

RADFORD UNIVERSITY

School of Nursing

Prelicensure BSN Student

Handbook

Revised August 20, 2023

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Welcome to the Radford University School of Nursing

The Radford University School of Nursing has a rich history of rigor and merit that prepares students to become vital, confident, highly skilled professionals on the fast-paced front lines of the healthcare industry. Graduates of our accredited nursing programs work every day across the region, the Commonwealth of Virginia, and beyond to improve and maintain the good health of our families, friends, and neighbors.

As a student, you are never alone on this journey. A dedicated, experienced administration, faculty and staff are committed to helping you achieve your educational and career goals. Our students can choose the best fit for their interests, goals, and circumstances from the School of Nursing's two distinct learning locations.

On the main campus in Radford, the programs are structured as traditional journeys to a degree, with students entering as pre-nursing majors during their first year, then applying to the School of Nursing as they gain experience. This path allows students to explore academic opportunities and enjoy a traditional college life on campus. Located alongside the New River, this location offers a small-town feel in the Heart of the New River Valley, while offering ample opportunities in and around the classroom.

Radford University Carilion (RUC), located in Roanoke, VA, pairs mountain views with a more urban environment. This location offers two routes to a nursing degree. First, a traditional BSN program allows students to enter the nursing program from day one of admission, with a qualification requirement to enter upper division nursing in the third year. The second route, the Accelerated BSN program, offers a 16-month curriculum to applicants who hold a bachelor's degree in another field. Specific prerequisites for the accelerated program are required for admission.

You can be sure that your nursing education will be one of the most exciting and deeply influential experiences of your life. Nurses care for the sick, heal the injured and support those in need. Upon graduation, you will be a member of one of the most trusted, valued, and honored professions in the world. We can't wait to help you reach that goal.

A Letter from the Dean

Dear Nursing Student,

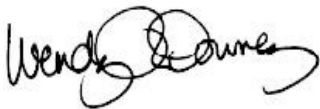
Thank you for choosing Radford University School of Nursing (RUSON), where we are committed to providing you with an outstanding education immersed in a culture of inclusiveness and caring. If you are new to Radford University, welcome to our family. If you are an alum of Radford University or Jefferson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

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

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

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

Best regards,

A handwritten signature in black ink that reads "Wendy Downey". The signature is fluid and cursive, with a large loop at the end of the last name.

Dr. Wendy Downey, DNP MEd RN CNE
Interim Dean, Radford University School of Nursing

Program Leadership

<p>Interim Dean Dr. Wendy Downey Associate Professor Radford Main Campus Waldron Hall 351 Radford University Carilion, 1007 Office: 540-831-7700 Email: wrdowney@radford.edu</p>	<p>Interim Associate Dean Dr. Christi Callahan Assistant Professor Radford Main Campus Waldron Hall 351 Radford University Carilion, 1025 Office: 540-831-1865 Email: ccallahan7@radford.edu</p>
<p>Deans Fellow/Student Recruitment/Retention/Engagement Dr. Sharla Cooper Associate Professor Radford Main Campus Waldron 319 Roanoke Higher Education Center 307 Office: 540-767-6188 Email: scooper@radford.edu</p>	<p>Academic Unit Head/Chair for Undergraduate Programs RU Main, RUC, & RHEC Dr. Tara Chitwood Assistant Professor Radford University Carilion, 1004 Radford Main Campus Waldron Hall 317 Office: 540-831-2041 Email: tmchitwood@radford.edu</p>
<p>RU Main TBSN Undergraduate Coordinator Professor Jessica Fenton Radford Main Campus Waldron Hall 324 Office: 540-831-7658 Email: jwhittake@radford.edu</p>	<p>RUC TBSN Undergraduate Coordinator Professor Leanna Ratliff Radford University Carilion, 1026 Office: 540-831-1781 Email: lratliff1@radford.edu</p>
<p>RUC Accelerated BSN Program Coordinator Dr. Laurie Dellosso Radford University Carilion, 1028 Office: 540-831-1722 Email: ldellosso@radford.edu</p>	<p>Clinical Simulation Center Director Dr. Christina Keller Radford Main Campus Cook Hall 304 Office: 540-831-2491 Email: cdkeller@radford.edu</p>

Locations

<u>Three Locations, One Radford University School of Nursing</u>	
Main Campus – Radford University Waldron Hall - Third Floor Mailing Address: PO Box 6964 Radford, VA 24142 Phone: 540-831-7700 Fax: 540-831-7746	Radford University Carilion Carilion Roanoke Community Hospital - 10 th Floor Mailing Address: 101 Elm Ave Roanoke, VA 24013 Phone: 540-831-1323 Fax: 540-224-4785
Roanoke Higher Education Center Nursing Suite – 307 Mailing Address: 108 N Jefferson Street Roanoke, VA 24016 Phone: 540-767-6161 Fax: 540-767-6179	

Radford University Clinical Simulation Centers	
Radford University Main Campus Cook Hall - Third Floor Radford, VA 24142 Phone: 540-831-7175	Roanoke Higher Education Center 108 N Jefferson Street Suite 104 A Roanoke, VA 24016 Phone: 540-767-6159

Parking

Main campus (RU)

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

Radford University Carilion (RUC)

RUC has free parking in the parking garage at Carilion Roanoke Community Hospital. There is also designated overflow parking across the street from RUC on Jefferson.

Roanoke Higher Education Center (RHEC)

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

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

History

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

In 1979, Radford College was granted university status and, following a rapid growth period, the nursing program gained school status in 1982 and college status in 1984. Based on a needs assessment conducted by the Western Region Consortium for Continuing Higher Education, a track for registered nurse (RN) students was initiated in the fall of 1986. Off-site classes were established in select regions of Southwestern Virginia using a variety of distance education technology (audio teleconferencing and video/computers). Then in 1988, the Roanoke Higher Education Center site was established through an agreement between Radford University and Carilion Roanoke Memorial Hospital.

In 1988, the first graduate program in nursing was created, a Master of Science in Nursing (MSN), with a concentration in home health nursing, followed by an advanced adult concentration in 1991. In 1995, two more MSN concentrations were initiated - a family nurse practitioner (FNP) concentration and a certificate program for both post baccalaureate and post master's students in Gerontological nursing. As a result of institutional reorganization in 1997, the School of Nursing became part of Waldron College of Health and Human Services.

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

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

In early 2018, Carilion Clinic, Jefferson College of Health Sciences (JCHS) and Radford University joined together again to announce the intent to merge JCHS into the Radford University family of colleges and departments. After 18 months of collaboration and planning, Radford University Carilion (RUC) enrolled its inaugural class of students in Fall 2019. The RUC location is home to both the School of Nursing's traditional (TBSN) and accelerated baccalaureate program (ABSN).

The School of Nursing continues to grow - in the number of students, faculty, programs, and, ultimately, patients we impact in our region and across the nation. We continue to evolve our educational programs in response to the health care needs, delivery mechanisms, and technology advancements in the region, Commonwealth, nation, and world.

Accreditation

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

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

The baccalaureate degree program in nursing, the master's degree program in nursing, the Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Radford University School of Nursing are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The RUSON Mission statement

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

University Mission	RUSON Mission
<p>As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the undergraduate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni, and other partners, and in providing a culture of service, support, and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic, and environmental issues confronting our region, nation, and the world.</p>	<p>Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.</p>

The RUSON Vision statement

Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

University Vision	RUSON Vision
<p>Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research, and service.</p>	<p>Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.</p>

The RUSON Core Values:

Advocacy, Safe Caring, Cultural humility, Excellence, Interprofessionalism, and Innovation

University Core Values	RUSON Core Values
<p>Student Empowerment and Success: We engage and support our students in the discovery and pursuit of their own unique paths.</p> <p>Excellence: We expect our community to strive for the highest standards.</p> <p>Inclusiveness: We are committed to a spirit of cooperation and collaboration, embracing, and honoring the diversity of our community.</p> <p>Community: We foster relationships and a culture of service within and beyond our university community.</p> <p>Intellectual Freedom: We encourage and defend a fearless exploration of knowledge in all its forms.</p> <p>Innovation: We inspire and support creativity in research, scholarship, pedagogy, and service.</p> <p>Sustainability: We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.</p>	<p>Advocacy: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.</p> <p>Safe Caring: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.</p> <p>Cultural humility: We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.</p> <p>Excellence: We utilize rigorous evidence- based methodologies to instill competency and inspire professionalism and leadership in our graduates.</p> <p>Interprofessionalism: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.</p> <p>Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person centered care.</p>

Important Nursing Student Links

RUSON Homepage *Student resources	https://www.radford.edu/content/nursing/home/resources.html	
Admission Requirements for BSN	https://www.radford.edu/content/nursing/home/bsn.html	
Undergraduate Nursing Course Descriptions	https://www.radford.edu/content/registrar/home/course-descriptions/son-descriptions/nursing.html	
University Student Resources	https://www.radford.edu/content/radfordcore/home/student-life/resources.html	
University Standards of Student Conduct	https://www.radford.edu/content/student-conduct/home.html	
University Policies	RU Academic Catalog	https://catalog.radford.edu/
	RU Academic Policies	https://catalog.radford.edu/content.php?catoid=42&navoid=1610
	RU Credit Hour Policy	https://www.radford.edu/content/registrar/home/course-descriptions/credit-policy.html
University Student Forms	https://www.radford.edu/content/registrar/home/forms.html	
RU Student Health	https://www.radford.edu/content/student-health/home.html	
Financial Aid	https://www.radford.edu/content/financial-aid/home.html	
University Graduation Information	https://www.radford.edu/content/registrar/home/graduation.html	
Student Professional Organizations	Student Nursing Organization (SNO)	https://www.nсна.org/
	Sigma (Epsilon Chapter)	https://www.sigmanursing.org/personas/students

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.

