized as a moral and ethical responsibility of the nurse (AACN, 2008).

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

C. Collaborator/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).

D. Consumer of evidence-based research:
One who participates in the process of retrieval, appraisal, and synthesis of evidence in collaboration with others members of the healthcare team to improve patient outcomes and who collaborates in the collection, documentation, and dissemination of evidence (AACN, 2008).

E. Teacher
One who translates the plan of care to the patient. Patient centered care involves educating patients and caregivers regarding health, wellness, and disease management and prevention (AACN, 2008).

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

G. Leader
One who influences others within the inter- professional team and fosters an environment within the complex system that promotes goal attainment of safe, high quality patient care (AACN, 2008).

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

Standards of Nursing Practice
The American Nurses Association’s Scope and Standards of Practice (2015) and the American Association of Colleges of Nursing Essentials of Baccalaureate Education (2008) identify
characteristics that must be present in all practice settings if patients are to receive safe, high quality, cost effective nursing care through the lifespan for changing health patterns. The standards and competencies suggest a scope of practice that includes critical thinking, independence, collaboration, clinical reasoning, interventions, and utilization of evidence-based research to enhance and expand practice.

Standards for the graduate program include the American Association of Colleges of Nursing: Essentials of Doctoral Education for Advanced Nursing Practice (2006) and the American Nurses Association: Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (2008) and specialty groups standards as appropriate.

**Holistic Health**

Holistic health includes physical, psychosocial, spiritual, and cultural dimensions. It represents the distinction between disease and the individual’s illness experience. Holistic health includes wellness, health promotion, illness, disease management, and end of life care (Wilkinson & Treas, 2011).

**Health Promotion**

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

**Health Protection**

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

**Health Restoration**

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

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

**Continuity of care**

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

**Community-based Practice**

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

**References**


<table>
<thead>
<tr>
<th>Radford University Mission, Vision and Core Values</th>
<th>WCHHS Mission, Vision and Core Values</th>
<th>RU SON Mission and Vision</th>
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</thead>
</table>

**Vision:** Radford University will be among the top 50 masters universities in the nation and will become increasingly known as a model for student-centered learning, transforming its students into graduates who will be among the most sought after by the nation’s best employers and who will become leaders in their communities and chosen careers in the arts, business, education, health and human services, medical professions, the humanities, the sciences, and technology.

**Mission:** Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to

**Waldron College of Health and Human Services (WCHHS)**

**Vision:** The Waldron College will be among the top-20 college of Health and Human Services in the nation.

**Mission:** The mission of the Waldron College of Health and Human Services is to develop healthy communities by preparing students to become clinicians, practitioners, educators, and leaders. The College provides a supportive and technologically innovative learning environment in which diversity and ethical behaviors are essential. We demonstrate and promote academic excellence through teaching, life-long learning, community service, and scholarly research.

**Core Values:**
- Outstanding and innovative instruction, supervision, advising, and mentoring of students;
- Critical thinking, effective communication, creative problem solving, technical literacy, and cultural respect;
- Advancing knowledge, ethical research, critical review, and using models of best practice;
- Social justice, public stewardship, altruism; and
- Human rights, respect for all groups, and social harmony.

**Radford University School of Nursing (RU SON)**

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

**Mission:** The mission of the Radford University School of Nursing is to educate professional nurses to meet the changing health care needs of the region, state, nation, and world. Educational experiences are designed to prepare students to provide culturally sensitive nursing care to clients’ diversity. Students are responsible and accountable for professional nursing practice in keeping with the American Nurses’ Association: Nursing Scope and Standards of Practice.
the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

**Core values:** The vision and mission of this student-centered community of learners are driven by these core values:
We value, encourage, and support
• academic excellence;
• collegial working relationships among students, faculty, administrators, and staff;
• diversity and the richness it adds to our University;
• ethical behavior of all members of our University community;
• fiduciary responsibility by everyone who is part of our University family;
• a challenging academic environment;
• intellectual and artistic curiosity and creativity;
• education as a lifelong pursuit;
• academic freedom and debate;
• a global perspective in all faculty, staff, and students;
• a caring and nurturing faculty and staff;
• freedom of thought and expression;
• being an active partner in the viability of our region; and
• shared governance and participation at all levels within the University community.
GENERAL INFORMATION

1. **FUNCTIONAL AND TECHNICAL STANDARDS:**

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

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

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

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

C. Demonstrate the ability to apply basic mathematical skills accurately, including, but not limited to, ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.

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

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

F. Visual Acuity: Be able to read charts, records, scales, small print, handwritten notations, and detect changes in skin color or condition accurately. Be able to draw up the correct quantity of medication in a syringe, accurately read a syringe, and any other measuring device.

G. Auditory Ability: Demonstrate the ability to distinguish tonal differences and the ability to use the telephone. Included in this policy, but not limited to, is the ability to communicate effectively with patients in English, detect sounds
related to bodily functions using a stethoscope, and detect audible alarms generated by mechanical systems used to monitor patients.

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

I. Demonstrate sufficient tactile ability to differentiate changes in sensation, with or 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 spaces, and stand for long periods of time. Maintain balance while standing and able to reach below the waist and overhead.

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 age, gender, sexual orientation, culture, ethnicity, religion, socio economic level, lifestyle, values and functional ability.

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

O. Complete assignments with 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.

R. Adhere to the School of Nursing dress and professional behavior policy. Must be well-groomed, clean, showered with no perfumes or strongly scented lotions of any kind. Included in this policy, but not limited to, are expectations that hair will be kept up and away from the face, fingernails will be kept short, body art will not be visible, and a maximum of one body piercing (small metal stud only) in each earlobe.
2.  **ACCREDITATION AND LICENSURE REQUIREMENTS:**

The nursing program has been approved by the Virginia Board of Nursing and has full national accreditation with the Commission on Collegiate Nursing Education (CCNE). The practice of professional nursing in every state in the United States requires licensure as a Registered Nurse (RN). Successful completion of the nursing program requirements and the awarding of a Baccalaureate of Science in Nursing (BSN) degree qualify the graduate to take the national NCLEX-RN examination for registered nursing in the state of their choice. Opportunity to take this required licensure examination is obtained by application to the appropriate regulatory board of the state in which the applicant plans to practice nursing. The requirements include personal and character criteria and may include criminal record check. The specific requirements are subject to change and vary from state to state. For more information about these requirements in Virginia, call or write:

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

3.  **NURSING PIN:**

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

4.  **UNIVERSITY PUBLICATIONS:**

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

A minimum of 25% of the semester hours required for a degree must be taken at Radford University. Of the semester hours required for a degree, 40% must be upper division (300/400 level). In addition, 50% of the semester hours required for a major must be taken at Radford University. To graduate with a baccalaureate degree in nursing a student must have a total of 123 semester credit hours. This means that a transfer student must enroll in additional upper division course(s) for enough credits to meet the degree requirements.

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

6. **DEAN’S LIST RECOGNITION:**

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

7. **GRADUATION WITH HONORS:**

Radford University awards two types of honors degrees:

A. **Cumulative Grade Point Average**

Students whose cumulative grade point average in all courses attempted at Radford University is greater than or equal to 3.50, but less than 3.70, will be graduated cum laude. Those whose cumulative point average is greater than or equal to 3.70, but less than 3.85, will be graduated magna cum laude. Those whose cumulative grade point average is 3.85 or greater will be graduated summa cum laude. *To be eligible to receive Honors, a student must have earned a minimum of 60 semester hours at Radford University.*

The total number of credits required for upper division in the School of Nursing is 60 hours. Students who anticipate graduating with honors must have a minimum of 60 hours from Radford University. Students requiring additional credit hours to meet this criterion may enroll in NURS 450 Current Issues in Nursing (1-3 credits), NURS 498 Independent Study (1-3 credits), or another 300/400 level course taught at Radford University.
8. **STUDENT EMERGENCIES:**

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

9. **LIABILITY INSURANCE:**

It is highly recommended that students carry their own liability or malpractice insurance for nursing students. An individual is legally and financially responsible for injury caused as a result of one’s negligence. The School of Nursing does not recommend any specific company and any company can be used. The following is provided for assistance only: Nurses Service Organization (NSO) is the official NSNA-endorsed provider of professional liability insurance for nursing students. Visit www.nso.com/NSNA for more information. Please see nso.com for further information on rates.

10. Students should use RU email addresses only when communicating with staff and faculty.
# BASIC BACCALAUREATE PRE LICENSURE CURRICULUM GUIDE

## Freshman Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 101</td>
<td>3</td>
</tr>
<tr>
<td>* CHEM 120</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 121</td>
<td>3</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>* SOCY 110</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICAL SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>GLOBAL PERSPECTIVES</td>
<td>3</td>
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## Sophomore Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 201</td>
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</tr>
<tr>
<td>* PSYCH 230</td>
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</tr>
<tr>
<td>* BIOL 322</td>
<td>6</td>
</tr>
<tr>
<td>* FDSN 214</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 334</td>
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<tr>
<td>STAT 200</td>
<td>3</td>
</tr>
<tr>
<td>NURS 321</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES, FINE ARTS OR</td>
<td>3</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
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## Junior Year

### Level 1

<table>
<thead>
<tr>
<th></th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>NURS 340</td>
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</tr>
<tr>
<td>NURS 345</td>
<td>7</td>
</tr>
<tr>
<td>NURS 352</td>
<td>5</td>
</tr>
<tr>
<td>NURS 368</td>
<td>2</td>
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### Level II

<table>
<thead>
<tr>
<th></th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>NURS 362</td>
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<td>NURS 364</td>
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<td>NURS 366</td>
<td>5</td>
</tr>
<tr>
<td>NURS 369</td>
<td>2</td>
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</tbody>
</table>

## Senior Year

### Level III

<table>
<thead>
<tr>
<th></th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>NURS 443</td>
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<tr>
<td>NURS 444</td>
<td>5</td>
</tr>
<tr>
<td>NURS 448</td>
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</tr>
</tbody>
</table>

### Level IV

<table>
<thead>
<tr>
<th></th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>NURS 451</td>
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<tr>
<td>NURS 453</td>
<td>4</td>
</tr>
<tr>
<td>NURS 454</td>
<td>4</td>
</tr>
</tbody>
</table>

*Nursing Pre-requisite*
# NURSING MAJOR
## Pre Licensure

### Required

<table>
<thead>
<tr>
<th>Pre-nursing</th>
<th>Semester Credit</th>
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<tbody>
<tr>
<td>NURS 321 Pathophysiology</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Level I</th>
<th>Semester Credit</th>
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<tbody>
<tr>
<td>NURS 340 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 345 Foundations of Nursing Practice</td>
<td>7</td>
</tr>
<tr>
<td>NURS 352 Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 368 Pharmacology I</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Level II</th>
<th>Semester Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 362 Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 364 Nursing of the Adult I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 366 Nursing of the Childbearing Family</td>
<td>5</td>
</tr>
<tr>
<td>NURS 369 Pharmacology II</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Level III</th>
<th>Semester Credit</th>
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</thead>
<tbody>
<tr>
<td>NURS 443 Nursing of Children</td>
<td>5</td>
</tr>
<tr>
<td>NURS 444 Gerontological Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 448 Nursing of the Adult II</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Semester Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 451 Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 453 Leadership in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 454 Nursing Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

### Electives (None Required)

- NURS 450 Current Issues in Nursing
- CHHS 475 Global Perspectives in Health and Human Services
- NURS 498 Independent Study
## School of Nursing Program
### Student Learning Outcomes

1. Applies the nursing process in partnership with the client to promote, protect and restore the client’s holistic health.

2. Implements the Standards of Nursing Practice.

3. Utilizes knowledge and skills in health care and information technologies.

4. Utilizes critical thinking, research findings, and the Standards of Nursing Practice through involvement with health care issues.