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 Standards 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 of Conduct.

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

Title IX

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

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 the chain of communication found in this handbook.

Student Accommodations

Students seeking academic accommodations under the Americans with Disabilities Act must register with Radford University's Center for Accessibility Services (CAS).

The policies regarding students with disabilities may be found on their website at <https://www.radford.edu/content/cas/home.html>

Contact Information Phone: 540-831-6350 Email: cas@radford.edu

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.

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.

Grade Appeals/Appeal Committees

The Radford University Procedures for Formal Grade Appeals will be followed by the School of Nursing. The policy may be found at

<https://www.radford.edu/content/registrar/home/students/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 or Dean of the School of Nursing. The highest ranking and within rank the most senior faculty member of the committee shall be the chair.

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) degree prepares graduates for the professional roles of a registered nurse. Graduates of the BSN program are prepared to deliver and evaluate patient-centered care while demonstrating clinical competency, critical thinking skills and caring behaviors. The BSN program builds upon a strong foundation of general education courses and prepares students to take the National Council Licensure Exam-RN (NCLEX-RN).

The BSN graduate:

- promotes health to individuals, families, groups, and communities.
- implements evidenced-based interventions when health is altered.
- works in a variety of health care and community settings.
- is prepared to pursue graduate education.

There are three programs at Radford University School of Nursing with which to earn a BSN degree: Traditional BSN (TBSN), Accelerated BSN (ABSN), and RN-to-BSN. Each has its own program of study, and these are not designed for students to transfer between tracks. Students in the TBSN and ABSN programs need to maintain continuous registration for nursing major courses.

Traditional BSN

The Traditional BSN (TBSN) Track is designed for the student who does not have a previous degree in nursing. The track builds on a strong foundation of the REAL general education courses which provides students with the knowledge and cognitive skills necessary to enter the nursing program. Graduates of the TBSN track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN). During the first two years of the TBSN program, students take their general education (REAL curriculum) requirements and their pre-requisites. (Appendix 1.1 Real Curriculum)

Two Learning Locations for Pre-licensure Traditional BSN (TBSN)

1. Radford Main Campus and,
2. Radford University Carilion (RUC) in Roanoke

Admission Traditional BSN

Incoming freshmen have the opportunity to enter directly into the Nursing major (direct admission) and may remain in the Nursing major by continuing to meet progression requirements.

Transfer students, students who do not receive direct admission, and those requesting a change of major to nursing will be enrolled as Pre-nursing students and are eligible to apply to the major during the second semester of sophomore year. These students are considered for competitive admission by application and must meet all Nursing major progression requirements. Admission to the Nursing major will be limited to space availability.

Direct Admission and Progression Requirements in the Traditional BSN Program

Progression requirements in the Nursing major to remain direct admission:

- Students must meet all first- and second-year requirements to continue as a Nursing major and prior to taking upper division Nursing courses.
- Direct admit students who do not meet progression requirements will be changed to a Pre-nursing

major and are eligible to apply during the second semester of the sophomore year once the application requirements are met.

- **Year 1:** Students must have a cumulative GPA of 3.0 or above at the end of their 2nd semester of freshman year to progress in the nursing program as a direct admit.
- **Year 2:** Students must meet all the following criteria in order to progress to upper division nursing:
 - Cumulative GPA of 3.0 or above
 - Grade of **“C” or above** on all pre-requisite courses
 - No more than one (1) prerequisite course repeated due to unsuccessful completion (C-, D, F), not including withdrawals.
 - Completion of prerequisites for nursing: NUTR 214, Stat 200 or 130, CHEM 120 or equivalent, SOC 110, PSYC 230, BIOL 310 & 311, BIO 334, NURS 321
- Students eligible for progression to upper division nursing courses are required to complete a criminal background check and drug screening during the term prior to upper division courses and every semester thereafter. If there are any areas of concern on the criminal background check or student conduct violations that would prohibit the students from attending clinical rotations, the students may not be able to continue in the Nursing program and would thus be dismissed from the program for 2 semesters. Students with a positive drug screen will be dismissed from the program. If an offer of admission is revoked, the School of Nursing will notify the students by email or by phone call.
- **Year 3 & 4:** Once in upper division nursing courses, (starting in Spring 2023 with Level 1 students and is not retroactive) the first withdrawal of a nursing course does not count toward the following withdrawal/failure policy. Two (2) NURS course failures and/or withdrawals will result in program dismissal.

Pre-Nursing pathways to the Traditional BSN Program

Radford University students who wish to pursue Nursing who did not receive direct admission can enter the Pre-nursing program and apply for admission in the BSN program once application requirements have been met. Students considering changing their major to Pre-nursing should meet with their advisor in the Highlander Success center. See application eligibility requirements below.

Nursing Students who are directly admitted to the BSN program, but are unsuccessful in meeting the progression criteria may:

- 1) choose to pursue another major, or
- 2) pursue Nursing through the Pre-nursing pathway and apply for competitive admission in the BSN program once application eligibility requirements have been met.

Transfer Pathways from another University or College to the Traditional BSN Program

- Transfer students will be eligible for competitive admission through an application process.
- Transfer students must be admitted to Radford University and submit official transcripts from all previous institutions to apply for the Nursing program. See eligibility requirements below.
- GPA for pre-requisite course only may be considered for admission.
- Students with a prior BA/BS degree may demonstrate meeting the REAL curriculum requirements by submitting an official transcript from the institution conferring the degree.
- Two semesters of Chemistry (CHEM 111 and 112) are required in order to receive credit for CHEM 120 at Radford University

Transfer from other Nursing programs

- Students who have been unsuccessful in a previous nursing program may apply to the School of Nursing if it has been at least one year since last enrollment in the program in which the students were unsuccessful. They must be admitted to Radford University and meet the eligibility requirements below.
- The students must not have had any conduct or honor code violations and must provide a letter of good standing from the previous nursing program director.
- The student should provide a letter with the application explain the previous experience in the nursing program and how the student plans to be successful in the future.
- All transcripts from the previous nursing program must be supplied. If the student is accepted, the student will be required to take all nursing courses.
- The School of Nursing may require further documentation from a previous nursing program.

Eligibility requirements for application to the Nursing program

Radford University students who **apply for admission** to the BSN program must meet the following eligibility requirements:

- Cumulative GPA of 2.8 or higher on a 4.0 scale on all college level courses.
- The GPA required to be competitive for admission may be considerably higher than a 2.8. Students offered admission to the nursing program must maintain a cumulative GPA of 2.8 and successfully complete all prerequisites. Admission will be revoked if the student fails to maintain the required GPA or is unsuccessful in completion of pre-requisites.
- All pre-requisite and non-nursing REAL curriculum courses must be completed with a grade of “C” or above before students can start the nursing major. The pre-requisite courses are listed below:
 - CHEM 120 - Chemistry of Life
 - Psychology 230 - Lifespan Developmental Psychology
 - Sociology 110 - Introduction to Sociology
 - Nutrition 214 - Introduction to Nutrition
 - Statistics 130 - Understanding Statistics in Society or STAT 200 Intro to Statistics
 - Biology 310 **and** 311 Anatomy and Physiology 1 & 2
 - Biol 334 - Microbiology
 - NURS 321 - Pathophysiology

*At the time of the application deadline (Jan 20th or August 31st) students may have **no more** than two (2) of the following science courses to complete: CHEM 120, BIOL 334, Biol 310, Biol 311.

Radford University Carilion (RUC) Location TBSN Freshman Admission

Students admitted to Radford University Carilion (RUC) pre-licensure BSN program will begin as freshmen, taking all their course work at the RUC location in Roanoke. All students admitted to pre-licensure nursing tracks (Traditional and Accelerated BSN) are placed in a cohort. A cohort is defined as a group of students who are eligible to take the same courses on the Program of Study and progress through the Program of Study together.

Freshman applicants for the TBSN program at RUC must meet the following requirements to be considered for direct admission:

- Cumulative GPA of 3.0 or higher
- Completion of 1 Biology & 1 Chemistry course or Anatomy & Physiology course with a C or higher

Application Deadlines for the RUC Campus Traditional BSN Program

Fall admission: (RUC campus in Roanoke): **March 15** by 5 pm

Spring admission: (RUC campus in Roanoke): **November 15** by 5pm

**Applications may be accepted past these dates if space is available

Radford University Carilion Accelerated BSN (ABSN)

For students who hold a bachelor's degree in another field, the pre-licensure Accelerated BSN (ABSN) track at Radford University Carilion allows students to complete the BSN degree in 16 months over four continuous semesters, following completion of 33 hours of prerequisites listed on the ABSN Program of Study (Appendix). Graduates of the ABSN track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN). Due to the full-time demands of this program, it is strongly recommended that students not work while enrolled in this program.

One Learning Location for Pre-licensure Accelerated BSN (ABSN)

- 1) Radford University Carilion (RUC) in Roanoke

Admission Requirements for ABSN

- Baccalaureate degree from a regionally accredited institution with a cumulative GPA of 2.8 or higher
- Writing sample, one page or less, double-spaced, 12-font on the following topic: Please describe your motivation for pursuing a BSN degree, and why you want to do so at Radford University Carilion
- Resume documenting previous education and work experience
- Completion of all prerequisite coursework by the end of the semester preceding the cohort start.
- Students who have failed one nursing course at another institution must submit a letter of good academic standing from their previous nursing institution.
- Students seeking entry into the Accelerated Bachelor of Science Nursing program who have been program dismissed from another nursing program must wait for two years to be considered for admission at Radford University Carilion.
- Qualified students (minimum GPA 2.80) who have applied for change-of-major into the Accelerated BSN Program will be considered on a first-come-first-served basis according to the date and available space.
- Prerequisites Required for Admission
 - Baccalaureate Degree (18 credits)
 - Core Waiver (15 credits): English (9cr), Ethics (3cr), Social/Behavioral Sciences (3cr)

Prerequisites to be completed prior to beginning Nursing courses (32 credits)

- BIOL 310 & 311 Anatomy and Physiology I & II (8 cr)
- CHEM 120 Chemistry of Life (or CHEM 111 & 112) (8 cr)
- PSYC 230. Lifespan Development (3 cr)
- BIOL 334 Microbiology (4 cr).
- NUTR 214 Nutrition (3 cr)
- STAT 130 or 200 Introduction to Statistics (3 cr)
- NURS 321 Pathophysiology (may be taken as a prerequisite or concurrently in the first semester) (3 cr)

Application Deadlines for RUC Accelerated BSN Program

Fall cohort: **January 15** by 5 pm

Spring cohort: **September 15** by 5pm

Transfer from another University/College (ABS/N)

- Overall combined GPA for courses taken are considered for admission.
- Students with prior BA/BS degree: an official transcript from the institution conferring the degree is required.
- Two semesters of Chemistry (CHEM 111 and 112) are required in order to receive credit for CHEM 120 at Radford University

Transfer from other Nursing programs (ABS/N)

- Students who have been unsuccessful in a previous nursing program may apply to the School of Nursing if it has been at least one academic year (Fall and Spring) since last enrollment in the program in which the student was unsuccessful.
- The student must not have had any conduct or honor code violations and must provide a letter of good standing from the previous nursing program director.
- The student should provide a letter with the application explaining the previous experience in the nursing program and how the student plans to be successful in the future.
- All transcripts from the previous nursing program must be supplied. If the student is accepted, the student will be required to take all nursing courses.
- The School of Nursing may request further documentation from previous nursing program.

Student Learning Outcomes and Program Outcomes for all BSN Programs

1. Integrate life-long learning strategies into professional nursing practice.
2. Assume leadership role within complex healthcare systems to promote holistic health and diverse populations.
3. Utilize evidence-based processes in collaboration with other members of the healthcare team to improve nursing practice and healthcare outcomes.
4. Utilize technology and information systems to enhance clinical decision making.
5. Advocate for policies and legislation that promote a safe, affordable, patient-centered healthcare environment.
6. Utilize effective communication strategies to create a positive professional work environment.
7. Collaborate in the design, implementation, and evaluation of a health promotion program.
8. Exemplify the core values of nursing as a collaborative member of the healthcare team.
9. Facilitate coordination of care within a variety of healthcare settings

BSN LEARNING OUTCOMES AND LEVEL OBJECTIVES

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Translate knowledge from prerequisite arts and sciences into understanding of the health and illness experience.	Relate knowledge of social and cultural factors to the care of diverse populations.	Apply multi-disciplinary knowledge to support decision making and critical thinking.	Integrate life-long learning strategies into professional nursing practice.
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Demonstrates understanding of basic safety principles to promote health and minimize risk of harm.	Promote factors that create a culture of safety and caring within healthcare systems.	Apply leadership principles to effectively advocate for patients and families experiencing complex alterations in health.	Assume leadership role within complex healthcare systems to promote holistic health for diverse populations.
III. Scholarship for Evidenced-Based Practice	Evaluate the credibility of sources of information	Demonstrate an understanding of basic elements of the research process and models for applying evidence to clinical practice.	Incorporate evidenced- based interventions into clinical decision making.	Utilize evidenced- based processes in collaboration with other members of the healthcare team to improve nursing practice and health care outcomes.
IV. Information Management and Application of Patient Care Technology	Utilize professional terminology within the healthcare environment	Demonstrate skill in using patient care technologies and information systems	Apply patient care technologies throughout the nursing process.	Utilize technology and information systems to enhance clinical decision making.
V. Healthcare Policy, Finance, and Regulatory Environments	Examine the relationship of healthcare policies, legislation, finance and regulations to nursing practice and health care delivery.	Provide safe and cost-effective care that is within the legal and ethical scope of professional nursing practice.	Examine the role of patient and family involvement in the improvement of safety, quality, and cost effectiveness of care.	Advocate for policies and legislation that promote a safe, affordable, patient- centered health care environment.

<p>VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p>	<p>Demonstrate understanding of the roles and responsibilities of members of the healthcare team.</p>	<p>Contribute the unique nursing perspective within healthcare teams to optimize patient outcomes.</p>	<p>Collaborate as a member of the healthcare team to implement high quality, safe, and effective patient care.</p>	<p>Utilize effective communication strategies to create a positive professional work environment.</p>
<p>VII. Health promotion and disease prevention at the individual and population level are important components of practice.</p>	<p>Identify activities related to primary, secondary, and tertiary prevention.</p>	<p>Apply principles of health promotion and disease prevention to the care of patients with various acute and chronic conditions.</p>	<p>Implement evidence-based primary, secondary, and tertiary prevention strategies across the lifespan.</p>	<p>Collaborate in the design, implementation, and evaluation of a health promotion program.</p>
<p>VIII. Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</p>	<p>Model the values of the nursing profession through demonstration of respect for others and accountability to own practice.</p>	<p>Implement compassionate and sensitive patient-centered care in accordance with ethical principles.</p>	<p>Utilize an ethical framework to evaluate quality of care for diverse and vulnerable populations.</p>	<p>Exemplify the core values of nursing as a collaborative member of the health care team.</p>
<p>IX. Baccalaureate Generalist Nurse Practice</p>	<p>Apply nursing knowledge and skills within the context of the therapeutic nurse-patient relationship.</p>	<p>Implement safe and humanistic care within a diverse patient population.</p>	<p>Collaborate as a member of a health care team to resolve complex health problems across the lifespan</p>	<p>Facilitate coordination of care within a variety of healthcare settings</p>

School of Nursing Policies for Upper Division Nursing Students Requirements & Standards for All Students

General Information

The program in nursing is demanding both academically and physically. Students admitted to the upper division must meet the ethical and technical standards of professional nursing, health records, criminal background checks, and urine drug testing are required.

Due to the rigorous nature of the program, students taking upper division nursing courses (junior and senior level) may find it difficult to work more than 10 hours per week and be successful in an undergraduate nursing program.

Nursing students are expected to maintain all of the following requirements on an ongoing basis during enrollment in the Nursing program.

All students must read the Radford University School of Nursing Undergraduate Handbook policies, sign the Student Agreement form, and upload the form along with their health insurance card to their CastleBranch account prior to the beginning of the semester in which the student is admitted to the School of Nursing.

- Radford University School of Nursing Student Agreement Form
- RU Clinical Simulation Center Student Expectations Agreement

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.

Essential Mental Abilities

- Follow instructions and rules.
- Demonstrate safe nursing practice within the defined clinical time period.
- Maintain reality orientation accompanied by short- and long-term memory.
- 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.
- Locate, retrieve, and utilize information from a variety of resources, e.g., electronics, libraries, people, and organizations.
- 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.
- Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
- Utilize sufficient critical thinking abilities for clinical judgment.
- Appreciate the diversity of people relative to age, gender, sexual orientation, culture, ethnicity, religion, socio economic level, lifestyle, values, and functional ability.

Essential Communication Skills

- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.
- Speak clearly to communicate with patients, families, healthcare team members, peers and faculty.
- Effectively utilize interpersonal abilities to interact with diverse individuals, families, and groups.
- Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.
- Read and accurately interpret written communications (i.e., test questions, provider orders etc.).

Essential Physical Abilities Visual Acuity:

- Be able to read charts, records, scales, 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.
- Demonstrate eye/hand coordination for manipulation of equipment.

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.

Sensory Ability

- Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.
- Demonstrate sufficient tactile ability to differentiate changes in sensation, with or without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.

Motor Ability

- Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes. Use of hands for grasping, pushing, pulling and fine manipulations.
- Move unassisted from room to room and stand and walk for six to twelve hours per day. Maintain balance while standing and able to reach below the waist and overhead.
- 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.
- Perform CPR (i.e., move patient to compress chest and manually ventilate patient).
- Complete assignments with specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.
- Perform multiple tasks accurately in rapidly changing situations.

Other

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

School of Nursing Policies for Upper Division Nursing Students

Clinical Requirements

Pre-licensure Nursing students receive direct, hands-on experiences through participation in experiential learning activities (clinical rotations) at healthcare partner sites across the New River and Roanoke valleys and through simulated experiences at our state-of-the-art Clinical Simulation Centers. A minimum of 500 hours of direct client care, supervised by qualified faculty, is provided to our students as required by the Virginia Board of Nursing ([Regulation 18VAC90-27-100](#)).

Nursing students should not perform invasive procedures except in clinical when supervised by licensed personnel.

Clinical Clearance

Criminal Background Checks

Applications can be denied because of previous felony or misdemeanor charges or convictions. If admitted to the nursing major, students are required to do a Criminal Background Check (CBC) and drug screening. If the Criminal Background Check and/or drug screen shows issues of concern, the School of Nursing will take appropriate action which could include dismissal. The information will be shared with the clinical agencies that the School of Nursing uses for clinical placements. The clinical agencies will determine eligibility for clinical at the agency. If the clinical agency refuses to allow a student in clinical, the student will be dismissed by the School of Nursing.