5. Demonstrates caring through theory and evidence based nursing interventions.

6. Implements effective written, oral, and nonverbal communication skills.

7. Applies ethical decision making processes in meeting health care needs.

8. Collaborates with clients and other health professionals to provide culturally sensitive nursing care.

9. Demonstrates a commitment to lifelong learning and professional development.

10. Exhibits leadership qualities commensurate with entry-level professional nursing practice.

11. Promotes legislation and policy consistent with the advancement of nursing care and health care on a regional, state, national, and global level.
### UPPER DIVISION LEVEL OBJECTIVES

<table>
<thead>
<tr>
<th>ESSENTIAL</th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> A solid base in liberal education provides the cornerstone for the practice and education of nurses.</td>
<td>Accepts oneself as an independent learner who is beginning to assimilate new knowledge, concepts, and experiences of professional nursing practice</td>
<td>Applies knowledge of social and cultural factors to the care of diverse populations</td>
<td>Integrates the knowledge and methods of a variety of disciplines to informed decision making</td>
<td>Values the ideal of lifelong learning to support excellence in nursing practice</td>
</tr>
<tr>
<td><strong>2.</strong> Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care</td>
<td>Demonstrates the application of basic therapeutic nursing interventions for the efficient, safe, and compassionate delivery of patient care and accepts accountability for actions</td>
<td>Provides nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare and assumes accountability for personal and professional behaviors</td>
<td>Implements evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan and advocates for high quality and safe patient care</td>
<td>Engages in evidence-based practice in collaboration with other members of the healthcare team to promote a culture of safety and caring within the therapeutic nurse-patient relationship and exhibits leadership qualities, skills, and decision making in the provision of high quality nursing care</td>
</tr>
<tr>
<td><strong>3.</strong> Professional nursing practice is grounded in the translation of current evidence into one’s practice.</td>
<td>Demonstrates clinical thinking through examining the Standards of Nursing Practice, Nursing’s Social Policy Statement, evidenced-based research findings, and various health issues.</td>
<td>Demonstrates an understanding of the basic elements of the research process and models for applying evidence to clinical practice</td>
<td>Integrates evidence-based research findings, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care</td>
<td>Participates in evidence-based research in collaboration with other members of the healthcare team to improve patient outcomes</td>
</tr>
<tr>
<td><strong>4.</strong> Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</td>
<td>Uses standardized terminology in a care environment that reflects nursing’s unique contribution to patient outcomes</td>
<td>Demonstrates skill in using patient care technologies, information systems, and communication devices that support safe nursing practice</td>
<td>Applies patient-care technologies as appropriate to address the needs of a diverse patient population</td>
<td>Applies safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and</td>
</tr>
<tr>
<td>5. Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</td>
<td>Examines how health care policies, legislative processes, finance, and regulatory environments influence nursing practice and health care delivery</td>
<td>Applies knowledge of legislative and regulatory processes within the health care delivery system in the provision of safe, high-quality, and cost-effective nursing care with selection populations</td>
<td>Utilizes an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations</td>
<td>Advocates for consumers and for the nursing profession on a regional, state, national, and global level to influence health care policy and promote the advancement of nursing practice</td>
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</tr>
<tr>
<td>6. Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</td>
<td>Applies basic communication skills required for professional nursing practice in the clinical and classroom setting and accepts accountability</td>
<td>Utilize written, verbal, non-verbal, and emerging technology methods to communicate effectively with all members of the healthcare team, including the patient and the patient’s support network and assumes accountability</td>
<td>Contribute the unique nursing perspective to inter-professional teams to optimize outcomes of individuals, families, and aggregates and advocates for high-quality and safe patient care</td>
<td>Utilize inter- and intra-professional communication and collaborative skills to deliver evidenced-based, patient-centered care and healthcare team coordination</td>
</tr>
<tr>
<td>7. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</td>
<td>Recognizes the client as a partner in developing health promotion and disease prevention strategies across the lifespan</td>
<td>Utilizes scientific principles of nursing knowledge in an interdependent manner when working in collaboration with individuals and families to promote health, manage illness and disease, and care for the dying</td>
<td>Utilizes scientific principles of nursing knowledge in increasingly complex situations when providing multidimensional care to individuals, families, and aggregates</td>
<td>Applies scientific principles of nursing knowledge in partnership with individuals, families, and aggregates in order to improve the health of the population</td>
</tr>
<tr>
<td>8. Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to</td>
<td>Examines the decision-making process for ethical dilemmas in the clinical and classroom setting and accepts accountability for actions.</td>
<td>Demonstrates ethical decision-making in an inter-dependent manner in ethical dilemmas faced by individuals and families and assumes</td>
<td>Demonstrates increasing skill in applying frameworks for ethical decision making and advocate for high quality and safe patient care.</td>
<td>Accesses inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and exhibits</td>
</tr>
<tr>
<td>The discipline of nursing.</td>
<td>Identifies personal, professional, and environmental risks that impact personal and professional choices and behaviors</td>
<td>Accountability for personal and professional behaviors. Demonstrates the professional standards of moral, ethical, and legal conduct</td>
<td>Promotes the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession</td>
<td>Accountability for care delivery in a variety of setting. Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development</td>
</tr>
</tbody>
</table>

| 9. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients. | Develops an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact health care | Delivers compassionate, patient-centered, evidence-based care that respects patient and family preferences | Conducts comprehensive and focused assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches | Collaborates with members of the healthcare team to implement holistic, patient-centered care that reflects an understanding of the multi-dimensional aspects of nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings |
Post-Licensure Track, Undergraduate Program

The post-licensure track of the undergraduate nursing program, or “RN-to-BSN,” provides flexible online learning opportunities for students who are graduates of community colleges or diploma schools and are licensed Registered Nurses (RN).

This curriculum is designed to accommodate RNs who are employed and/or involved with family, community, and other responsibilities. Students must complete 31 credits at Radford University. Additional credits are awarded for prior learning and work experience through successful completion of the transition courses. Transfer credits are awarded towards the Core Curriculum requirements for a B.S.N. A total of 123 semester hours are required to complete the CORE curriculum and specific nursing requirements. Students are admitted each fall and spring. Full and part-time enrollment is possible.

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

- Holds an Associate Degree or Diploma in Nursing from a State-approved program;
- Holds an active Registered Nurse license with the Virginia Board of Nursing or a Nurse Licensure Compact state or hold an active Registered Nurse license in another state and be eligible for licensure in the Commonwealth of Virginia;
- Has practiced as an R.N. for a minimum of six (6) months and/or plans to practice concurrently while enrolled;
- Has completed all of the nursing prerequisites or their transfer equivalencies with a grade of “C” or better; Some courses can be taken concurrently with instructor and advisor permission.
- Has at least a 2.500 G.P.A. on all nursing courses and all cumulative college work attempted.
- Has not withdrawn from any two nursing courses, earned a grade of “C-“ or below in any two nursing courses, or have a combination of one nursing course grade of “C-“ or below and one withdrawal from a nursing course at any nursing program; the only exception to this policy is withdrawal from a nursing program for documented extenuating circumstances (i.e. medical withdrawal);
- Has been admitted to Radford University.
- Students have at least a 2.5 GPA in nursing courses to graduate.

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

**Core Courses**

- **University Core A**
  - **ENG 111 & ENG 112**

- **University Core B**
  - **VCCS Courses**
  - **SPD/CST 100 or 115** AND select one (1) from PHI 100, 101, 102, 111, 112, 220

- **Transfer Credit**

- **Mathematical Sciences**
  - One (1) required: MATH 111:112, 114, 116, 125, 126, 132, 137, 138, 151:152
  - Select one (1): MTH 151, 158, 163, 166, 173, 174, 175, 176, 177, 180, 250, 270, 271, 272, 273, 274, 285

- **Natural Sciences**
  - One (1) required: ASTR 111, 112; BIOL 103, 104, 105; CHEM 101:102; GEO 100, 105:106; PHYS 111:112, 221:222
  - Select one (1): BIO 101, 102; CHM 101, 102, 111, 112, 121, 122, 126; GOL 105, 106, 225; NAS 131, 132; PHY 101, 102, 121, 122, 201, 202, 231, 232, 241, 242

- **Humanities**
  - One (1) required: ENG 200; HIST 101, 102; PHIL 111, 112, 200; RELN 111, 112, 302, 206
  - Select one (1): ENG 125, 241, 242, 243, 244; HIS 101, 102, 111, 112; PHI 100, 101, 102, 200, 211, 220, 226; REL 100, 215, 230, 231

- **Visual and Performing Arts**
  - One (1) required: ART 111, 215, 216; DNCE 111; MUSC 100, 121, 123; THEA 100, 180
  - Select one (1): ART 100, 101, 102, 111, 120, 201, 202; MUS 121, 221, 222, 225; SPD 130, 141, 250

**College Core A**

**Global Perspectives**

- One (1) required: ENGL 201; GEOG 101, 102, 140, 280; HIST 101, 102; INST 101; PEAC 200, RELN 112, 205; SOCY 121; THEA 180; WMST 200
  - Select one (1): ENG 251, 252, GEO 221, 222; HIS 101, 102, 111, 112; NAS 106; REL 230, 231, 232; SOC 211, 212; SSC 205

- **U.S. Perspectives**
  - SOCY 110
  - Select one (1): PSY 200, 201

**College Core B**

**Mathematical Science**

- STAT 200
  - Select one (1): MTH 148, 157, 240, 241, 242

**Humanities, Visual and Performing Arts, or Foreign Languages**

- One (1) required: ENGL 200; HIST 101, 102; PHIL 111, 112, 200; RELN 111, 112, 203, 206; ART 111, 215, 216; DNCE 111; MUSC 100, 121, 123; THEA 100, 180; CHNS 101:102, 201:202; FORL 100, 109, 209, 309, 409, 200:210; FREN 100, 101, 102, 201, 202, 210, 225; GER 101, 102, 201, 202, 203, 204; HEB 100, 101, 102, 200, 212, 222; HIN 101, 102, 200, 212, 222; ITA 100, 101, 102, 103, 200, 201, 202, 203; JPN 101, 102, 201, 202, 203, 204; LAT 101, 102, 201, 202, 203, 204; SPA 101, 102, 201, 203, 233, 234, 271, 272
  - Select one (1): ENGL 251, 252, GEO 221, 222; HIS 101, 102, 111, 112; NAS 106; REL 230, 231, 232; SOC 211, 212; SSC 205

**Additional Requirements**

- **Developmental Psychology**
  - PSYC 230
  - Select one (1): PSY 230, 231

- **Anatomy & Physiology**
  - BIOL 322
  - Select one (1): BIO 140, 141+142, 145; NAS 161+162, 171+172

- **Microbiology**
  - BIOL 334
  - Select one (1): BIO 150, 205; NAS 180, 185

1 Courses must be completed with a grade of "C" or better to transfer and satisfy an area; 2 Courses listed in multiple areas can only satisfy one area; 3 If a student completed an Associate in Arts & Sciences Degree (not applied science) from a VCCS school or a Bachelor’s Degree from an accredited institution recognized by Radford University, this core curriculum will be satisfied except for the nursing prerequisites indicated with an asterisk (*).

**Upper Division, School of Nursing (BSN) Courses**

Students must have an additional 5 credits from Radford University in addition to the 26 required nursing course listed below

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Enrolled</th>
<th>Credits Awarded</th>
<th>Semester</th>
<th>√</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>NURS 330 Foundations for Professional Practice</td>
<td>3</td>
<td>12</td>
<td>Fall and Spring</td>
<td></td>
<td></td>
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<tr>
<td>NURS 335 RN Transition I</td>
<td>3</td>
<td>10</td>
<td>Fall and Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 441 Gerontological Nursing</td>
<td>5</td>
<td>5</td>
<td>Fall</td>
<td></td>
<td></td>
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<tr>
<td>NURS 365 Nursing Research</td>
<td>2</td>
<td>2</td>
<td>Fall and Spring</td>
<td></td>
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<tr>
<td>NURS 435 RN Transition II</td>
<td>3</td>
<td>21</td>
<td>Fall and Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 449 Leadership in Professional Practice</td>
<td>5</td>
<td>8</td>
<td>Spring</td>
<td></td>
<td></td>
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<tr>
<td>NURS 456 Community Health Nursing</td>
<td>5</td>
<td>5</td>
<td>Summer</td>
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</tbody>
</table>

26 63
POLICIES FOR UPPER DIVISION NURSING MAJOR  
Pre Licensure and Post licensure RN-BSN

ACADEMIC POLICIES

1. ACADeMIC INTEGRITY:

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

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

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

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

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

2. Provisions of the Code of Ethics for Nurses  
   American Nurses Association 2015

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

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

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

   Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4  The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and provide optimum care.

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

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

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

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

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

3. **CONFIDENTIALITY:**

As a nursing 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 any social media (You tube, Facebook, Twitter etc), or with those not directly involved with class or clinical is strictly prohibited.

Confidential information is only to be discussed with people who have a need to know, according to HIPAA regulations. Students will be held to the strictest confidentiality policy. You may not discuss any patient (even if you do not use their name) or clinical event in any place that others could possibly over hear. You may discuss clinical cases with your faculty or in a private clinical conference setting. Do not discuss any patient or clinical situation in an elevator or cafeteria. Do not discuss any simulation lab clinical or patient encounter outside of the simulation lab, nursing classroom, or private clinical conference. You may not discuss any clinical situation with anyone that is not a student or faculty member in the Radford University School of Nursing. Students will not access the medical records of any other nursing student for any reason unless it cannot be avoided in their professional role and there is no one else who can provide care.
Social Media
You may not post any patient encounters of any kind (even if you don’t use patient specific information) on any electronic media (Facebook, Twitter, Texting, etc). Students need to maintain privacy settings on social media accounts. If a patient or family member of a patient contacts you, you are not to respond. This is a professional boundary issue. You are not being rude by not responding. If you are ever sent a picture of a patient, immediately delete it. Do not respond or forward any picture of any patient, even if you think this picture was sent by the family member, the patient themselves or if you have not directly cared for this patient. Do not post any photos, audio or video recordings of faculty, unit staff members or any classroom or clinical activity or comment on any other nursing students, faculty, staff, clinical agency or clients on any social media. Do not give your phone number, e-mail address, or any personal contact information to patients, former patients or their families.

Students who are assigned to care for patients in one clinical setting, i.e. medical-surgical nursing, cannot look up any information or collect data on other patients who are in another setting of that facility, i.e., psychiatric nursing, during the assigned clinical day. Students are to only look up information and collect data on patients that they are directly and currently assigned to and must follow all hospital, facility, and HIPAA guidelines.

Students must obtain faculty permission to collect or obtain patient data for use in more than one clinical nursing course.

Any and all patient or clinical information on your personal computer that has been used for education purposes must be deleted off the hard drive and any material that has been printed will be shredded at the end of the semester or as soon as it is no longer needed.

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

Students will sign confidential agreements with various clinical agencies through nursing school. Any infractions of the Confidentiality Policy will result in immediate dismissal from the nursing program.