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 an initial CBC upon admission and every semester thereafter a CBC recheck if student is taking clinical courses.*** The School of Nursing has contracted with CastleBranch (CB) 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 clinical.

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

Charges / Convictions

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 Undergraduate Coordinator 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. Students 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.

Determination of Conduct Violations on Record

All student names will be verified by 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 permanent dismissal from the nursing program.

Nursing Student File

1. Clinical Evaluations and print/electronic Faculty Advisement Notes can be placed in student files and electronic databases.
2. 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.
3. Examples of student work will be kept on file in the School of Nursing for the purpose of school evaluation and accreditation.
4. The School of Nursing will not release to student's or student's family/friend's copies of health records data. Students can access immunizations and other personal health data from the electronic storage database.
5. Students may request to review their individual files. To do so, the student will be required to show the 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.
6. Student files are available to faculty and individuals during accreditation visits, site visits and by any entity with oversight of the nursing program.

Drug Screening and Alcohol Policy

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 perform in the clinical safely and efficiently 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 will result in disciplinary action and possible 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.

Pre-enrollment and Each Semester Drug Testing:

The following categories of drugs will be tested for in the urine drug screen:

1. Amphetamines
2. Barbiturates
3. Benzodiazepines
4. Cannabinoids (THC) (Please note CBD can contain THC and may make a drug screening positive for marijuana which is prohibited by clinical agencies).
5. Cocaine (as Benzoyllecgonine)
6. Meperidine (Demerol)
7. Methadone (Dolophine)
8. Opiates (codeine, morphine, hydrocodone, hydromorphone)
9. Oxycodone (Oxycodone, oxymorphone)
10. Phencyclidine (PCP)
11. Propoxyphene (Darvon)
12. Tramadol
13. Dilution testing- creatinine

Policy for Drug Screening:

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 in clinical courses.
2. A SAMSHA (Federally) certified reference laboratory must perform testing. The School of Nursing will designate where students are to receive their drug screen.
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 in any drug category, as reported by the lab MRO, the student will be dismissed from the School of Nursing and will follow below policy for readmission.

Policy for Positive Drug Screens:

1. Students will be dismissed from the School of Nursing.
2. After one semester students may reapply for progression by writing a letter to the Undergraduate Admission, Progression and Graduation (APG) committee for consideration for readmission.
3. If approved to progress/readmission, the student will be subject to adherence to an individualized progression plan, including random drug screening(s), throughout the remainder of their time in the School of Nursing.
4. The student is responsible for the expenses related to all drug screenings.
5. If at any time, the student demonstrates a second positive drug screen, the student will be permanently dismissed from the School of Nursing with no possibility of readmission.

Procedure for Urine Testing:

1. Each semester students will have a urine drug testing 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 is not completed within the time frame, this is cause for dismissal from the School of Nursing for one semester. Students must reapply and follow policy for positive drug screening.
3. You will order your drug screening online through Castle Branch. 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. If you are not at the address you list on the order form you can take your custody form, LabCorp Drug Screen Registration Form, to any LabCorp and have the drug screening done. You will have to find the nearest LabCorp to where you are staying.
5. Within 24 - 48 hours after you place your order the LabCorp Drug Screen Registration Form will be placed directly into your CastleBranch account. You will receive an email that your LabCorp Drug Screen Registration Form is ready to print. You will need to print the form and take with you to do the test. NOTE: Currently the closest testing site to Radford is Roanoke.
6. When the final report is posted to your CastleBranch 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.
7. If you are on medication(s) this may affect the results of your screening. The assigned laboratory's Medical Review Officer (MRO) will review your test results to determine the results of your screening. The MRO will call you to clear up any possible positive screening. Failure to contact the MRO will result in a POSITIVE drug screening posted to your CastleBranch account and reported to the School of Nursing. If you have a positive screening posted to your CastleBranch account due to not following up with the MRO you will be dismissed from the School of Nursing for 2 semesters and must follow the policy for readmission after a positive drug screen. All students must have a negative screening. Please answer all unknown calls during this time to speak to the MRO if they try to reach you.
8. Your drug screening results will be posted to your CastleBranch account. The School of Nursing will have access to the results.
9. If a student cannot provide a urine sample at the time of screening, they will be required to reorder the test, pay an additional \$50.00 and retest within the provided time frame.

Drug Screening Under Reasonable Suspicion:

1. The instructor will request the student to leave the classroom or clinical environment and direct that student to the School of Nursing administrative office or agency administrative office if there is reasonable suspicion of substance abuse. A 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 Testing During Non-Clinical Times:

1. Once it has been determined by the Director or Dean of the School of Nursing, or an individual designated by the Dean, that testing an individual student for drugs and alcohol is warranted, the student will be notified by the School of Nursing official requesting the testing.
2. The student will submit to testing for substances within one hour of notification. The student will use CastleBranch package code **RX28dt** at a cost of \$50 for the urine drug test.
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.
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.

Procedure for 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 Dean, Director or Undergraduate Coordinator 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 cab. 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.

Drug Testing 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 student to determine if there is any authorized reason for the positive test result. Failure to contact the MRO as requested results in a POSITIVE drug screening.
2. All confirmed positive test results will be reported to the School of Nursing Undergraduate Coordinator, Director, and Dean 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 or specimen is rejected, cancelled, given a No test result due to an invalid sample- the test will be considered adulterated. If the test shows the temperature of the sample is invalid or the creatinine, specific gravity or color makes the sample invalid- the test will be considered adulterated and the test will be considered positive and in violation of the drug and alcohol policy.

Drug Screening Policy Violations and Procedures:

1. 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
2. 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 Dean, Director or Undergraduate Coordinator of the School of Nursing or said designee, 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.
3. Persons found in violation of this policy may also be subject to arrest, criminal prosecution, and/or university judicial charges and sanctions.

Confidentiality and Drug Screening/Testing:

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 Dean or 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/>

Health Records Requirements

The following must be uploaded to the student's CastleBranch account prior to the beginning of starting in the Nursing major:

- Personal information and next of kin
- Health care credentials
- Health history
- Tuberculosis screening (aka PPD): 2-step PPD or the QuantiFERON Gold (must be done annually and is the responsibility of the student)
- Certificate of immunizations:
 - Tetanus, diphtheria, and pertussis (Tdap)
 - Measles, mumps, and rubella (MMR)
 - Polio virus series of 4 vaccines (IPV)
 - Meningococcal conjugate vaccine
 - Hepatitis B vaccine series of 3 vaccines
 - Varicella zoster
 - Annual Flu vaccine
 - Covid-19 vaccine(s)— Covid-19 vaccine card or approved exemption documentation
- Physical examination with health care provider signature
- Student signature and health record dated

After initial submission of the requisite forms, any changes in information originally submitted that occur during a student's enrollment in the program must be immediately communicated to the Undergraduate Coordinators and the Clinical Coordinator/Clinical Resource Associate to confirm clinical or program 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 or didactic portion of the program.

Changes to Health Status

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 Leads, and then the Undergraduate 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 area.

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 (in the classroom and/or clinical area). The student may not be able to continue in the program until such

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

Flu Vaccine

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

Immunizations & Tuberculosis Screening

All immunizations **MUST** be completed, and verification recorded on health record. Verification of Tuberculosis Screening (2-step PPD, QuantiFERON Gold QFT- G) or Chest X-Ray if positive screening or previous positive screening 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 CastleBranch account by the date given by the School of Nursing.**

Please do not ask nursing faculty to sign off on paperwork for a negative PPD. Please return to the place where you received the test to have them sign off.

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.

Private Health Insurance

Students are required to have private health insurance when starting clinical courses and are required to provide proof and upload their insurance card to their CastleBranch account each semester. This is a requirement of our clinical agencies. Students are 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 during clinical, the student is solely responsible for the out-of-pocket expenses related to any care provided.

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 information only: Nurses Service Organization (NSO) is the official National Student Nurses' Association (NSNA)-endorsed provider of professional liability insurance for nursing students.

CPR Certification

All nursing students are required to maintain cardiopulmonary resuscitation (CPR) certification during upper division nursing courses where clinical rotations are required. The *American Heart Association*

BLS-C Health Care Provider course is the only approved course for CPR and must be renewed every two years. Some CPR courses offer the didactic (lecture) component online, but you must be checked off by an AHA-certified CPR instructor for the hands-on component in order for the course to be accepted by the School of Nursing.

The student is responsible for maintaining current certification throughout the upper division nursing program where clinical rotations are required and is responsible for submitting a copy of the new card or ecard to the CastleBranch account. If the CPR certification expires, the student will not be allowed to attend clinical rotations until they have updated their CastleBranch account and approved by the School of Nursing designee. **No grace period will be allowed, and not attending clinical will result in probationary action.**

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

School of Nursing Medication Mathematics Testing Policy

Medication Math will be focused in one course per level in upper-division nursing, but it is encouraged that all courses in nursing contain components of medication math. Refer to the Medication Math Policy that follows.