Under no circumstances can any medical record be removed from any institution. Photocopying of the entire record is never permitted for presentation, rounds, or conferences; if permitted by the health care institution or provider, students are permitted to extract only what information is absolutely needed with any names or identifying information removed.
**Social Media General Guidelines**
If you post something personal, be clear that you are representing yourself and not the Radford University School of Nursing. Remember that nothing is “private”. Anything can be forwarded and copied. If you are frustrated, angry or passionate about something—wait and post a thoughtful response. Be respectful of others.

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

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

5. **CLINICAL DAYS AND HOURS:**

   Clinical shifts may be up to 12 hours and may include days, evenings, nights, and weekends. Clinicals are subject to last minute changes each semester. Requests for placement into a specific clinical site cannot be accommodated. Therefore, students’ personal commitments must remain flexible to accommodate program requirements.

   Clinical for Post licensure students are approved by the faculty for each course.

6. **CREDIT HOUR RATIO:**

   A. The credit hour ratio for classroom instruction is 1:1 (One hour of course credit for one hour of instruction).
   
   B. The credit hour ratio for clinical instruction is 1:3 (One hour of course credit for three hours of instruction).
   
   C. The credit hour ratio for laboratory instruction is 1:2 (One hour of course credit for two hours of instruction).

7. **ADMISSION MATH/MED TEST FOR PRE-LICENSEURE STUDENTS:**

   Upon admission to the nursing major, Level I students will be required to pass a medical dosage calculation test on the **first** day of the semester.

   A. In preparation for taking the medical dosage calculation test, students will be required to purchase a designated self-study text and are responsible for its content in its entirety prior to entering Level I.
B. Students will be required to earn a passing score of 90% or better. If a student is unsuccessful on the first attempt they will be allowed one additional opportunity on the subsequent day (day two) to earn a passing score.

C. It is the sole responsibility of the student to self-remEDIATE the day of the test if a passing score of 90% or higher is not achieved. It is recommended that the student review their test and refer to the required text for problem areas.

D. Faculty/staff are required to be present during any circumstance in which a student reviews their test. Students will not be permitted to take the test home for review.

E. Attempting to reproduce this test in any format is not allowed for any reason including, but not limited to: photocopies, taking pictures and/or writing problems down. Violations will result in dismissal from the nursing major.

F. If the student is unsuccessful on the second attempt they will be withdrawn from all Level I courses in the School of Nursing. Any student who is required to withdraw from the program because of not meeting this requirement is not Guaranteed readmission to the School of Nursing the next semester, but will be permitted to reapply for admission.

8. **GENERAL RULES FOR ROUNDING MEDICATIONS FOR MATH CALCULATIONS IN ALL COURSES:**

   *Note: Follow Faculty directions for special populations in certain courses for certain medications.*

   **In General:** Medication dosages are generally not rounded and are to be calculated and given as ordered. This is particularly important in pediatric dosing.

   **When you are calculating meds for injection, the degree of accuracy and rounding depends on the syringe - For example:** Using a 3ml syringe - carry out the answer to the hundredth place and then round off the answer to the nearest tenth.

   A. For numbers greater than 1, (for example using a 3ml syringe) carry out to the hundredths place (2 places after the decimal) and round to the nearest tenth.
      
      Example:
      
      2.21 ml is rounded to 2.2 ml

   B. For numbers less than 1 (1ml syringe), carry out to the thousandths place (3 places after the decimal) and round to the nearest hundredth.
      
      a. Examples:
      
      0.823 ml is rounded to 0.82 ml
C. IV drip rates are rounded to the nearest whole number: This is for IV fluids that are not on a pump, so you are actually counting drops/gtts (drops/min).
   a. Examples:
      31.2 gtt (drops) is rounded to 31 gtts/min
   b. IV rates that will be programmed into an IV pump may be calculated and should not be rounded.
   c. If the ordered amount is 13.5 ml/hr, that exact number should be entered into the pump rate.

D. Other Rules:
   a. A zero is always placed in front of the decimal point when it is not preceded by a whole number.
      Example: 0.8 ml, not .8 ml
   b. No excess zero following a decimal fraction.
      Example: write 0.5, not 0.500
   c. All answers must be labeled.
      Example: ml, gtt/min, ml/hr., mg
   d. All time must use military time.

9. PRE-LICENSE STUDENTS EXAMINATION/TESTING POLICY:

   In an effort to ensure academic integrity and to best prepare all students for successful NCLEX testing conditions, the following practices will be followed. These measures are modeled after the NCLEX testing centers rules for testing.

   As a demonstration of rigorous testing practices, only School of Nursing issued or integrated electronic testing platform calculators will be allowed. Faculty will require the following conditions:

   A. During testing, there will be no student access to backpacks, beverage or food containers, books, caps or hats, cell phones, coats/jackets/outerwear with pocket, notebooks, or other electronic devices. No i-phone or “smart” watches are to be worn or accessible during testing.

   B. Cell phones are to be turned off, put in student backpacks and placed in an assigned area of the classroom.

   C. Students are discouraged from leaving the classroom during testing. If students must leave the classroom during testing they may be escorted. All testing materials must be left with faculty in the classroom.

   D. Students who leave the classroom or arrive late will not be given additional testing time.

   E. In the event of an absence from a test or exam, it is the student’s responsibility to notify faculty in advance. Makeup tests or exams will be given within 3
calendar days. Make-up exams will be administered at the discretion of the faculty and only in cases of documented illnesses, accident or documented family accident, death or medical emergency. An alternate exam may be given by faculty. The date and time of the makeup test or exam will be determined by faculty.

F. The allotted time for a test will be specified by the faculty. When time is called, additional time will not be given for transposing of answers from the test to the scantron sheet or for electronic review. Students are encouraged to wear a watch to keep track of allotted time. Faculty announcements of time remaining may be disruptive to the testing environment and clocks are not in all classrooms.

G. The student grade will be based on electronic submissions, the scantron or answer sheet only. Student grades will not be altered because the student failed to transcribe properly.

H. There may be someone proctoring an examination that is not faculty for the course. Students should not ask questions about test questions during a test.

I. School of Nursing faculty typically do not post exam and course grades until the student has completed the last final examination of the semester. Students who choose to check emails/grades prior to taking an exam are doing so under their own volition. The School of Nursing faculty and administration carry no responsibility if a student chooses to view grades, becomes upset, and fails the next exam(s) and/or course(s). At all times students are responsible for their own learning, test-taking and behaviors. There are no exceptions to this policy.

J. All students have a responsibility to report any reasonable suspicion that another student has violated a student conduct code/academic integrity or the School of Nursing testing policy. The report should be made to the faculty of the course or to the Undergraduate coordinator.

For Post-licensure students RN-BSN students- The School of Nursing has an expectation as practicing nurses that academic integrity will be maintained at all times. All University academic and conduct standards apply to all students at all times.

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

   A. All reviews will take place under direct faculty supervision.

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

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

11. PROGRESSION AND GENERAL POLICIES:

A. Students will be required to pass medical dosage calculation tests in selected classroom and clinical nursing courses throughout the curriculum. Students may use a school of nursing issued basic, stand-alone calculator when solving math problems in all nursing courses. Students MAY NOT use the calculator found on cell phones, I-Touch/Pad, or any device other than a stand-alone calculator. Faculty will require students to use School of Nursing issued calculators.

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

C. In courses with theory, laboratory and/or graded clinical components, a passing grade of 80% must be earned in each component in order to pass the entire course. In addition, clinical evaluations must receive a PASS on PASS/FAIL system in order to pass the course. Unsuccessful clinical performance will result in clinical failure.

D. Faculty will measure theory grade with clearly measureable assessment instruments (tests, proctored quizzes, final exam). Scores from these instruments will stand alone as the course grade if less than 80% is achieved. Papers, projects and other course work will not be calculated until the minimum score of 80% is achieved. If the testing portion of the course results in lower than the 80% then the grade in the course will be a D or F depending on the average test grades regardless of the points or grades in the other parts of the course.

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

E. **Students who withdraw from or fail 1 course**: Students who withdraw from or fail 1 upper division nursing course must request in writing consideration to repeat the course and to continue in the School of Nursing. This letter should be addressed to the Chair of Admission, Progression and Graduation Committee (APG) and can be delivered to the School of Nursing office no later than 9:00 AM on the first Tuesday after exam week or emailed by attachment to the APG Chairperson. Students can ask their advisor the name and email address of the current Chair of the APG committee. The letter should include why the
student feels they were unsuccessful in the course, what the student will do to be successful in the future and what nursing courses the student would like to take based on their nursing faculty advisement. The ability to progress through the remainder of the program is not guaranteed. The School of Nursing APG committee will deny readmission for failure to submit a letter.

If a student withdraws from a single nursing course or multiple nursing courses they must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by faculty or personnel in the School of Nursing.

This policy will not apply to elective nursing courses or Pathophysiology.

If a student has withdrawn from a course for any reason or has failed a course for any reason prior to the end of the semester, the student may not attend any remaining classes or clinical activities for that course. If a student has an active appeal in progress, the student may attend class and clinical pending the appeal decision.

**Students who withdraw or fail 2 nursing courses:** Students receiving a grade of D, F, or W in 2 required Upper division nursing courses (not an elective nursing course) or when taking an individual course for the second time will be dismissed from the nursing program. **Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed course and one withdrawal will be dismissed from the nursing program.** Students who are dismissed may not reapply to RU nursing at any point and may not apply to the RN-BSN (Post-Licensure) track at Radford University. The only exception to this policy is a documented extenuating circumstance requiring withdrawal from all courses at Radford University. If an extenuating circumstance occurs, the student is not guaranteed readmission to the School of Nursing. It will be the student’s responsibility to write a letter addressed to the APG Chair explaining the extenuating situation and requesting readmission to nursing.

If a student withdraws from a course or multiple courses they must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by faculty or personnel in the School of Nursing.

**If a student has to withdraw or fails a course before the end of the semester and it their second course failure or withdrawal, they must withdraw from all other clinical nursing courses that semester.**
Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summermester.

F. Pre-licensure students: Students need to maintain continuous registration for nursing courses in the major. If a student cannot maintain continuous registration for any reason they must submit a letter to the Chairperson of the APG Committee explaining the circumstances. There is no guarantee of readmission and the decision is up to the APG Committee for readmission and progression. Post-licensure RN-BSN students send letters to the RN-BSN committee or the RN-BSN coordinator.

G. A minimum grade point average of 2.500 in the nursing major is required for graduation. If a student does not have the required 2.500 Nursing GPA to graduate, the student must re-take all level 4 courses in which a grade of C was earned. If the student received an A or B in NURS 454, the student will enroll in a 4 credit N498 Independent Study Practicum experience. This course will include all Kaplan work from level 4, 168 hours of clinical and clinical logs. The syllabi for this N498 will reflect the same content as the syllabus for NURS 454. The student is responsible for all tuition for the additional semester hours.

H. Policy for progression in Level 4
This policy is to ensure that students are adequately prepared to complete the N454 Practicum by successfully completing N451 and N453. This policy will also ensure that students have had N454 Practicum experience immediately prior to graduating, taking NCLEX, and practicing nursing.
If a student does not earn a passing grade in either N451 (Community Health Nursing) or N453 (Leadership in Nursing) and it is their second withdrawal or failure of a nursing course, the student will be withdrawn from N454 (Nursing Practicum), even if they have started their clinical hours. In this case, the current progression policy will apply and the student will not be allowed to continue in the program.
If a student does not earn a passing grade in either N451 (Community Health Nursing) or N453 (Leadership in Nursing) and it is their first withdrawal or failure of a nursing course, they will be required to stop attending clinical for N454 (Nursing Practicum) and will receive an Incomplete for the Practicum. The student will then be required to ask permission from the APG committee to return to the School of Nursing the following semester and retake the course in which they were unsuccessful. If readmitted to the School of Nursing, this student will retake N454 in its entirety. The student will be required to complete all assignments and clinical hours for N454, regardless of how many they completed prior to taking an Incomplete. At the successful completion
of all assignments and clinical hours for N454, if the student has received a passing grade, the Incomplete will be changed to the letter grade that the student has earned. If the student has successfully completed the repeated course (either N451 or N453), but they do not earn a passing grade in N454, the failing grade for N454 will be considered their second failure. In this case, they will not be allowed to repeat N454 and they will not continue in the nursing program.

I. Alternative Sequencing for Levels 2 and 3:
Levels 2 and 3 may be spread over 3 semesters instead of 2 for some select students. This needs to be requested through the APG committee, is not guaranteed and the number of students may be limited. The W/F policy will remain the same. The sequencing would be:
Level 2: 10 credits (not full time)
   N364 Adult 1
   N362 Nursing research
   N369 Pharm 2
Level 2/3: 10 credits (not full time)
   N366 Maternal/Newborn Nursing
   N448 Adult 2
Level 3: 10 credits (not full time)
   N444 Gerontology
   N443 Pediatrics

Students interested in this option need to speak with their advisor and make an appointment with the Associate Director of Undergraduate Programs to discuss during Level 1. Students will write a letter to the APG committee to formally request the option and explain the reasons why this option is necessary for academic success. This letter can be emailed to the Chair of the APG committee. This option has to be decided by the student and the APG committee before the last committee meeting while the requesting student is in level 1, before clinical groups are assigned and before clinical placements are made. Once clinical placements are completed, there cannot be changes made to this option.

After the first day of school, the W/F policy in the School of Nursing Handbook is in place. The alternative sequencing does not take the place or alter in anyway the W/F policy in the School of Nursing. This part time option could impact a student’s financial aid. It is the student’s sole responsibility to fulfill the responsibilities of financial aid.
A student cannot take any level 1 course in addition to this option.
12. **ATTENDANCE POLICY:**

Students are expected to participate in all scheduled learning experiences (see Academic Policies and Procedures and current Radford University Standards of Student Conduct.

A. The faculty member will inform students of course attendance policies and the effect attendance will have on grading practices.

B. If an absence from a laboratory/clinical component is unavoidable, the student must contact the faculty member and the clinical agency prior to the scheduled time. See School of Nursing Clinical Absence/Tardiness Policy below for specific guidelines related to clinical attendance.

C. It is the student's responsibility to make up work missed during absences.

D. It is expected that students will attend all classes and clinicals. Any absence must be approved in advance by the instructor. Students should be consistently on time and prepared for lectures and stay until the end of class or clinical.

E. Children, family and friends are not permitted to attend or visit classes, lab or clinical. Family members or friends are not permitted to visit students in clinical areas even if the family member or friend is an employee of that agency.

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

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

A. Instructor of course/clinical
B. Lead Instructor of the course
C. Faculty Advisor
D. Associate Director of Undergraduate Programs
E. Director of the School of Nursing
F. Associate Director of Undergraduate or Graduate Programs in the absence of the Director
It is considered unprofessional behavior to speak negatively about a faculty member to other faculty. Concerns should be directly addressed with individual faculty members and follow the chain of communication as outlined above.

Students at any point may contact the Dean of Students office for assistance, support, advice, or advocacy.

14. **POLICY FOR STUDENT GRADE APPEALS:**

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

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

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

15. **WITHDRAWAL POLICIES:**

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

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

A. **WITHDRAWAL FROM NURSING COURSES:**

   (1) **VOLUNTARY:**

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

(2) **IN VOLUNTARY:**

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

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

(a) Failure to meet academic requirements or laboratory/clinical objectives.
(b) Failure to meet clinical probation objectives.
(c) Unapproved absence/tardiness from clinical and or simulation.
(d) Violations to the standards of ethics for nursing or any unsafe practice.
(e) Unprofessional behavior.
(f) Conviction of Honor Pledge violations of Radford University. (Reference: current Radford University Standards of Student Conduct)
(g) Failure to meet the Waldron College Standards for Professional Practice Education.
(h) Diverting drugs in the clinical setting.
(i) Positive drug or alcohol test.
(j) Disruptive/disrespectful/uncivil behavior in the classroom that interferes with the learning of others.

(k) Any other behaviors deemed inappropriate by faculty on an individual basis.

(l) Violation of program probation.

16. PROCEDURES FOR FORMAL APPEAL OF NURSING PROGRAM DISMISSAL:

A. Students will be permanently removed from the Nursing program after failing two nursing courses, or after failing to meet other School of Nursing requirements as outlined in the School of Nursing Undergraduate Handbook. Written notification, including rationale, for removal from the nursing program will be provided by the School of Nursing following a meeting of the Admissions-Progression-Graduation Committee that will occur after the end of the semester. However at the Director’s discretion notification of student failure or dismissal may occur at any time in the semester. This notification will take place via students RU email address.

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

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

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

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

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

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

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

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

D. The Ad Hoc Committee will conduct a closed appeal meeting within fifteen class days following notification of a formal appeal meeting. Attendance at this appeal meeting is limited to Appeal Hearing members, The School of Nursing Director, the student, the involved faculty member(s), a non-voting student advocate, any necessary witnesses, and the recorder. Individuals other than those listed in the previous sentence may not attend the appeal meeting. The Ad Hoc Committee will be chaired by the Director of the School of Nursing, who will vote only in the case of a tie. The Director's administrative assistant will serve as recorder. Appeal hearings will be audio recorded. The recording will be maintained in secure files for two years and available only to principals involved. On written request from the student, the audio recording will be transcribed and a written copy provided to the student.
E. The involved faculty and student may present evidence, witnesses, and testimony to support their viewpoints. Neither party may be represented by legal counsel at these proceedings.

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

G. The Appeal Hearing Committee will notify the student and involved faculty member(s) in writing or by email within 5 business days after the meeting. The decision will be based solely on evidence presented at the meeting. The decision of this committee will be the final appeal process within the School of Nursing.

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

17. **STUDENT PARTICIPATION IN CLINICAL/LABORATORY COMPONENTS OF COURSES:**

The faculty member has the responsibility to decide whether the student is well prepared, safe, physically, emotionally, and cognitively competent to carry out clinical responsibilities. The faculty member has the authority to remove the student from the clinical/simulation/laboratory setting. Student removal may affect the course grade and successful progression in the nursing program.

Examples of cause for removal are when:

A. The student is absent, tardy or not prepared for clinical experiences.

B. The student is ill.

C. The student’s behavior is impaired, disruptive or unprofessional.

D. There is any compromise of safe practice including, but not limited to, psychomotor and/or psychosocial areas.

E. Other situations arise in which the faculty member deems that the student should not participate.

F. Students may not have any temporary medical assistive device while on any clinical unit. This includes but is not limited to: arm slings, foot cast/boot, leg brace, knee brace, fracture shoe or finger splint. Students requiring temporary assistive medical devices must stay out of clinical
until the assistive device is no longer needed and they have a note from their provider that they are 100% functional, have no restrictions and can ambulate, wash hands up to their elbows, lift/move patients, and perform CPR.

G. Failure to pass clinical readiness tests, check offs as defined by each course syllabi.

H. The Radford University Code of conduct prohibits weapons on RU campus. Weapons of any kind are prohibited from all clinical sites, the grounds and parking structures of all clinical sites, even if a student has a concealed carry permit.

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

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

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

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

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

18. **TITLE IX**

Radford University faculty and staff are mandatory reporters of Title IX violations. Sexual harassment or misconduct will not be tolerated by students, faculty, staff or third party individuals where our students are in clinical. If at any time a student feels uncomfortable or feels that there may have been a Title IX violation, they are to report this to the Office of Diversity and Equity, Radford University PO Box 6988, Radford, VA 24142, Located at 314B Tyler Place, 2nd floor, 540-831-5307. If at any time students feel that someone has acted unprofessionally toward them, they may report this to their clinical instructor or lead faculty of the course (follow chain of communication found on page 44).

19. **LABORATORY/CLINICAL PROBATION POLICY:**

Faculty are responsible for students in all classroom, laboratory and clinical learning settings. Failure to meet performance standards may result in clinical, course, and/or program probation. (Post-licensure students or RN-BSN students practice on their own license in the clinical setting)

A. The **purpose** of laboratory/clinical probation is to formally notify the student that there are serious concerns that must be addressed in order for the student to satisfactorily complete the laboratory/clinical component of the course. This notification will be done in person. At the notification counseling session the student will receive written documentation indicating unsatisfactory behavior or performance and an action plan to address said performance.

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 safely, proficiently, and/or satisfactorily meeting the laboratory/clinical objectives, the student will be notified in writing of 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 documentation and plan will be completed with a copy to the student, the faculty member, and the Coordinator of the Undergraduate Program. A copy will be placed in the student file and may also be in electronic advising.

(4) A probationary period may be for any period of time up to and including the end of the student’s final academic semester. The minimum probationary period is the entirety of the current academic semester. At the end of the probationary period, a closure meeting between faculty and student will occur. Possible student outcomes include:

(a) If the student has satisfactorily met identified objectives he/she will be removed from the laboratory/clinical probation status.

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

(5) Based on degree of performance/behavior deficiencies, a probationary period may be extended to include all subsequent semesters of Upper Division Nursing (program probation).

20. **INTERIM SUSPENSION:**

A. SINGLE INCIDENT:

A faculty member may remove a student from the laboratory/clinical situation for a single severe incident of unprofessional behavior or unsafe laboratory/clinical performance. This may result in a failing course grade with or without a probationary period.

B. REPETITIVE BEHAVIOR:

A faculty member may remove a student from the laboratory/clinical area for patterns of behavior that include (but are not limited to) repeated absence, unprofessional behavior, unsafe practice or failure to meet academic standards. This may result in a failing course grade with or without a probationary period.

21. **MANDATORY ADVISEMENT:**

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

22. **PROGRAM PROBATION:**

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

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

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

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

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

23. **PROCEDURES FOR SUSPENDING THE STUDENT FROM THE LABORATORY/CLINICAL COMPONENT:**

The School of Nursing holds students accountable to the Radford University Standards of Student Conduct. The School of Nursing also holds students accountable for all agency conduct standards and safety of patients is of highest priority. Faculty may remove a student from the laboratory/clinical component of a nursing course or place the student on laboratory/clinical probation at any time if the client’s safety or welfare is or could potentially be jeopardized by the student’s behavior, capability, or performance deficits. In addition, faculty may at any time identify compromising behaviors or actions resulting in laboratory/clinical probation, thus it is possible for a student to earn a failing clinical grade having never been placed on probation.

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

25. **CLINICAL SITE ORIENTATION AND TRAINING POLICY:**

Nursing students are required to complete orientation and training at various clinical agencies throughout the nursing program. School of Nursing staff and faculty will notify students via e-mail or in the classroom when and where orientation/training will be held. Some agencies require students to complete online training with specific due dates. Students may be required to complete this online training when school is not in session because of agency deadlines. All students will receive the necessary information via e-mail to complete all orientation and training before the due dates. Students are expected to check e-mail frequently and comply with the requests in the e-mail. Students who fail to complete live or online training as directed will be required to withdraw from the School of Nursing course requiring the clinical experience. Students are permitted to request and repeat an individual nursing course one time only. Students who fail a course may request to repeat that course one time only. Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed course and one withdrawal will be dismissed from the nursing program. The only exception to this policy is an extenuating circumstance, such as a technical problem out of the student’s control.

26. **SCHOOL OF NURSING CLINICAL ABSENCE/TARDINESS POLICY:**

At all times, School of Nursing Faculty have the right to determine the consequences of a student's tardiness and/ or absence. Consequences will be determined on a case-by-case basis while following course policies, the School Of Nursing Undergraduate Handbook, and Radford University policies when applicable.

A. Two unexcused absences from clinical and/or simulation equals clinical failure.

B. Failure to arrive at the clinical and/or simulation center without calling the clinical faculty (must call the Simulation Center when scheduled for Sim lab and clinical faculty) results in an unexcused absence for the day. Failure to arrive at the clinical site and/or simulation center without calling the clinical faculty by the scheduled start time will result in an unexcused absence for the day. Texting is not an acceptable method of communication. When scheduled for the simulation center, students must call both the simulation center and the faculty member.

C. Unexcused late arrival to the clinical and/or simulation setting on two occasions will result in one unexcused absence for the day.
D. Dismissal from the clinical and/or simulation setting will result in an unexcused absence for the day.

E. An excused absence will be granted by the clinical faculty only when written documentation is provided by the student within a time period specified by the faculty upon notification of the absence.

27. **READMISSION POLICIES:**

Readmission to the upper division major is not automatic. The following policies govern readmission:

A. The student must be in good standing at Radford University or be readmitted to Radford University prior to application for readmission to the School of Nursing. Students seeking readmission to the University must submit an application for readmission to the Registrar’s Office no less than 30 days (or earlier than 6 months) prior to the beginning of the term in which re-enrollment is desired. This policy will be enforced.

B. After absence of a semester or longer from the School of Nursing, a former student must apply for readmission to the Admissions, Progression, and Graduation Committee. Materials should be submitted by November 15 for the following August admission and by August 1 for the next January admission.

C. Readmission is not guaranteed.

D. The student must have a cumulative grade point average of 2.500 or above.

E. The student must not have failed two or more nursing courses.

F. The student must have demonstrated potential to graduate with a 2.500 grade point average in the nursing major, as determined by grade point average predictive calculations.

G. Any problems noted at the time of withdrawal must be resolved and verification of resolution provided; for example: physician's statement, counselor’s assessment, etc.

28. **CLOSURE OR DELAYED OPENING OF THE UNIVERSITY:**

If any classes, clinical or labs are cancelled because of inclement weather or faculty illness, the missed time will be rescheduled at the discretion of the course or clinical faculty. Classes, clinical and labs can be rescheduled by faculty on any day that a classroom, clinical unit or lab is available including any weekday, weekend or evening. This may include the weekend before final
exams. Makeup experiences for class and lab will be optional for students but clinical hours must be made up prior to end of semester due accreditation standards and State Board of Nursing requirements. A student unable to make up clinical hours may need to take an incomplete for the course and complete during the next semester. This may delay progression to the next level.

A. **IF RADFORD UNIVERSITY IS CLOSED:**

When there is an announcement that Radford University is closed, all School of Nursing classes, clinicals, and the Clinical Simulation Center will be cancelled on both campuses. Cancelled classes and clinicals will be rescheduled at the discretion of the instructor(s).

*Online assignments may not be affected by weather-related closings.*

B. **RADFORD-CAMPUS DELAY OPENING:**

1. **CLASS:**
   When there is an announcement that Radford University is delaying the opening of classes, School of Nursing students will attend classes at the delayed time. Classes affected by the delay will be re-scheduled at the discretion of the instructor(s). An announcement of a delay may lead to an announcement of closing. Stay tuned to a media source that is updating weather conditions and school closings.

2. **CLINICAL:**
   When there is an announcement that Radford University is delaying the opening of classes, School of Nursing students will be expected to attend the clinical on their scheduled time unless directed otherwise by the clinical instructor. If clinical is missed due to inclement weather, the missed time will be rescheduled at the discretion of the course or clinical instructor(s). Clinicals can be rescheduled by faculty on any day and time that the unit is available including week days, weekends and evenings.