1. It is recommended that students take the Drug Dosage Course prior to starting Upper-division nursing classes.
2. Students will purchase the Henke medication math textbook as part of their level 1 courses.
3. Students can expect to receive a baseline, ungraded medication math test during the first week of classes in their level. Remediation between professor(s) and student(s) will occur following this test. Not completing this test and remediation will result in withdrawal from the course.
4. Focused Testing – a minimum of 3 additional 10-question medication math tests will be given throughout the semester. These will have an overall grade component of 5% of your Theory (testing) grade.
5. The student will complete individual remediation on questions missed for each test using the Henke textbook and submit to the Professor. No additional points will be given for this remediation, but it is required to receive the test grade. Not completing the remediation will result in a zero on that test.
6. The Professor will then remediate with student(s) to teach and reinforce the concepts.
7. All students are to follow expectations related to integrity as outlined in the *Radford University Standards of Student Conduct*.
8. Medication math tests will be a collaborative assessment tool designed by faculty of the clinical courses in each nursing level.
9. Faculty will require students to use the School of Nursing issued calculators or calculators integrated into electronic testing platforms when solving math problems in all nursing courses. **Students may not use the calculator found on cell phones or personal electronic devices other than an issued, stand-alone calculator.**
10. Attempting to reproduce any medication math test is not allowed for any reason including, but not limited to photocopies, taking pictures, and/or copying problems. **Violations will result in disciplinary action and may result in dismissal from the nursing program.**

The following are the general rules for rounding medications for math calculations in all courses:

1. Follow Faculty directions for special populations in certain courses for certain medications.
2. Medication dosages are generally not rounded and are to be calculated and given as ordered.
3. Other Rules:
 - a. A zero is always placed in front of the decimal point when it is not preceded by a whole number (i.e., 0.8 mL, not .8 mL).
 - b. No excess zero following a decimal fraction (i.e., 0.5 mL, not 0.500 mL).
 - c. All answers must be labeled with unit of measure (i.e., mL, gtts/min, mL/hr, mg).
 - d. All time must use military time.
 - e. When you are calculating medications for injection, the degree of accuracy and rounding depends on the syringe. Examples:
 - For numbers greater than 1, (for example using a 3 mL syringe) carry out to the hundredths place (2 places after the decimal) and round to the nearest tenth (i.e., 2.21 mL is rounded to 2.2 mL).
 - For numbers less than 1 (1 mL syringe), carry out to the thousandths place (3 places after the decimal) and round to the nearest hundredth (i.e., 0.823 mL is rounded to 0.82 mL).
 - f. When you are calculating medications for intravenous (IV) infusions, the degree of accuracy and rounding depends on the tubing, rate, and type/availability of pump. Examples:
 - For IV fluids not on a pump, IV drip rates are rounded to the nearest whole number of drops per minute [gtts/min, i.e., 31.2 gtts (drops) is rounded to 31 gtts/min].
 - IV rate programmed into an IV pump may be calculated and should not be rounded (i.e., If the ordered amount is 13.5 mL/hr., the rate entered into the pump should be 13.5 mL/hr.)

Traditional BSN (TBSN)

1. Recommend students take Drug Dosage course prior to Upper Division Nursing. Purchase Henke's Medication Math textbook as part of level 1 courses.
2. Students will receive a medication math test during week 1. This serves as a baseline test and will be ungraded. Remediation will occur following the test where faculty meet with students (whether individually or as a group) to work through test problems. The baseline test and remediation must be completed, or the student will be withdrawn from clinical courses.
3. Medication Math assessment will be focused in one course per level, but it is encouraged for ALL courses to include teaching/questions on medication math pertinent to your patient population.
 - a. Level 1 –NURS 345 Foundations of Nursing
 - b. Level 2 – NURS 364 Adult 1
 - c. Level 3 –NURS 443 Pediatrics
 - d. Level 4 – NURS 454 Practicum
4. Focused Testing – a minimum of 3 additional 10-question medication math tests will be administered throughout the semester. These will have an overall grade component worth 5% which counts towards the Theory (testing) grade.
5. Teaching - Medication math concepts will be weaved into the curriculum in the focused courses. Basic concepts in Foundation of nursing and then building on those concepts in Adult 1, Pediatrics, and Community.
6. Remediation – following each medication math test, the student must work through all missed questions using their Henke textbook and submit revisions to Professor prior to the next weeks class – this is to be done individually, not in groups. No additional points will be received from the remediation, but it is required to receive the test grade. If remediation is not done, the student will receive a zero on that test. The Professor will then review the Medication Math test (individually or in a group setting) to teach and reinforce the concepts.

Accelerated BSN (ABSN)

1. Students will take the Drug Dosage course during level 1 of upper-division nursing. Purchase Henke's Medication Math textbook as part of level 1 courses.
2. Students will receive a medication math test during week 1. This serves as a baseline test and will be ungraded. Remediation will occur following the test where faculty meet with students (whether individually or as a group) to work through test problems. The baseline test and remediation must be completed, or the student will be withdrawn from clinical courses.
3. Medication Math assessment will be focused in one course per level, but it is encouraged for ALL courses to include teaching/questions on medication math pertinent to your patient population.
 - a. Level 1 – N/A - taking Drug Dosage Course
 - b. Level 2 – N354 – MedSurg 1
 - c. Level 3 – N361 – MedSurg 2
 - d. Level 4 – N461 – MedSurg 3
4. Focused Testing – a minimum of 3 additional 10-question medication math tests will be administered throughout the semester. These will have an overall grade component worth 5% which counts towards the Theory (testing) grade.
5. Teaching - Medication math concepts will be weaved into the curriculum in the focused courses. Basic concepts in MedSurg 1 and then build on those concepts in MedSurg 2 and MedSurg 3.
6. Remediation – following each medication math test, the student must work through all missed questions using their Henke textbook and submit revisions to Professor prior to the next weeks class – this is to be done individually, not in groups. No additional points will be received from the remediation, but it is required to receive the test grade. If remediation is not done, the student will receive a zero on that test. The Professor will then review the Medication Math test (individually or in a group setting) to teach and reinforce the concepts.

School of Nursing Grading Scale

The undergraduate Nursing programs use the Radford University grading scale except **the minimum passing grade for all upper division (NURS) nursing courses is 80 (B-).**

There will be no rounding up of the final course grade.

Letter Grade	Numeric Grade	Grade Point Value
A	93.00 to 100	4.0
A-	90.00 to 92.99	3.7
B+	87.00 to 89.99	3.3
B	83.00 to 86.99	3.0
B-	80.00 to 82.99	2.7
C+	77.00 to 79.99	2.3
C	73.00 to 76.99	2.0
C-	70.00 to 72.99	1.7
D+	67.00 to 69.99	1.3
D	63.00 to 66.99	1.0
D-	60.00 to 62.99	0.7
F	59.99 and lower	0

Revised and approved 4/2/21 to begin Summer 2021

Incomplete Grades

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

School of Nursing classroom and clinical policies

Testing and Course Grading

A minimum numeric grade of **80%** is required in each nursing course with theory, laboratory and/or graded clinical components to pass the respective course.

If the clinical portion of the course is graded with a pass/fail system, then a pass must be obtained to pass the course. Unsuccessful clinical performance will result in clinical failure.

Faculty will measure theory grade with a proctored testing (tests, quizzes, final exam) as required in the syllabi of record.

- Numeric scores from proctored testing will stand alone as the course grade if an average of less than 80 is achieved.
- Papers, projects, and other coursework will not be calculated in the final grade until a minimum average score of 80 is achieved on proctored testing.
- The final calculated score will not be rounded up to the result in a passing grade.

Required Textbooks and Materials

Student success is highly dependent upon excellent learning resources. Required textbook and learning resources are required at each level within the Upper Division School of Nursing curriculum.

Required course materials, including but not limited to, textbooks are published each semester through the Radford University Bookstore at <https://radfordu.bncollege.com/>. Most course textbooks have supplemental student learning resources and testing/quizzing platforms which are required for individual courses. The Radford University bookstore is knowledgeable in student textbook purchase and can aid students in a format selection that provides the student access to all available learning resources. Students who elect to purchase course materials from secondary suppliers run the risk of having incomplete access to learning and quizzing resources. The School of Nursing faculty and administration carry no responsibility in student textbook format choice, supplier choice, or purchase. Students are responsible for attaining all required course textbooks and learning resources. Online learning/simulations for clinical credit may be required in nursing courses. Students are responsible for payment of any learning source.

Pre-licensure Student Examination/Testing Policy

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 center's 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:

1. 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.
2. Cell phones are to be turned off, put in student backpacks, and placed in an assigned area of the classroom.
3. 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.
4. Students who leave the classroom or arrive late will not be given additional testing time.
5. 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 the faculty.
6. The allotted time for a test will be specified by the faculty. When time is called, additional time will not be given. 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.
7. 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.
8. School of Nursing faculty typically do not post final 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. At all times students are responsible for their own learning, test-taking and behaviors. Final exams will not be postponed or given late unless there are documented extenuating circumstances.

9. 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.

Test Reviews

Students will be allowed to review submitted work upon request.

1. All reviews will take place in-person under direct faculty supervision.
2. All reviews will be time limited, and faculty directed.
3. 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.
4. No recording or imaging devices of any kind can be used during a test review.

Kaplan/Standardized Testing Policy and Procedures

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, 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 the designated due date. If the payment is not made, Kaplan will terminate access and 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 the following semester admission consideration. This due date is final even if Kaplan would allow late payments.

Students are strongly encouraged to fully utilize all Kaplan materials throughout the Upper Division, School of Nursing Curriculum. Requirements for Kaplan products will be dependent on the individual course. However, per SON policy, the integrated test is **required** in each course, and if the test is not taken in a course this will result in course failure.

Students will pay for Kaplan for all semesters that Kaplan is utilized. If a student has additional semesters for any reason, the student will have to pay for Kaplan for all semesters. If a student is taking only 1 nursing course in a semester, Kaplan payment must be made that semester.

TBSN Alternative Sequencing

The alternative sequencing track allows students to take upper division TBSN courses over five (5) semesters rather than four (4). Admission to alternative sequencing is not guaranteed, and the number of students may be limited. Since this option could impact a student's financial aid, the student may choose to take elective courses during these three semesters to bring their admission status to full-time. The policies regarding withdrawal and course failure for progression in the TBSN program remain the same while students are in alternative sequencing (See Program of Study Appendix).

Requesting Alternative Sequencing

Students interested in alternative sequencing need to discuss this option during Semester 5 (Level 1) with their advisor and then with the TBSN Undergraduate Coordinator. Students will write a letter to the APG committee to formally make the request and explain the reasons why this option is necessary for the student's academic success. The request letter must be submitted (email) to the Chair of the UG APG committee by the 1st Tuesday after finals week by 10:00 am of the student's semester.

Clinical Uniforms

Students should wear RU uniforms during RU clinical experiences only and not during other work or externship experiences.

The School of Nursing Uniforms are to be purchased from the Radford University Bookstore. You may purchase them online or in the store on campus.

Radford University Bookstore, Barnes & Noble

Fairfax Street/Dalton Hall

Radford University

Radford, Virginia 24142

Phone: 540-831-5498, Fax: 540-831-6166

Students are to order the following uniforms for RU Main Campus:

- Two Gray Cherokee Scrub Tops with Radford University Logo
- Two Gray Cherokee Scrub 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).
- Red or Gray Polo Shirt with Radford Logo for Nursing 444 and Nursing 451 in Level 3/4 to wear with Khaki or black pants in these levels.
- Khaki or black pants can be purchased anywhere of your choosing. Pants must be made of material thick enough to prevent seeing undergarments through the fabric.
- Radford University School of Nursing Photo ID Name Tag. First name and middle initial only will appear on the name tag. All nursing students must have a School of Nursing ID badge, made at the RU Express and Parking Office in Heth Hall on main campus.
- Additional items as desired.

Students are to order the following uniforms for RUC Campus:

Students may purchase uniforms from either the RUC Bookstore or the Radford Main Campus Bookstore.

Brand - Cherokee Workwear Uniforms

Color - Pewter

Ladies' Monogrammed Top

Ladies' Pant Style #WW160

Men's Monogrammed Top

Men's Pant Style #WW190

Pewter Scrub Jacket (does not need to be monogramed) Style #WW340

- Students must purchase scrubs for the semester of NURS 340 Health Assessment course.
- RUC TBSN students are required to wear a specific polo shirt ordered from the RU Bookstore for the NURS 444 Gerontological Nursing & NURS 451 Community Health Nursing courses. More information and details will be given closer to Level 3 nursing courses.

Radford University Carilion Name Badge

Students must always wear their Radford University Carilion name badge when on campus for classes or in clinical activities. Lost or damaged cards will be replaced by the Office of Student Accounts located on the 4th Floor of RUC in Room 406.

Clinical Supplies

- Level 1 students are required to purchase a skills pack, which includes a pen light, for the lab portion of NURS 345 in Level 1. Other required supplies include medical scissors, a stethoscope, and a blood pressure cuff.
- Nursing students should not perform invasive procedures except in clinical when supervised by licensed personnel.

Purchase of Stethoscope

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. Stethoscopes range in price from \$15 - \$800, you should be able to get one for under \$100. You do not need to purchase an expensive stethoscope. Cheaper stethoscopes are fine for a nursing student. Purchase what you can afford.

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 your ears.
- Binaural should be angled and strong enough to keep the earpieces in place without causing discomfort.
- Earpieces should point toward your nose when you put them in your ears.
- The tubing should be flexible and 12 to 18 inches in length (longer tubing decreases sound 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. Pediatric attachments aren't necessary for nursing school.
- 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 need to purchase a stethoscope with pediatric/neonatal size chest pieces.
- No cloth covering on stethoscopes.
- You do not need to purchase an expensive cardiology stethoscope.

Dress Code Policy

1. **PURPOSE:** The purpose of the *School of Nursing Dress Code Policy* is to establish the expectations related to the dress code within the School of Nursing.
2. **APPLICABILITY:** The policy applies to all nursing students.
3. **DEFINITIONS:**
 - a. **Uniform** - The official attire required for School of Nursing clinical experiences as stated in the student handbook.
 - b. **Professional/Business Attire** - Conservative clothing that enhances the professional image, including:
 - **Non-gender specific**- Business suits, if possible
 - **Men**-Business suits should be worn, if possible; however, blazers can be worn with dress slacks or nice khaki pants. Wearing a tie is a requirement for men in a business professional dress code. Sweaters worn with a shirt and tie are an option as well.
 - **Women**- Business suits, or skirt-and-blouse combinations, should be worn with skirts touching the knee. Conservative slacks, shirts, and other formal combinations are also acceptable. Revealing clothing should be avoided, and body art should be covered. Jewelry should be conservative and tasteful.
 - Professional attire **does not include** jeans/denim, short skirts, shorts, mid-drifts, tank tops, sweatpants, yoga pants, leggings, tight clothing, low-cut clothing, clothing showing undergarments, high heels (stilettos or heels higher than 2½ inches), crop tops, or camouflage.
4. **POLICY:** In striving to uphold a high professional standard, the School of Nursing believes that professionalism begins with appearance and attire.
 - a. The final decision about each student's professional appearance rests with the clinical faculty. If a student is not properly attired, the clinical faculty may dismiss the student from the clinical experience for the day. The final decision may affect the student's course grade or ability to participate in clinical experiences.
 - b. For conferences or meetings/events not requiring scrubs, business/professional attire is required.
 - c. Appropriate School of Nursing uniforms, as defined in the School of Nursing student handbook (undergraduate and graduate handbooks), must be worn for all clinical experiences.
 - d. Official School of Nursing uniforms/scrubs should only be worn during official School of Nursing academic experiences (e.g., not during internships/externships or employment).
 - e. Uniforms should:
 - Be neat, clean, wrinkle-free, freshly laundered each clinical day, and absent of offensive odors

(i.e., smoke, pet odors, perfumes, etc.);

- Fit properly and worn to ensure modesty (e.g., neither mid-drifts nor cleavage of any type should be visible);
- Have pants hemmed to extend to the top of the shoes and no more than one-half inches below the ankle.
- Undergarments shall be worn to not be visible at any time.
- A solid white, gray, or black, short-sleeved tee shirt or long-sleeved fitted shirt may be worn underneath the scrub top for warmth, comfort, or to cover the body art. Gray scrub jackets are optional, and no other outerwear is allowed.
- Stockings or socks (at least crew length) must be worn with shoes.
- Shoes:
 - Must be of solid material and resistant to sharps.
 - Must not be mesh, fabric, or permeable to liquids.
 - Must be clean and in good condition.
 - Must have closed toe, closed backs, and cover the entire foot (no clogs).
- Must have non-skid soles; and,
- Must be made for health care professionals. Sneakers/athletic shoes are allowed as long they meet the above specifications.

f. Badges:

- Are considered a required element of the School of Nursing uniform, regardless of the location, setting, or activity.
- All students will obtain a Radford University School of Nursing (with photograph) made by OneCard Services before the first day of class at the student's expense.
- All students are required to always wear the School of Nursing badge at the Radford University Carilion location.
- An agency-specific picture name badge is required by some institutions and must be worn on the uniform at all times in those settings.
- The Radford University School of Nursing badge must be worn on the uniform when an agency picture name badge is NOT required.
- The 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.
- Badges should always be worn above the waist.
- Badge reel covers must be of a non-porous substance, Radford University/clinical partner logo, or solid color.

g. Jewelry

- No more than one pair of stud-type, non-dangling, post earrings may be worn in ear lobes. (Exceptions may be made for piercings related to medical treatments, e.g., tragus piercings for migraines, with proper medical documentation).
- No other visible piercings, ear lobe expanders (gauges), or spikes are allowed (e.g., tongue rings, nose, or facial piercings). Flesh tone or clear spacers may be used.
- A plain band may be worn on the ring finger of either hand.
- A plain watch with a second hand is required. The watch should be able to be cleaned with alcohol.
- Smartwatches, Fitbit, or other health trackers are not allowed in clinical settings.

h. Body art or Tattoo

- Tattoos or body art are permitted unless deemed offensive or controversial to

coworkers, customers, patients, vendors, or others based on legally protected categories or factors beyond matters of preference (i.e., violence, nudity, illegal substances, weapons, etc.). Instructors may ask a student to cover a tattoo or body art (i.e., bandage or article of clothing) unless such covering creates a safety or infection prevention and control concern.

i. Nails

- No colored nail polish or artificial nails are allowed (this includes gel nails, acrylic nails, powder nails, etc.)
- Nails must be clean and not exceed 3 mm (1/4") beyond the fingertip.

j. Hair

- Hair will be clean and neat. When providing direct patient care, hair longer than shoulder length will be pulled back/contained so that it does not interfere with patient care.
- A headband, hairband, or head covering should be clean and solid white, gray, or black.
- Hair should be of natural color, and hair that is not allowed is an unnatural color (e.g., purple, blue, orange, green, etc.) or radical styles.
- Men must be clean-shaven, or facial hair must be neatly trimmed and clean. Beards, mustaches, and goatees are to be closely cropped if worn.
- If an N-95 mask is required, students must follow clinical agency policy regarding facial hair.

k. Students in all settings should refrain from wearing fragrant products that others can smell, such as soaps, perfumes, lotions, and fabric softeners/scents, due to the common patient and/or peer sensitivities to smell or allergies. Faculty are to address problematic or offensive scents, perfumes, or body odors in a private and confidential setting. Continued concerns with violations of this policy may result in disciplinary action.

Clinical Site Orientation and Training

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 clinical experience.** Some clinical agencies require an additional fee for clinical placements. If the fee is not paid as directed for clinical placement, the student must withdraw from all applicable clinical courses. These course withdrawals will count toward the current School of Nursing withdraw/failure policy. The payment for clinical placements will go directly to the agency and will be the sole responsibility of the student.