3. **CLINICAL SIMULATION LAB:**
   When there is an announcement that Radford University is delayed, the 8:00 AM -11:30 AM simulation session will be cancelled. Standardized Patient experiences will be cancelled up to the opening time and the School of Nursing student will be required to reschedule their experience with the Simulation Center.

4. **EARLY CLOSING:**
When there is an announcement that Radford University is closing early, School of Nursing classes will be dismissed at the closing time. Class time will be rescheduled at the discretion of the instructor(s).

C. ROANOKE CAMPUS:

When the weather is not severe enough to create an opening delay or to necessitate a closure on the Radford campus, but is severe enough to warrant a delay and/or closure of the University’s academic units in Roanoke (i.e., Roanoke Higher Education Center), the decision to operate will follow that issued by Roanoke Higher Education Center (RHEC). Radford University faculty, staff, and students assigned to Roanoke should therefore monitor public announcements relative to inclement weather. Faculty can cancel class and clinical for inclement weather at their discretion. For clarification for class, clinical lab, and clinical simulation center experiences, the following details are provided:

1. CLASS, LAB AND CLINICAL:
   When there is an announcement that Radford University is closed due to inclement weather, School of Nursing classes, labs and clinicals will be cancelled. Course faculty may cancel class, lab and/or clinical as necessary and notify students by e-mail 90 minutes prior to the scheduled class start time. Cancelled classes, labs and clinicals will be rescheduled at the discretion of the instructor(s). Clinical and class can be rescheduled by faculty any time that an unit or classroom is available including weekdays, weekends and evenings.

   When the Roanoke Higher Education Center is closed, all classes and the RHEC Clinical Simulation Center sessions will be cancelled.

   **Online assignments may not be affected by RHEC closings.**

   Clinicals and labs will not be cancelled if the Roanoke Higher Education Center is closed. Faculty will notify students if clinical is cancelled because of the early start time of clinicals. Labs will only be cancelled if Radford University is closed.

2. CLASS:
   When there is an announcement that the Roanoke Higher Education Center is delaying the opening of the building due to inclement weather, classes on the Roanoke Campus will be delayed the same amount of time. Classes will follow their regular schedule starting at the time of opening. An
announcement of delay may lead to an announcement of closing. Stay tuned to a media source that is updating weather conditions and school closing.

An announcement of a delay in the opening of classes at Radford University will not affect the opening of classes on the Roanoke Campus.

3. **LABS:**
If Radford University is delayed, students will follow a delayed schedule for labs, including those on the Radford campus. If Radford University is closed, labs, including those on the Radford campus will be cancelled and rescheduled at the discretion of the faculty.

4. **CLINICAL:**
When there is an announcement that Radford University is delaying the opening of classes due to inclement weather, School of Nursing students will be expected to attend the clinical on their scheduled time unless directed otherwise by the clinical instructor. If clinical is missed due to inclement weather, the missed time will be rescheduled at the discretion of the course or clinical instructor(s).

5. **CLINICAL SIMULATION LAB:**
(a) When there is an announcement that Radford University is delaying the opening of classes due to inclement weather, School of Nursing students will be expected to attend the RHEC Clinical Simulation Center on their scheduled time unless directed otherwise by the clinical instructor.

(b) When there is an announcement that Roanoke Higher Education Center (RHEC) is delaying the opening of the center, the 8:00 AM -11:30 AM simulation session will be cancelled. Standardized Patient experiences will be cancelled up to the opening time and the School of Nursing student will be required to reschedule their experience with the Simulation Center.

6. **EARLY CLOSING:**
When there is an announcement that Radford University or Roanoke Higher Education Center is closing early, School of Nursing classes will be dismissed at the closing time. Class time will be rescheduled at the discretion of the
D. ADDITIONAL INFORMATION FOR BOTH CAMPUSES:

1. At all times each student is responsible for using his/her judgment regarding his/her own personal safety during inclement weather.

2. Announcements about school openings and closing may be obtained from local radio and television stations, the Radford University web site (www.radford.edu), or the university switchboard (540-831-5000).

3. Except in the case of extreme weather conditions (i.e., severe snow, ice storms, floods, etc.) the Roanoke Higher Education Center (RHEC) will be open. When the Roanoke Higher Education Center is closed, announcements will be officially made to the news media for dissemination to the public. The local and regional radio and television stations that will provide this information include WVIF 89.1 FM, WFIR 960 AM, WDBJ Channel 7 and WSLS Channel 10.

29. POLICY REGARDING FULFILLMENT OF CLINICAL REQUIREMENTS IN THE EVENT OF AN EMERGENCY:

Purpose
To provide direction for School of Nursing faculty, staff, and students in the event of an emergency event that has long-term effects on clinical learning experiences. Following the language used by the RU Academic Affairs Pandemic Preparedness Committee, an Emergency Event is defined as natural (such as flood, earthquakes, pandemics, hurricanes), man-made accidental (such as fire, explosion, hazardous material release), and man-made deliberate (such as sabotage, terrorism, bombs).

Policy
School of Nursing students will be removed from clinical sites when local officials indicate that 1) large clusters have been identified in the local areas, 2) faculty, staff, students, or patients are at identifiable risk, and 3) social distancing and protective sequestration are indicated.

In cases of man-made and natural events other than outbreaks, the Director of the School of Nursing will remove School of Nursing students from clinical sites when community events have occurred that would 1) overburden hospital resources during that facility’s disaster response, or 2) place School of Nursing students and faculty in situations of unacceptable risk.
Although it is impossible to outline a preparedness plan for any and every emergency, as all emergencies occur in a unique manner, the intent of this policy is to provide general direction for how clinical will be handled in extraordinary situations.

A. The Director is the official point of command for the School of Nursing in emergency situations. In the event that the Director is unavailable, the Associate Director will assume these responsibilities.

B. If the university is closed, students may not participate in activities for clinical credit.

C. Should students volunteer during an emergency event, no academic credit will be given for the volunteer experience.

D. An emergency notification system for faculty and staff will be maintained by the Director of the School of Nursing and will be activated in the case that clinicals are affected by an emergency event.

E. Faculty are encouraged to be alert to emergency situations and check into the Roanoke or Radford School of Nursing office in such an event.

F. Faculty are responsible for maintaining a system of emergency notification for their clinical students.

G. A grade of “Incomplete” will be assigned for clinical courses that could not be completed during the semester due to an emergency event. When the clinical requirements are completed, the “Incomplete” grade will be replaced by a letter grade following university policy.

H. Students must successfully resolve an “Incomplete” in accordance with university policy prior to beginning the next clinical level. The Director of the School of Nursing will notify all students of the process to progress to the next level in the event that entire student groups receive incompletes due to an emergency.

I. Alternative experiences for the fulfillment of clinical requirements may be provided to allow the student to complete objectives as soon as possible within the confines of the finite clinical resources available. Alternative experiences may be at originally scheduled sites, but may be completed at non-traditional times, such as evenings, week-ends, and during summer sessions. Laboratory or mock scenarios and computer assisted or on-line projects may also be utilized for partial completion of objectives consistent with regulatory guidelines.

J. Students who become ill during an influenza pandemic or other outbreak are responsible for removing themselves from patient care situations and for notifying their faculty. These students will make up their clinical requirements at alternative times and places upon their return to school. If the faculty deems that significant clinical hours have been missed, the student will be advised to take an incomplete.

K. Faculty teaching and clinical assignments may be revised by the Director to meet the needs of multiple incompletes in a level and to assist these students to progress through that level.
30. **PROFESSIONAL PORTFOLIO:**

During the last semester of the senior year (level 4) the pre-licensure student is required to submit a professional portfolio that can be used when seeking employment as a graduate nurse in healthcare settings. The portfolio represents the best of a student’s work and is concrete evidence of individual talent, skills, abilities and interests. The student is advised to retain all student work completed during the Level I, II, III and IV of the upper division nursing major in preparation for completion of this requirement. No clinical work with any patient data of any kind may be used in the portfolio.

31. **STUDENT FILES:**

A. Clinical Evaluations and print/electronic Faculty Advisement Notes can be placed in student files and electronic databases.

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

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

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

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

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

32. **KAPLAN/STANDARDIZED TESTING POLICY AND PROCEDURES Pre-licensure students only:**

Standardized specialty exams and case studies are assigned to each level within the Upper Division, School of Nursing Curriculum. Students in all levels are
required to purchase Kaplan testing and case study products, and students bear the financial responsibility of paying for these tests and case studies.

At the beginning of each semester in the upper division nursing major (for a total of 4 consecutive semesters), students are required to pay for assigned Kaplan products. Access to the Kaplan products are purchased directly from KAPLAN. Failure to pay Kaplan by the designated deadline will result in the deactivation of the student’s Kaplan account. Students will pay for Kaplan costs by Friday of the first week of classes. If the payment is not made, the student must withdraw from all nursing courses that semester with the option to reapply for the next semester for nursing courses. Students must follow all readmission policies, including writing a letter to the chairperson of the APG committee. Students will not automatically be admitted for the next semester. Level 1 students will go into the general pool of applicants for admission consideration. This due date (Friday of the first week of classes) is final even if KAPLAN would allow for late payments.

Students are strongly encouraged to fully utilize all Kaplan materials throughout the Upper Division, School of Nursing Curriculum.

All students will pay for Kaplan for 4 consecutive semesters. If a student has become out of sequence and will have 5 semesters, the student does not have to pay Kaplan for the 5th semester but will have access to all Kaplan materials. If a student is taking only 1 nursing course in a semester, Kaplan payment must be made that semester.

33. AUDIO – VIDEO RECORDINGS:

Students must obtain permission from the faculty member prior to any audio or video recording. It is considered unprofessional behavior and a violation of student conduct to not obtain permission to audio or video record any classroom material prior to doing so. Faculty may deny students audio or video recordings of lectures.

In the clinical setting, audio or video recordings are not allowed at any time. Students should be aware that audio or video recordings in clinical will result in failure of the course and possible dismissal from the program. Audio/video recordings involving patients could be a HIPAA violation and could result in criminal prosecution.

34. FIELD TRIPS AND CONFERENCES:

During the course of the nursing program, students will be required to attend some programs outside of the School of Nursing at the students’ own expense, including, but not limited to Conferences, Research Day, and Nursing Career Fair.
35. **International Travel/Study Abroad/Faculty Supervised Trips counted Toward Some N451 Clinical Hours:**
In some cases, students may use International Travel/Study Abroad or Faculty Approved and Supervised trips for some of the clinical hours for N451 in level 4. These hours must be approved by supervising RUSON faculty and N451 lead faculty. The clinical experience must include hands on care and occur during or after level 3. Students may not receive clinical credit for N451 if they are already receiving credit for the trip through another course. Summer externships and internships that are not directly supervised by RUSON faculty are not eligible for N451 clinical hours. These hours must be requested in writing by the student to the lead faculty of N451 prior to the trip. The request must include detailed information about the trip, how it relates to Community/Public Health Nursing, and contact information for the supervising faculty. Consultation with N451 faculty is recommended prior to the written request to determine if the trip will meet requirements for the course clinical.

36. **STUDENT REQUESTS FOR FACULTY RECOMMENDATIONS:**

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

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

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

Date request submitted ______________________ Date needed ______________________

Request submitted to (faculty name) __________________________

Request submitted by (student name) __________________________ Level ______

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

________________________________________________________________________

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

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

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

________________________________________________________________________

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

On a separate sheet of paper:

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

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

Signature:_______________________________________ Date:___________________
GENERAL POLICIES

1. **EXPECTATIONS OF STUDENT CONDUCT:**

The Waldron College has distinct expectations of students that are in addition to those outlined in the Radford University Standards of Student Conduct. These standards are aligned with students’ abilities to become effective health and human service professionals and are provided so that students and faculty can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful health and human service professionals.

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

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

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

C. The School of Nursing does not allow children, family or friends to be present in the classroom, nursing lab, or at any clinical site. It is inappropriate for friends or family members to visit a student while a student is in clinical. Additionally, pets/animals are not allowed in the class, lab, or clinical setting unless the student and animal meet federal guidelines requiring service animals intended to aid those with disabilities.
D. Students are expected to act in a professional manner both inside and outside the School of Nursing. Examples of unprofessional behavior (but not limited to):

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging the reputation of a classmate or professor in anyway including any social media
- Habitually interrupting when someone else is speaking
- Emails that are inflammatory or use unprofessional language
- Not responding to email or voice mail that requires a reply
- Yelling or screaming
- Slamming doors
- Threatening others in anyway, verbal, non-verbal, physical or implied
- Displays of temper
- Dressing in an unprofessional manner
- Other behaviors identified by faculty, staff or clinical agency personnel as unprofessional

E. Criticism of Colleagues/Mentors/Peers:
Professional relations among all members of the medical community shall be marked by civility. Students will deal with professional, staff, and peer members of the health team in a considerate manner and with a spirit of cooperation. It is unethical and harmful for a student to disparage, without sufficient evidence, the professional competence, knowledge, qualifications or services of a colleague to anyone. It is also unethical to imply without reliable evidence - by word, gesture, or deed - that a patient has been poorly managed or mistreated by a colleague.