Infection Control and Exposure Incidents for Students

Student Participation in Clinical/Lab 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:

1. The student is absent, tardy, or not prepared for clinical experiences.
2. The student is ill.
3. The student's behavior is impaired, disruptive, or unprofessional.
4. There is any compromise of safe practice including, but not limited to, psychomotor and/or psychosocial areas.
5. Other situations arise in which the faculty member deems that the student should not participate.
6. 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.
7. Failure to pass clinical readiness tests, check offs as defined by each course syllabi.

Clinical Rotations

Clinical shifts may be up to twelve (12) hours and may include days, evenings, nights, and weekends. Clinical rotations 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. **Each student is responsible for providing their own transportation to meet the requirements for clinical.**

List of Items/Interventions Radford University Nursing Students CANNOT DO 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 being treated with a radioactive implant.
8. Take verbal, phone or written report from a physician, nurse practitioner or physician's assistant.
9. Witness any consents.
10. Perform any interventions the hospital unit does not permit nursing students to perform.
11. Participate in bedside time outs.
12. Initiate or discontinue restraints.

Online Simulation Experiences

Online learning/simulations for clinical credit may be required in nursing courses to help students gain experience in content specific skills. These resources are identified by the instructor prior to the start of the semester along with other course materials, and students are responsible for payment of these learning sources. All online simulations are debriefed by qualified faculty to ensure excellence and continuity of experiences.

Clinical Simulation Centers

Our Clinical Simulation Center (CSC) program aspires to be the premier, innovative and student-centered simulation program with a keen focus on teaching, research and interprofessional education

preparing competent, compassionate, professional clinicians to meet the needs of the local and global community. Radford University has two CSC locations which serve students and faculty from the School of Nursing, Waldron College of Health and Human Services, and the greater healthcare community: Main campus Cook Hall and Roanoke Higher Education Center.

The Radford University Clinical Simulation Centers are training and assessment centers that include the following simulation technologies: standardized patients (SPs), full-size electromechanical patient simulators, computer assisted instruction (CAI), and audio/visual equipment for simulation recording.

The Clinical Simulation Centers are committed to:

- Deliver a simulation environment that is safe and realistic.
- Integrate innovation and evidence-based practice into simulation teaching strategies.
- Incorporate state-of the art technologies in clinical education.
- Promote interprofessional education.
- Provide active learning experiences that foster student reflection and self-discovery.
- Produce quality healthcare professionals with enhanced critical thinking abilities, communication and teamwork skills and clinical competence.

Clinical Simulation Centers 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. There is to be no eating or drinking in the Simulation Centers. These are to be considered patient care areas.

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 a photo ID badge. Students are also required to follow their SON clinical dress code policy. Students inappropriately dressed will be sent home and will be responsible for rescheduling 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.

Laboratory, and/or Probation

Faculty are responsible for students in all classrooms, laboratory, and clinical learning settings. Failure to meet performance standards may result in class, clinical, and/or program probation.

1. The purpose of laboratory/clinical probation is to formally notify the student that there are serious concerns that must be addressed for the student to satisfactorily complete the laboratory/clinical component of the course. The student will receive written documentation indicating unsatisfactory behavior or performance and an action plan to address said performance.
2. The procedure for placing a student on laboratory/clinical probation is as follows:
 - a. 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.
 - b. The student and faculty member will meet and develop a plan for removal of deficiencies and will specify dates for reviewing progress.
 - c. A copy of the probation documentation and plan will be completed with a copy to the student, the faculty member, and the coordinator of the
 - a. Undergraduate Program. A copy will be placed in the student file and may also be in electronic advising.
 - d. 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.
 - e. Possible student outcomes include:
 - If the student has satisfactorily met identified objectives, he/she will be removed from the laboratory/clinical probation status.
 - 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.
 - f. Based on degree of performance/behavior deficiencies, a probationary period may be extended to include all subsequent semesters of Upper Division Nursing (program probation).

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 could result in School of Nursing or University dismissal. Students may be dismissed from the program because of a single violation/incident. 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. The faculty will be informed about the probationary status of the student. If there is another infraction that violates the terms of the probation, the student can be permanently 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 probationary status.

TBSN 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) and N457 (Transition to Licensure), 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 and N457 (Transition to Licensure).

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 and N457 in their entirety. The student will be required to complete all assignments and clinical hours for N454 and N457, regardless of how many they completed prior to taking an Incomplete. At the successful completion of all assignments and clinical hours for N454 and N457, if the student has received a passing grade, the Incomplete will be changed to the letter grades 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 or N457, the failing grade for N454 or N457 will be considered their second failure. In this case, they will not be allowed to repeat N454 or N457 and they will not continue in the nursing program.

Fulfilment of Clinical Requirements in the Event of an Emergency

1. 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).
2. Policy
 - a. 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.
 - b. In cases of man-made and natural events other than outbreaks, the Director or Dean 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.
 - c. 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.
 - The Dean is the official point of command for the School of Nursing in emergency situations. If

the Dean is unavailable, the Associate Dean, Academic Unit Head/Chair or Undergraduate Coordinator will assume these responsibilities.

- If the university is closed, students may not participate in activities for clinical credit.
 - Should students volunteer during an emergency event, no academic credit will be given for the volunteer experience.
- d. Faculty will be notified by the Dean of the School of Nursing, or their designee, if class or clinical are affected by an emergency event.
 - e. Faculty are encouraged to be alert to emergency situations and check into the 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 Dean/Associate Dean Director or Undergraduate Coordinator 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, weekends, 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 Dean or Academic Unit Head/Chair to meet the needs of multiple incompletes in a level and to assist these students to progress through that level.

Clinical Opportunities Abroad

In some cases, students may use International Travel/Study Abroad or Faculty Approved and Supervised trips for some of the clinical hours for NURS 451 in Level 4 of the TBSN program.

A study abroad experience is a faculty led, university sponsored experience in which a student participates in educational opportunities outside of the continental United States. Summer externships and internships not directly supervised by RUSON faculty are not eligible for clinical-hour credit. The clinical experience must include hands-on experiences of individuals requiring care. The clinical experience must occur after level 3. Students may not receive clinical credit for a course if they have already received credit for the same study abroad experience in another course. If a student would like clinical credit for a study abroad experience in NURS 451, they need to request, in writing, for approval at least 30 prior to leaving for the experience, submit request to the lead faculty of N451, the request should include detailed information about the experience, how the experience relates to Community/Public Health nursing and contact information for the supervising faculty. The Dean for the School of Nursing has the final decision regarding any approval of study abroad hours for clinical credit.

Nursing Committees, Organizations and Activities

All students are encouraged to become active members of College organizations that are of interest.

School of Nursing Committees

Student input and feedback are integral to ongoing program evaluation that fosters ongoing improvement. Student representatives are requested to serve on specific nursing faculty committees, as well as on selected College committees. Interested students are invited to submit their names to the Program Director or they may discuss possible nursing faculty committee appointments with their advisor or a member of the nursing faculty. Student input is invited, and student participation is greatly appreciated. Student input is used to identify strengths and opportunities for improvements in the nursing program and all students are encouraged to participate.

Student Nurses' Organization (SNO) for Pre-licensure Students

All program-enrolled pre-licensure students are invited and encouraged to join the Student Nurse's Organization at their respective campus. The Radford University campus chapters of the Student Nurses' Organization are affiliated with the National Student Nurses' Association.

Sigma Theta Tau International Honor Society, Epsilon Psi Chapter

Sigma is an international honor society with the vision of creating a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people. Qualified students are invited to join the honor society through one of 540 chapters throughout 100 countries around the world.

Membership eligibility criteria:

1. Completed at least ½ of the nursing curriculum.
2. Achieve academic excellence.
3. Rank in top 35%
4. Meet expectations of academic integrity

The Radford University chapter of Sigma is Epsilon Psi. For more information about this organization, go to the Epsilon Psi chapter, Sigma Theta Tau International Nursing Honor Society site.

Degree and Graduation Requirements

It is the responsibility of the student to ensure that they meet the degree requirements. Students should meet with an advisor in the Academic Success Center or Academic Advisor to review their academic records and establish a plan for completing degree requirements. See the *School of Nursing Progression and Graduation Policy* for more details.

Traditional BSN Programs

To graduate with a Bachelor of Science in Nursing degree in the Traditional program, students must meet the following:

1. **Credit Hours:** a student must have a total of 123 semester credit hours, with a minimum of 45 credit hours completed at Radford University. Transfer students may be required to enroll in additional upper division courses to meet the degree requirements.
2. **Grade Point Average (GPA):** A minimum GPA of 2.5 in the Nursing major is required for graduation.

Accelerated BSN Program

To graduate with a Bachelor of Science in Nursing degree in the Traditional program, students must meet the following:

- **Credit Hours:** a student must have a total of 122 semester credit hours, with a minimum of 45 credit hours completed at Radford University. Transfer students may be required to enroll in additional upper division courses to meet the degree requirements.
- **Grade Point Average:** A minimum grade point average of 2.5 in the Nursing major is required for graduation.

Pinning and Graduation Ceremony

Associated Items and Costs

1. Nursing Pin – the cost is \$40-\$340 depending on the type of pin the student chooses.
2. Composite Nursing Picture – sitting fee between \$30-\$40.
3. Graduation Cap and Gown – may be purchased in Radford University Bookstore
4. State Board Application for Licensure and NCLEX testing – approximately \$400

Nursing Pin

Upon graduation, the student will have the right and privilege of wearing the School of Nursing pin. Students will order the pin at the beginning of the final semester prior to graduation. 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.