F. Gift giving/showing gratitude:
Some students come from a culture of giving where it is respectful to provide gifts to professors to show their gratitude. But due to any possible perceptions of undue influence, students are discouraged from giving gifts to faculty members. It would be better for students to write a note of thanks or appreciation to faculty. We encourage clinical groups to provide a token of appreciation to our clinical units that provide valuable clinical experiences to our students. Many clinical groups provide food on the last clinical day. Gifts or tokens of appreciation may be given to your clinical preceptors during your practicum experience. Students may wish to show gratitude to professors by giving monetary donations to the School of Nursing through the Radford University Foundation.

https://connect.radford.edu/give
G. In Clinical, Students will:

- Maintain professional boundaries with clients, a student will not at any time have a personal or sexual relationship with a patient or former patient or client. Students will not use social media with a patient and may not exchange personal contact information.
- Provide privacy for clients during personal and bodily needs.
- Use universal blood and body fluid precautions.
- Not engage in any behaviors that seeks personal gain from a client, a student may not accept gifts or money from a client.
- Not use any substance that require a prescription without a legal valid prescription issued to the student.

H. Personal Safety:

The Nursing department will not disclose any information about the location of any student to anyone other than an authorized University employee acting in an official capacity.

The Department will not post schedules that include student names and clinical locations in public areas.

Students must not reveal the location of other students to anyone other than an authorized University employee acting in an official capacity.

Students should inform their own family members or significant others what they want to know about their whereabouts. Students should establish with these individuals how to reach them in case of emergency.

If a students’ personal situation could present a threat to their own safety or the safety of others, they should immediately confer with relevant faculty, the department chair and campus police to establish procedures to maintain a safe learning and teaching environment.

Recommended safety Guidelines for Clinical Experiences:
- Maintain car in good condition including enough gas to reach clinical locations.
- Carry and learn to use a map and/or street guide, a computer search for directions or a GPS navigation system to obtain directions to clinical locations.
- It is recommended that students have a cell phone in their cars; however cell phones should not be used in clinical agencies.
- Call your instructor immediately if you feel that a community site is unsafe.
- Carry phone numbers to call the agency and/or faculty member in case of difficulty.
- Keep car doors locked at all times.
- Do not carry any valuables in your car or with you to any clinical site.
- Where your name badge at all times in clinical agencies/sites.
- Any concerns that the students has about safety, security or client assignments should be discussed with the faculty member.
- At no time shall a student transport clients and/or family members in their personal vehicle.
- All absences and/or anticipated tardiness are to be reported to the clinical faculty personally and in a timely manner.
- When arriving or leaving a clinical site, be alert and aware of your surroundings.

2. **TRANSPORTATION POLICY:**

Each student is responsible for providing his/her own transportation to meet the requirements in upper division. Students should not transport clients at any time. Adequate automobile accident insurance coverage must be maintained and is the personal responsibility of the student. Students are responsible for abiding by all traffic and parking laws, as well as any penalties for such violations. Clinicals may be up to 50 miles from campus.

3. **PARKING INFORMATION FOR EACH CAMPUS:**

Roanoke-based students who are required to attend classes, labs, or events at the Radford Campus need to purchase a daily, weekly, or yearly parking pass from RU Parking Services, located in Heth Hall. For more information about parking, please contact parking services at 831-6361 or 831-6330.

Roanoke-based students each semester are required to obtain a hang tag from the front desk of the RHEC in order to use RHEC designated parking lots.

Parking at the RHEC (Roanoke Higher Ed Center) for all students: Students can obtain a parking pass to park for free in designated student lots (main reception desk on the 2nd floor of RHEC. Or students can use the pay lot in the front of the building (must pay the meter) or there is some timed street parking monitored by the City of Roanoke.

Students are responsible for parking at all times. Students are responsible for their own parking tickets received at either campus. It is the student’s responsibility to have a parking pass and to know the parking rules at each location and to park their cars in a lawful manner. Parking tickets are never the responsibility of the School of Nursing.
4. **DRESS CODE AND UNIFORM POLICY:**
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 this policy. No chewing gum in clinical.

When a student attends a conference or a setting where the uniform/scrubs do not have to be worn, business/professional attire is required. Whenever a student is representing Radford University, the student must be professionally dressed. There can be NO jeans, short skirts, shorts, mid drifts, tank tops, sweat pants/yoga pants, leggings, tight clothing, low cut clothing, clothing showing undergarments, high heels, crop tops, camouflage or denim.

**The School of Nursing Uniforms are to be purchased from:**

Eleven West, Inc.
6598 New River Road
Radford, Virginia 24142
Phone: 540-639-9319
Toll Free: 1-800-221-8560
Fax: 540-639-6683.
Web: [www.elevenwest.com](http://www.elevenwest.com)
Email: contact@elevenwest.com

**Uniform order form is on the School of Nursing website:**
[http://www.radford.edu/content/wchs/home/nursing/current-students/undergraduate-forms.html](http://www.radford.edu/content/wchs/home/nursing/current-students/undergraduate-forms.html)

You are encouraged to go by Eleven West and try on or at least look at the scrubs to make sure you are ordering the correct size. NO ONLINE ORDERING IS AVAILABLE AT THIS TIME. Eleven West now offers hemming of pants; call or ask an associate for details. This process will add 3 - 5 business days to production time, and additional fee will be $10 per pair.

**You are to order the following uniforms:**

- Two (2 or 3) Cherokee Gray Scrub Tops
- Two (2 or 3) Gray Pants
- Additional tops and pants may also be purchased. There may be times when you will have 3 clinical days in a row. If you only have 2 sets of scrubs, you will need to wash your uniform before the 3rd clinical day, if this isn’t possible, you will need to have a 3rd set of scrubs.
- Gray Polo Shirt with Radford Logo Required as part of uniform in Nursing 352 clinical rotation. Polo shirt with Radford Logo must be purchased through Eleven West.
• Black Slacks are to be worn with the Gray Polo Shirt when in the Nursing 352 clinical.
• Red or Gray Polo Shirt for Nursing 444 and Nursing 451 in Level 3 and 4. Khaki or black pants can be worn with the Gray or Red Polo Shirt.
• Khaki or black pants can be purchased anyplace of your choosing. Pants must be made of material thick enough to prevent seeing underwear through the fabric.
• Radford University School of Nursing Photo ID Name Tag (Will be purchased from RU ID Services at the opening of the semester).
• Additional items as desired.

The basic student uniform for male and females will consist of the following:

A. Radford University School of Nursing Cherokee Gray Scrub Tops.
B. Matching Gray pants – made from the same material as the top.
C. Pants with hemmed cuffs to extend to and no more than one-half inch below the ankle.
D. The length of the top and height of the pants must be such that at no time will skin be visible in the break between the top and pants.
E. Uniform must be neat, clean, wrinkle free and free of offensive odors such as cigarette smoke or pet odors.
F. Optional: The following are optional for warmth or comfort:
   1) A solid white scrub jacket
   2) A solid white or gray long or short sleeve tee shirt worn underneath the scrub top
G. Shoes must be of solid material (no mesh or fabric), clean, closed toed, closed backed, entire foot must be covered, (no clogs) in good condition, and appropriate to the clinical setting. Soles should be non-skid.
H. Stockings and/or socks must be worn.
I. For the purpose of infection control, begin each clinical day with a freshly laundered uniform.
J. No cloth covering on stethoscopes in clinical.
K. School of Nursing Uniforms/Scrubs should not be worn at any time students
are not in clinical. They should not be worn during internships/externships or during employment.

In addition to the basic uniform, all students will adhere to the following:

I. Required identification:

   (1) An agency-specific picture name badge is required by some institutions and will be worn on the uniform at all times in those settings.

   (2) A Radford University School of Nursing name badge will be worn on the uniform when an agency-specific picture name badge is NOT required. This name badge will be made by RU ID Services and will be available for approximately $5.00 during the second week of the semester. The RU School of Nursing name badge must be worn on street clothes or lab jackets in all other settings for clinical assignments when an agency specified name badge is not required.

   (3) A Radford University ID Card

   (4) Replacement of ID cards and name badges will be the student’s responsibility and at the student’s expense.

J. Jewelry:

   (1) Allowed:

      (a) One pair or less stud-type, non-dangling post earring to be worn in the ear lobe(s). Irremovable piercings on any body part are not to be visible.

      (b) A plain band worn on the ring finger of either hand

   (2) Required: A plain watch with a second sweep hand. Watch should be able to be cleaned daily with alcohol. No smart-watches or fit-bits should be worn in clinical.

   (3) NO OTHER JEWELRY IS ALLOWED. Visible irremovable piercings on any body part will not be tolerated for any clinical setting. Ear lobe expanders (gauges) are not permitted. No tongue or facial piercings are permitted.

K. Body art may not be visible outside of the uniform

L. Nails:

   (1) No colored nail polish

   (2) No artificial nails

   (3) Length to be a maximum of 3mm beyond the finger tip or less

M. Hair:
(1) If hair is longer than collar length, it must be secured up (back) with a band or clip and up off the collar. Long hair should not be worn in a pony-tail, it must be up off the collar. Hair must be away from the face and neck. Hair must be clean at all times.

(2) Conservative hair ornaments only, if worn. No wide cloth headbands in clinical.

(3) Men must be clean shaven or facial hair must be neatly trimmed and clean. Beard, moustache, goatee are to be closely cropped, if worn

(4) Hair must be of a natural color - for example: blond, brown, black.
No unnatural colors, for example: purple, blue, etc. No unnatural streaks of color.

N. Undergarments will be worn, and are not to be visible at any time, and should be white, beige or skin colored.

O. Personal Hygiene:
(1) Cleanliness is expected. Overpowering scents are not to be used. Foul odors, such as body odors, cigarette smoke and perfumes are unacceptable.

Either the course instructor or the clinical instructor will establish uniform requirements in some community settings. Khaki or black pants and a gray or red polo shirt is acceptable in the community setting. Identification, jewelry, hair, nails, body art, undergarment, and hygiene criteria noted above are expected regardless of clinical setting.

In all clinical settings, the clinical instructor will make the final decision about each student's professional appearance. If you are not properly attired, you may be sent off the clinical unit which may negatively impact your course grade, including probation and/or failure for the clinical day

**PURCHASE OF STETHOSCOPE AND BLOOD PRESSURE CUFF**

*What to look for when purchasing a stethoscope:*

A stethoscope is an important piece of equipment for a registered nurse. It helps the nurse assess and monitor a client’s blood pressure, heart rate, rhythm, lung sounds, abdominal sounds, and bruits. When purchasing a stethoscope, a person can pay as low as $15 to $20 up to several hundred dollars. Examine the stethoscope, put it in your ears, and listen with it. The BEST stethoscope for you is one you can afford and one that has the features listed below:

- Earpieces should fit snugly and comfortably in the nurse’s ear.
- Binaurals should be angled and strong enough to keep the earpieces in place without causing discomfort.
- Earpieces should point toward your nose and when you put them in your ears.
- The tubing should be flexible and 12 to 18 inches in length (longer tubing decreases should transmission through the stethoscope)
• The tubing should be thick walled (internal diameter of 4 mm or 1/8 inch) to help eliminate transmission of noises caused by rubbing the tubing against other surfaces.

• Before buying, listen to your own or another person’s heart sounds to determine if you can indeed hear with the stethoscope you are considering.

• The higher priced stethoscopes may have adapters that you can purchase which allow you to change off the adult chest piece for a child chest piece. Check the options listed with the stethoscope packaging information.

• Based on advice of nursing faculty, it is best to purchase a traditional bell and diaphragm stethoscope instead of the new combination model with a one-sided chest piece that changes from bell to diaphragm by pressure.

• The School of Nursing will have a few child stethoscopes and blood pressure cuffs for use during the pediatric rotation. The neonatal nursery in the hospital has tiny models for you to use during that rotation.

• No cloth covering on stethoscope at any time.

5. POLICY FOR CELL PHONES:

Students may use cell phones and other communications technologies according to the following guidelines:

A. In the classroom/lab setting, cell phones must have a non-audible signal. If the vibrate mode produces an audible tone during vibration, then this is not considered a non-audible signal. Student must quietly leave the classroom/lab to answer cell phones. Students may not interrupt the class for the purpose of responding to cell phones. Excessive interruption of the classroom will be interpreted as leaving class for two or more calls within a semester or two or more audible signals in class during a semester.

B. While in the classroom, laboratory, and clinical settings, students are expected to be actively engaged in the process of learning as directed by the faculty. At no time should a student use text-messaging, email, or other personal communications during class.

C. In the clinical setting, the student must follow the regulations of the clinical site for use and possession of cell phones. If the clinical site has no regulations, the student will follow the above guidelines. Text-messaging during clinical at any location is not permitted during the clinical experience. Carilion facilities specifically prohibit students from using cell phones at any time.

D. Computers in the classroom, laboratory, and clinical settings are to be used for academic purposes only. Faculty will take immediate action if computers are being used for any other purpose.
E. During testing and examinations, the use of, accessibility to, or disruption from any communication device is strictly prohibited. Faculty will take immediate action if such a violation is identified during a test or examination.

6. **UNDERGRADUATE NURSING REQUIREMENTS:**

A. **REQUIRED DOCUMENTS:**

(1) Prior to the start of the nursing major, students are required to submit a criminal background check. After the student submits the background check the tracker is set up for uploading the required documents. The following must be uploaded to the tracker prior to the beginning of the nursing major:

- Health Record which includes:
  - Personal Data
  - Next of Kin
  - Health Care Credentials
  - Health History
  - 2 step Tuberculosis Screening or the Quanteferon Gold (QFT- G) – it is the student’s responsibility to keep the Tuberculosis Screening up to date. This is done yearly
  - Certificate of Immunizations:
    - Diphtheria/Tetanus Booster (Td)
    - Pertussis (Tdap)
    - Meningococcal Conjugate Vaccine
    - Hepatitis B Vaccine series of 3 vaccines
    - Measles, Mumps, Rubella
    - Varicella Zoster
    - Polio vaccines
  - Physical examination with health care provider signature
  - Student Signature on health record

After initial submission of the above requisite forms, any changes in information originally submitted that occur during a student’s enrollment in the program must be immediately communicated to the Director of the School of Nursing or Undergraduate Program Coordinator to confirm clinical eligibility. This is the responsibility of the student and failure to comply with this mandate may jeopardize a student’s participation in the required clinical portion of the program.

All health status changes are considered important and relevant. Health status changes that are prolonged or highly disruptive to attending class or clinical must be immediately communicated. The communication path to follow is Clinical Instructor, then Course Coordinator, and finally the Undergraduate Program
Coordinator. In various circumstances the consent of a qualified health care professional may be required to permit the student to continue in the classroom and/or clinical arena.

Students are required to have up to date American Heart Association CPR (adult, child and infant for healthcare providers) and Tuberculosis Screening. If either the CPR or Tuberculosis Screening expires students will not be allowed to be in clinical until they have updated this information on the tracker. It is the student’s responsibility to contact faculty to make arrangements for clinical absence.

The Flu vaccine is a requirement for some clinical agencies. If a student declines the flu shot the student will be required to wear a mask when in clinical agencies that require the flu shot.

All students must read and sign the following policies and upload to the tracker prior to the beginning of the semester in which the student is admitted to the School of Nursing:

- Undergraduate Student Handbook – The undergraduate student handbook is revised each semester. All students must read the revised handbook, sign the form that they have read and understand the policies of the School of Nursing for the coming semester. The signed form must be submitted to the tracker.
- Functional and Technical Standards
- Agreement for Shared Information with Faculty
- Risk Management (Drug Use/Abuse)
- Standards of Professional Practice Education
- Standards of Student Conduct
- Clinical Simulation Center Student Expectations
- Clinical Simulation Center Confidentiality Agreement
- Confidentiality Agreement for Nursing Majors
- Clinical Absence/Tardiness Policy

Student illness or hospitalization:

With any illness (physical, emotional or mental) or condition (pregnancy/injury), the School of Nursing may require that the student have documentation from a medical provider or counselor certifying that the student is able to perform all duties expected of a nursing student. The student may not be able to continue in the program until such documentation is received.

Expenses related to illness or injury: The student is responsible for any expenses incurred while acting in the capacity of a student.
(2) LEVEL I STUDENTS:

Incoming Level I students must complete the School of Nursing Health Record and upload to the tracker by the deadline date set by the School of Nursing. The health record will be reviewed by a designated person within the School of Nursing. If there are concerns regarding information on the health record, this will be discussed with the Undergraduate Program Coordinator of the School of Nursing. If necessary the Undergraduate Program Coordinator will discuss this information with the Director of the School of Nursing. If there is a consensus of concern regarding health or other records the results will be discussed with the clinical agencies utilized by the School of Nursing. The clinical agencies will independently determine whether a student can participate with their agency for a clinical. Completion of clinical is a course requirement. Therefore, any student that is not permitted by the clinical agency to participate in a clinical will be withdrawn from the School of Nursing.

All immunizations **MUST** be completed and verification recorded on health record. Verification of TB Skin Test or Chest X-Ray must be completed prior to enrollment in upper division nursing major and must be kept up-to-date during the remainder of the nursing major. **All pertinent information must be submitted to the student tracker by the date given by the School of Nursing.**

Each semester students will have a urine drug testing at both the Radford and Roanoke site at a time designated by the School of Nursing. Students may be subject to additional screenings throughout upper division at the student’s expense.

(3) LEVEL II, III AND IV STUDENTS:

An annual tuberculosis screening is required of each Level II, III and IV student. **Documentation of an up to date PPD is required on the tracker to attend clinical assignments.** Students will not be allowed to attend clinical if the PPD that is uploaded to the tracker is out of date. This can result in probationary action and/or withdrawal from the course. The student is responsible for keeping the PPD up to date. **Student must submit documentation to the tracker from the Health Care Provider when updating the PPD. It is not enough to have an updated PPD, it must be uploaded to the tracker.**

Each semester students will have a urine drug testing at both the Radford and Roanoke site at a time designated by the School of
Nursing. Students may be subject to additional random screenings throughout upper division at the student’s expense.

B. CERTIFICATION: CARDIOPULMONARY RESUSCITATION AND BASIC FIRST AID:

Certification for Cardiopulmonary Resuscitation (CPR) is required from all students prior to the beginning of classes. The American Heart Association BLS-C Health Care Provider course is the only approved provider for CPR. Renewal for the AHA/BLS-C certification is every two years.

Some agencies that do CPR courses will allow you do the class online. If you do the class online you must be checked off by an instructor for the hands on experience. No online courses will be accepted without the hands on experience.

The Basic First Aid certification is not required but is optional. This may be included in some CPR courses. It may provide student with valuable beginning skills but again is optional and not required.

CPR must be current and up-to-date at all times. It is your responsibility to keep your CPR certification current and submit a copy of your new card for your tracker. If your CPR on the tracker is expired, the student cannot attend clinical until the updated CPR card is uploaded to the tracker.

The student is responsible for maintaining current certification throughout the upper division nursing program. If CPR certification has expired, no grace period will be allowed, and the student may not attend clinical rotations; not attending clinical will result in probationary action.

C. CRIMINAL BACKGROUND INVESTIGATING:

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 upon admission and periodically when required by clinical agencies. The School of Nursing has contracted with Castle Branch to do the background checks. Link to order background check: https://portal.castlebranch.com/RC70 To place the order click on Place Order. You will be taken to another page then click on please select and click on nursing. You will select the appropriate semester either, Fall or Spring, that you start the nursing major to begin the background check. You will need to click on either resident of Virginia or Non Resident of Virginia. The student will be responsible for the fees associated with any CBCs required for clinicals.
If the background check shows issues of concern the results will be shared with the clinical agencies that the School of Nursing uses for clinical. The clinical agencies will determine whether you can come to their agency for clinical. If the clinical agency refuses to allow you in clinical you will be dismissed by the School of Nursing.

After you start the nursing major, if you are charged or convicted, pled guilty to, or pled nolo contendere (no contest) to a violation of any federal, state or other statute or ordinance constituting a felony or misdemeanor, this includes, offenses for driving under the influence of drugs and/or alcohol must be reported to the Director or Associate Director of Undergraduate Programs of the School of Nursing. Failure to report this information will result in disciplinary action by the School of Nursing. This will be reported to clinical agencies as necessary and the Dean of Students and the Office of Student Standards and Conduct. Student will provide all required and requested court papers. The clinical agency will decide if a student can attend clinical. If not, the student will be required to withdraw from the School of Nursing.

Conduct checks will be done every semester by the School of Nursing with the Office of Student Standards and Conduct.

D. LIST OF ITEMS/INTERVENTIONS RADFORD UNIVERSITY NURSING STUDENTS CANNOT DO IN ANY CLINICAL SETTING:

The student cannot:
1. Hang Blood or blood products, including auto-transfusions.
2. Go to the lab, sign for blood products and bring blood products to the unit.
3. Hang or titrate critical drips (such as dopamine, heparin, nitroglycerine, Cardizem, insulin, etc)
4. Set up, set rate, adjust rate, or clear PCA pumps.
5. Manipulate epidural pumps.
6. Administer IV chemotherapy drugs.
7. Be assigned to a patient in airborne isolation precautions requiring a fit tested mask. (students have not been fit tests for masks)
8. Be assigned to a patient being treated with a radioactive implant.
9. Take verbal, phone or written report from a physician, nurse practitioner or physician’s assistant.
10. Witness any consents.
11. Perform any interventions the hospital unit does not permit nursing students to perform.
12. Participate in bedside time outs.
13. Initiate or discontinue restraints.
7. **CLINICAL SIMULATION CENTERS (CSC) EXPECTATIONS:**

**Simulation Center Preparation:** Students must bring the completed answers to the admission ticket questions and present them to the CSC instructor for admission to the simulation session.

**Attendance:** Clinical simulation experiences are offered at specific times. Students are expected to be on time. **NOTE: If you are late you will be sent home and your instructor notified. This is considered a missed clinical experience.**

**Required Equipment:** Stethoscope, penlight, pen with black ink, and watch with second hand.

**Dress code:** To enter the CSC the student must dress in their School of Nursing (SON) mandated uniform including photo ID badge. Student is also required to follow their SON clinical dress code policy. Students inappropriately dressed will be sent home and will be responsible to reschedule their clinical experience with their clinical instructor.

**Audio-Video Taping:** All participants in simulation courses will be audio-videotaped. The audio-video tape will be used in the debriefing portion of the simulation experience and will be available for the student and their instructor to review.

**Confidentiality:** All records, documents or communications in the CSC are considered confidential and privileged. Disclosure of such records, documents or communications to any person during or after their CSC experience is a violation of their respective school’s honor code.

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

A. Students are highly encouraged to have health insurance coverage which provides for their hospital and medical care. If a student does not have any healthcare insurance coverage, the student is responsible for all expenses related to required vaccinations and physical exams. Students will be responsible for all expenses related to providing documentation from a healthcare provider if class or clinical is missed due to illness. If a student has a medical issue and is seen at the Emergency department during clinical, the student is solely responsible for the out of pocket expenses related to any care provided.

B. Health Care Numbers to Know:

- RU Student Health Services - 540-831-5111
• Center for Counseling and Student Development - 540-831-5226
• Substance Abuse and Violence Education support Services (SAVES) Sexual Assault Specialist - 540-831-5709
• Carilion New River Valley Medical Center - 540-731-2000
• CONNECT (Carilion New River Valley Medical Center) - 540-731-7385
• RAFT (24 hr. hotline) or ACCESS (Emergency and Assessment Services) both of New River Valley Community Services –540-961-8400
• Emergency – 911
  RU Police Department 831-5500
• Connect, Roanoke area – 1-800-284-8898
• Blue Ridge Community Service Hotline – 540-981-9351
• Carilion Behavioral Health Clinical Counselors:
  Radford Clinic:  540-731-7385
  Roanoke Clinic:  540-981-8960

Other Contacts:
  ▪ Dean of Students
    Student Advocacy
    540-831-6297
  ▪ Disability Resource Office (DRO)
    540-831-6350
  ▪ RU Military Resource Center 540-831-6855
    127 Walker Hall
  ▪ Learning Assistance and Resource Center (LARC)
    540-831-7704
    125 Walker Hall

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

C. RU Student Health Services - Hours of Operation:

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

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

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

The student health center is closed when there are no classes (during breaks and school closings)
After Hours and Weekend Contacts: Radford University Student Health Services does not provide after-hours emergency services. Students with urgent health needs should utilize the following services:

For Serious Medical Issues: Call 911

For Emergency Room Services:
- Carilion NRV Medical Center Emergency Department at 731-2000, located at 2900 Lamb Circle, Christiansburg, Virginia
- Lewis Gale Hospital Montgomery at 951-1111, located at 3700 S. Main Street, Blacksburg, Virginia
- Lewis Gale Hospital Pulaski at 994-8100, located at 2400 Lee Highway, Pulaski, Virginia

For Non-Emergency Urgent Care Services:
- CVS Minute Clinic at 731-9534, located at 31 W. Main St., Radford, Virginia
- Carilion Velocity Care at 382-6000, located at 434 Peppers Ferry Rd NW, Christiansburg, Virginia
- Carilion Velocity Care at 540-961-8040, 215 Gilbert Street, Blacksburg, Virginia
- Med Express at 381-2745, 100 Spradlin Farm Drive, Christiansburg, Virginia

For Medical Advice and Assistance:

Non-life threatening related health questions, call FONEMED, the 24-hour, 7 days a week, toll free number to speak to a registered nurse at 1-866-205-2164.

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

The fee does not cover services or prescriptions filled at other pharmacies, x-rays and additional laboratory tests. The health care practitioner will give certain immunizations, lab tests, evaluations and

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referrals to other resources on campus and in the community. There is no emergency care for serious or life-threatening illness or injury. The health services accepts cash, checks, RU express card and MC/VISA for payment.

E. Students may be seen by their personal physician. Students and/or parents/guardians are responsible for any cost associated with physician visits.

F. Charges for medications prescribed by the physician will be the responsibility of the student and/or family. The following pharmacies offers discounts on prescriptions and student should have their Carilion ID Badge available in order to receive the discount at the Medical Center Pharmacy.

1. Radford Area: Community Pharmacy, 2900 Lamb Circle, Christiansburg, Virginia 24073.
   Phone: 540-639-1647
   Hours: Monday – Friday 9:00 AM to 5:30 PM
          Saturday: 9:00 AM to 12:00 PM

2. Roanoke Area: Medical Center Pharmacy, 127 McClanahan Street, Roanoke, Virginia.
   Phone: 540-853-0905
   Hours: Monday – Friday 8:30 AM to 5:30 PM
          Saturday: 9:00 AM to 12:30 PM
   Prescription Refills: 540-853-0912

G. Infection Control and Exposure Incidents for Students:

Students are required to use universal precautions in clinical settings at all times to prevent contact with blood, body fluids or other potentially infectious materials. Students will know and follow infection control policies of the institution in which they are affiliating.

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 in a clinical facility, follow the policy of that facility. It is customary for students to either report to Employee Health or to the Emergency Department if such is available. If an exposure should occur:
1. Immediately following a needle stick, laceration, or skin exposure to blood/body fluid, wash the site with soap and water- do not squeeze the affected area. For mucous membranes exposures, rinse the affected area with water.

2. Report the incident to the clinical instructor or nursing preceptor immediately.

3. Follow the agency/facility policy for exposures. (Most of the time, this will involve reporting to Employee health or to the Emergency Dept).

4. The faculty member should notify the Associate Director of Undergraduate Programs or the Director and document the incident and place in the student file.

The agency will be responsible for source testing of patients if necessary.

Workman compensation at Radford University or at any clinical facility does not cover students. The student will be responsible for all costs associated with follow-up medical care, labs and medications. Students may have the choice to go to their own private physician or some facilities may offer for students to pay Occupational health/Emergency/Employee health Department charges. If the student chooses to go to their private physician, source patient blood testing will not occur unless they inform Occupational health/Emergency/Employee health Department of the exposure immediately.

9. **STUDENT ILLNESS OR HOSPITALIZATION:**

   Student illness or hospitalization:
   With any illness (physical, emotional or mental) or condition (pregnancy/injury), the School of Nursing may require that the student have documentation from a medical provider or counselor certifying that the student is able to perform all duties expected of a nursing student. The student may not be able to continue in the program until such documentation is received.

   Expenses related to illness or injury: The student is responsible for any expenses incurred while acting in the capacity of a student.

10. **RISK MANAGEMENT POLICY FOR STUDENTS:**

   **Drug and Alcohol Use:**

   The following 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 Standards of Student Conduct. 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 in the classroom, labs and/or performing clinical duties. Use of alcohol will result in immediate removal from the classroom or clinical setting and is considered a violation of this policy.

In addition to this policy, any use/abuse of alcohol outside the clinical, lab 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 and result in dismissal from the program.

As described in the Radford University Standards of Student Conduct, “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 Standards of Student Conduct 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 discloses will be referred to the Radford University Center for Counseling Services and the Office of Substance Abuse, Violence Education and Support Services (SAVES). Participation in the Center for Counseling Services or SAVES 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 disclosed alcohol or drug related problems may be required to submit to immediate drug/alcohol testing. A student who has drug or alcohol related problems will not be able to attend clinical and therefore will be withdrawn from the School of Nursing. The student may reapply to the School of Nursing when the student has documentation of successful rehab. Readmission is not guaranteed and periodic drug and alcohol testing may be required if they are readmitted to the School of Nursing.

A. Pre-enrollment Testing:

Drug Testing:

The following categories of drugs will be tested for in the urine drug screen:
- Amphetamines
- Barbiturate
- Cocaine
- Cannabinoids
- Methaqualone
- Opiates
- Phencyclidine
- Benzodiazepines
- Methadone
- Propoxyphene
- Creatinine
- PH

Policy:

1. Each semester a negative urine drug screen is required of all students in 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. Failure to follow up as directed with the MRO results in a POSITIVE drug screen panel for the student.

5. The School of Nursing reserves the right to require additional drug screening 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. Each semester students will have a urine drug testing at both the Radford and Roanoke site at a time designated by the School of Nursing. Students may be subject to additional screenings throughout upper division at the student’s expense.

2. The School of Nursing will send an email to each level student with instructions on how to order the drug screening and the time frame the drug screening must be completed. All drug screenings must be completed within the time frame and have a negative report. If drug screening not completed within the time frame, this will be cause for dismissal from the School of Nursing.

3. You will order your drug screening online through CastleBranch. The order form will require personal information – You will enter your full name, date of birth, social security number, current address, phone number and e-mail address.

4. When you register for testing you will be given a location of the LabCorp that is closest to the address you provide on the order form. The address you list on the order form will have the address to the nearest Lab Corp place for you to go to do your screening. Within 24 - 48 hours after you place your order the electronic chain of custody form (echain) will be placed directly into your CastleBranch account. You will receive an email that your chain of custody form is
ready to print. You will need to print the echain and take with you to do the test. NOTE: At this time the closest testing site to Radford is Roanoke.

5. When final report is posted to your Castle Branch account the results must be negative. Drinking large amounts of water may cause a dilute negative result. If you have a dilute negative you will be required to retest. You will need to order another drug screening and pay an additional fee to retest.

6. If you are on medication(s) this will affect the results of your screening. The assigned laboratory’s Medical Review Officer (MRO) will review any positive test result. The MRO will call you to clear up the positive screening. Failure to make contact with the MRO will result in a POSITIVE drug screening. All students must have a negative screening. A positive screening will result in dismissal from the School of Nursing.

7. Your drug screening results will be posted to your CastleBranch account. The School of Nursing will have access to the results.

8. If a student cannot provide a urine sample at the time of screening, they will be required to reorder the test, pay an additional $40.00 and retest within provided time frame.

B. Testing Under Reasonable Suspicion:

1. The instructor will request the student to leave the classroom or clinical environment and direct that student to the agency administrative office if there is reasonable suspicion of substance abuse. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior. Observable signs might include, but are not limited to:
   - Slurred speech
   - Odor of alcohol on breath or person
   - Unsteady gait
   - Disoriented or confused behavior
   - Significant changes in work habits
   - Observed behaviors indicative of hallucinations
   - Unexplained accident or injury
   - Sloppy, inappropriate clothing or appearance
   - Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements
   - Excessive sick days, excessive tardiness when reporting for class or clinical
- Missed deadlines, careless mistakes, taking longer than customary to complete work
- Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
- Performance (unsafe practices, unsatisfactory work)
- Alertness (change in alertness, sleepy, confused)
- Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
- Eyes (bloodshot, dilated)
- Other clinical observations consistent with impairment

Procedure for non-clinical times:
1. Once it has been determined by the Director of the School of Nursing, or an individual designated by the Director, that testing an individual student for drugs and alcohol is warranted, the student will be notified by the School Of Nursing official requesting the testing.
2. The student will submit to testing for substances within one hour of notification.
3. The School of Nursing official will notify the laboratory that a student is being sent for testing.
4. The School of Nursing official will call a cab to transport the student to the laboratory and will escort the student to the cab.
5. The student is responsible for any costs associated with laboratory testing and transportation.
6. The student will not be allowed to return to the classroom or clinical environment until the test results are confirmed.

C. **Testing for reasonable suspicion during a Clinical Rotation:**

1. The clinical instructor will request the student to leave the clinical environment and direct that student to the collection site or emergency department as per agency protocol.
2. The Director of the School of Nursing will be immediately notified by the clinical instructor of the incident.
3. The School of Nursing official will notify the laboratory/ED that a student is being sent for testing.
4. The School of Nursing official will call a cab to transport the student to the laboratory/ED and will escort the student to the
Following testing, a cab or responsible person will drive the student home.

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

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

7. If test results are negative, students will be allowed to make up missed work.

D. Test Results:

1. Positive test results will be reported to a Medical Review Officer (MRO) 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 to make contact with the MRO as requested results in a POSITIVE drug screening with dismissal from the School of Nursing.

2. All confirmed positive test results will be reported to the School of Nursing Undergraduate Coordinator and Director of the School of Nursing. Progression issues with students are reported to the Chair of the Admissions, Progression, and Graduation Committee (APG).

3. 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.

4. 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.

Policy Violations and Procedures:

Any violation of the School of Nursing’s Policy (Drug and Alcohol Use/Abuse) will result in immediate removal of the student from all courses within the School of Nursing. A positive test result will be considered a violation of the policy and result in removal from all courses.
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/classroom setting immediately. With the determination of the Director 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 testing, will be maintained by restricting access, on a need-to-know basis, to those designated by the Director of Nursing - as allowed for by the Family Educational Right to Privacy Act. (Buckley Amendment) which can be viewed at http://cpsr.org/prevsite/cpsr/privacy/ssn/ferpa.buckley.html/

STUDENT PARTICIPATION IN GOVERNANCE

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

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

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

Class members are encouraged to attend class and school events as an active participant. If elected to an office or selected to serve on a committee of the Faculty Organization active involvement is needed to voice student concerns and recommendations to faculty and to keep classmates informed of decisions which affect the nursing program.
Students are also involved in the internal governance of the university. Elected or appointed representatives of the student body serve with faculty and administrators of the policy recommending councils and committees of the university.

**STUDENT ORGANIZATIONS**

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

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

CRITERIA:

AWARD FOR SCHOLASTIC EXCELLENCE:

1. 4.0 G.P.A in the Radford University School of Nursing Major.
2. Student must have followed School of Nursing proposed pattern of curriculum

KITTY PARKER SMITH LEADERSHIP AWARD:

1. G.P.A. of 3.0 or above in the Radford University School of Nursing Major
2. Demonstrates leadership qualities in the classroom and clinical settings
3. Serves as a positive role model for other students
4. Demonstrates a positive professional image
5. Demonstrates the ability to apply critical thinking elements into their nursing practice

JANET HARDY BOETTCHER NURSING EXCELLENCE AWARD:

1. G.P.A. of 3.0 or above in the Radford University School of Nursing Major
2. Demonstrates outstanding clinical competency
3. Establishes therapeutic relationships with clients
4. Collaborates with multidisciplinary team for delivery of comprehensive care

MARCELLA J. GRIGGS EXCELLENCE IN GERIATRIC NURSING AWARD:

1. G.P.A. of 3.0 or above in the Radford University School of Nursing Major
2. Provides positive role model for others who work with older adults
3. Demonstrates effective therapeutic relationships and interventions in working with older adults
4. Expresses an interest in pursuing a career path in Gerontological Nursing

JANICE S. MOONEY EXCELLENCE IN PEDIATRIC NURSING AWARD:

1. Maintains G.P.A. of 3.0 or above.
2. Provides positive role model for others who work with pediatric clients.
3. Demonstrates effective therapeutic relationships and interventions in working with pediatric clients and their families.
4. Expresses an interest in pursuing a career path in Pediatric Nursing.

MILDRED A. HOPKINS RN EXCELLENCE IN NURSING AWARD:

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

Communication Sciences & Disorders
  Occupational Therapy
  Physical Therapy
  School of Nursing
  School of Social Work

STANDARDS OF PROFESSIONAL PRACTICE EDUCATION

Radford University
Radford, Virginia

March, 2012
Standards for Professional Practice Education
Outline of Contents

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STANDARDS FOR PROFESSIONAL PRACTICE EDUCATION

1.0 INTRODUCTION

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

The Waldron College has distinct expectations of students that are in addition to those outlined in the Radford University Student Handbook. These standards are aligned with students’ abilities to become effective health and human service professionals and are provided so that students and faculty can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful health and human service professionals.

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

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

2.0 EVALUATION

In order to meet their responsibilities to provide quality health and human service professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the disciplines within the Waldron College evaluate the academic performance of students in four general areas: (1) basic abilities to acquire professional skills; (2) mental and emotional abilities; (3) professional performance skills; and (4) scholastic performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.
2.1
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

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

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

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

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

2.3.1 Professional Commitment
Exhibits a commitment to the goals and ethical standards of the profession. Demonstrates commitment to the essential values of the health and human services professions including the respect for the dignity, worth, and rights of each individual, and abides by discipline specific Code of Ethics.

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

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

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

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

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

2.5 ACCOMMODATIONS FOR DISABILITIES

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

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

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the 3rd floor of Russell Hall, by fax to 540-831-
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 academic appeal will follow the current Radford University Student Handbook.

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

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

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student
- Unethical behavior
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, as defined by each profession’s state regulatory agency, occurring during the course of study or occurring prior to admission and becoming known after admission
- Consistent pattern of unprofessional behavior
  - Failure to meet any of the Standards for Professional Practice Education
3.2
REVIEW PROCESS

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties

- Apprise the appropriate program/course coordinator of the concerns in order to identify potential patterns and issues related to the student

- Document dates and content of meetings with students

- Prepare a written statement to the student describing the change in behavior that is required

If a problem arises in the field, the agency-based field instructor will discuss concerns directly with the student and the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate coordinator of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further action.

The next step involves the faculty member, student, and appropriate program/course coordinator. The faculty and coordinators will meet with the student when the student is not adhering to appropriate standards, policies and procedures or when concerns have not been resolved.

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

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

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

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

• **Consult with and/or refer to the Dean of Students.**

In some instances, depending on the nature of the problem, the University’s Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, possession or use of firearms on University property, damage or destruction of University property, and conduct that endangers the health, safety, or security of any University student, employee, or campus visitor. For racial discrimination or sexual harassment situations, students, staff or faculty should contact RU’s Human Resources Department.

• **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**

In some situations, it will be recommended that the student no longer continue in the program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be withdrawn from the program. In either case the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may reapply and the appropriate appeals process. If the appeal concerns a course grade, there is a formal university grade appeal process (found online under the Registrar’s office).

For additional related policies see:

- Radford University Student Handbook
- School Department or Program Policies

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

**Acknowledgements:**

Special thanks are due

*Dr. Roy Denton, School of Social Work*

*Professor Mary Beth Hunziker, School of Nursing*

*School of Social Work, University of Texas at Austin*
Appendix A:

Radford University
Waldron College of Health and Human Services

Standards of Professional Practice Education

Student Agreement Form

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

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

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

Signature: __________________________
Print Name: __________________________
Student ID No: __________________________
Major: __________________________
Date: __________________________

Witness: __________________________