Classroom, Lab, and Clinical Attendance Policy

1. **PURPOSE:** The *School of Nursing Attendance Policy* outlines all requirements related to attendance for students within the School of Nursing.
2. **APPLICABILITY:** This policy applies to all RU School of Nursing students.
3. **DEFINITIONS:**
 - Excused absence: Time missed from a class, lab and/or clinical experience that has been approved in advance or meets the criteria of an extenuating circumstance as deemed by the supervising faculty.
 - Unexcused absence: Time missed from a class, lab and/or clinical experience without prior approval or for a reason that does not meet the criteria of an extenuating circumstance as determined by the supervising faculty.
4. **POLICY:** In addition to the class attendance requirements outlined in the *Radford University Course Catalog*:
 - a. Students are expected to participate in all scheduled learning opportunities, including class, experiences assigned outside of class, clinical facilities, community locations, simulation labs, and skills labs.
 - b. Students are expected to be consistently on time, prepared for lectures/lab/clinicals, and must stay until the end of the scheduled class or clinical time period.
 - c. At all times, School of Nursing faculty have the right to determine the consequences of a student's tardiness and/or absence.
 - d. Consequences will be determined on a case-by-case basis based on applicable School of Nursing and Radford University policies.
 - e. The faculty member will inform students of specific course attendance expectations and schedules in the course syllabus, as well as the impact attendance will have on grading practices.

- f. It is the student's responsibility to make up work missed during absences or late arrivals.
 - g. If possible, any absence must be approved in advance by the course faculty.
 - h. An excused absence will be granted by the faculty only when written documentation is provided by the student within a time period specified by the faculty upon notification of the absence.
 - i. Children, family, and friends are not permitted to attend or visit classes, lab or clinical.
 - j. 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.
 - k. Does not permit visitors, children, or animals to attend classes, lab or clinical.
 - l. Does not permit animals to be in the parking areas of clinical sites when the student is in clinical.
 - m. Does not permit visits from others when students are at clinical sites.
 - n. Weapons of any kind are prohibited from all campus locations, clinical sites, campus grounds and parking structures and clinical sites, even if a student has a concealed carry permit.
5. CLINICAL and LAB SPECIFIC REQUIREMENTS
If an absence is unavoidable, the student must call the faculty member and the clinical agency/lab representative, if applicable, prior to the scheduled time.
- a. Failure to call and notify the clinical faculty and the applicable clinical agency/lab representative assigned for a practicum or other clinical experience (i.e., simulation lab or preceptor) of an absence prior to the scheduled arrival time results in an “unexcused absence” for the day.
 - b. Texting is not an acceptable method of communication.
 - c. Two unexcused absences from clinical and/or simulation in a course will result in a grade of “F” and the student will be withdrawn from the course.
 - Unexcused late arrival to the clinical, lab and/or simulation setting on two occasions will result in one unexcused absence for the day.
 - Student dismissal by faculty from the clinical, lab and/or simulation setting due to violations of the *School of Nursing Conduct Policy* will result in an unexcused absence for the day.
 - d. Nursing students should not perform invasive procedures except in clinical when supervised by licensed personnel.

Closings and Delays Policy

1. **PURPOSE:** The *School of Nursing Closings and Delays Policy* describes the actions related to the various locations of the School of Nursing in response to closings and delays for any reason.
2. **Applicability:** This policy applies to all faculty, staff, and students within the School of Nursing.
3. **Definitions:** None
4. **Policy:** Students are expected to follow all guidelines provided by Radford University related to closings and delays as outlined on the Inclement Weather Notifications at Radford University webpage.
 - a. Students are encouraged visit the Office of Emergency Management website:
<https://www.radford.edu/content/emergency-management/home.html>
 - b. Faculty may cancel class and clinical for inclement weather at their discretion.
 - c. At all times each student is responsible for using his/her judgment regarding his/her own personal safety during inclement weather.
5. **Notification of Closure: Radford University Main Campus Location**
 - a. When there is an announcement that Radford University is closed, the School of Nursing and the simulation lab will also be closed on main campus.
 - b. All scheduled School of Nursing classes, clinical rotations, skills labs, and simulation experiences will be cancelled related to Radford University main campus.
6. **Notification of Closure: Radford University Carilion RUC Location**

- a. When there is an announcement that Radford University Carilion is closed, the School of Nursing within Radford University Carilion (RUC) will also be closed.
 - b. All scheduled School of Nursing classes, clinical rotations, skills labs, and simulation experiences will be cancelled related to the Radford University Carilion (RUC) location.
7. **Notification of Closure: Roanoke Higher Education Center (RHEC) Location**
- a. When there is an announcement that Radford University is closed, the School of Nursing and the simulation lab will also be closed at the Roanoke Higher Education Center (RHEC) location.
 - b. All scheduled School of Nursing classes, clinical rotations, skills labs, and simulation experiences will be cancelled related to the Roanoke Higher Education Center (RHEC) location.
 - c. If the building officials at the Roanoke Higher Education Center (RHEC) location close the center, only those School of Nursing classes and simulation experiences related to the Roanoke Higher Education Center (RHEC) location will be cancelled. The building closing will not impact the Radford University main campus in any way.

****ALL cancelled classes and clinicals will be rescheduled at the discretion of the instructor(s).**

8. **Notification of Delayed Start: Radford University ALL Locations Scheduled Classes:**
- a. School of Nursing students will attend classes scheduled at the time of reopening or after.
 - b. Classes affected by the delay will be rescheduled at the discretion of the instructor(s).
 - c. An announcement of a delayed status may be changed to a university closure. Stay tuned to a media source updating weather conditions and school closings.
 - d. Please refer to the instructions given by the simulation lab regarding any changes in scheduled simulation experiences.

9. **Scheduled Clinical Experiences:**
- a. School of Nursing students will be expected to arrive at scheduled clinical experiences at the time the university is scheduled to open (see *Exceptions* below related to senior-level student experiences).
 - b. If clinical is missed due to inclement weather, the missed time will be rescheduled at the discretion of the course or clinical instructor(s).
 - c. Clinical may be rescheduled by faculty on any day and time the unit is available including weekdays, weekends, and evenings with consideration being given to previously scheduled nursing school obligations. Students are expected to adjust their personal schedules accordingly.

10. **Notification of Early Closing: Radford University SON ALL Locations**
- a. School of Nursing classes, simulations, skills labs, and clinical experiences will be dismissed at the closing time designated by the university.
 - b. Class time will be rescheduled at the discretion of the instructor

11. **Assignments and Clinical Hours Related to Inclement Weather: Radford University SON ALL Locations**

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

- a. 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.
- b. 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, which may include the weekend before final exams.
- c. Makeup experiences for class and lab will be optional for students but clinical hours must be made up prior to end of the semester in which the course occurs, if possible.
- d. 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.

12. **Exclusions:** Although not required by the School of Nursing, senior-level practicum students may attend scheduled clinical experiences when the university is delayed or closed if deemed safe by the student when using discretion regarding safe travels to and from the assigned facilities.

Conduct and Dismissal Policy

1. **PURPOSE:** The *School of Nursing Dismissal Policy* outlines the expectations related to student conduct, identifies causes for student dismissal, and explains the procedural steps for program dismissal.
2. **Applicability:** This policy applies to all nursing students enrolled within the School of Nursing.
3. **Definitions:**
 - a. **Program dismissal:** Involuntary removal of a student by the School of Nursing from a nursing program.
 - b. **Appeal meeting:** A closed meeting held by an ad hoc committee created by the Dean of the School of Nursing to review documentation and evidence related to a student appeal following a nursing program dismissal to determine if a student appellant hearing is recommended by the committee.
 - c. **Student appellant hearing:** A formal, closed hearing held per the recommendation by an ad hoc appeal committee and support from the Dean of the School of Nursing in which evidence and witness testimony related to a student appeal are heard for the purpose of determining if adequate evidence supports the decision of a nursing program dismissal to be overturned.
4. **Policy:** School of Nursing students are expected to follow all requirements and uphold all expectations as outlined in the *Radford University Standards of Professional Practice*.
 - a. 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 door
 - 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.
 - b. Professional relations among all members of the medical community shall be marked by civility.
 - Students will deal with professionals, 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 unethical to imply without reliable evidence- by word, gesture, or deed- a patient has been poorly managed or mistreated by a colleague.
 - c. Any student possessing knowledge that a student has committed academic or professional misconduct is expected to report the infraction(s) to School of Nursing Faculty or a member of the School of Nursing administrative team. Including (but not limited to) sharing or distributing questions and/or answers from any test or exam (including Kaplan tests), recording or taking photos of test reviews or exams.
 - d. In the event the students do not comply with professional and ethical behavioral expectations, students will be permanently removed from the Nursing program for the

following reasons:

- A single or repeated violation/incident related to safety violations, breaches of the Radford University Honor Pledge, or contravention of the Student Standards of Conduct Policy with or without having been placed on probation.
- e. The Dean of the School of Nursing reserves the right to dismiss a student at his/her discretion at any time when warranted related to patient or student safety concerns.
 - f. The student has the right to appeal by following the procedures outlined within the *Formal Appeals of the Nursing Program Policy*.

Confidentiality Policy

1. **PURPOSE:** The *Radford University School of Nursing Confidentiality Policy* describes expectations related to maintaining confidentiality of protected health information (PHI).
2. **DEFINITIONS:**
 - a. **Protected health information (PHI):** Any information in a medical record that can be used to identify an individual and that was created, used, or disclosed while providing a health care service, such as a diagnosis or treatment.
3. **POLICY:** To make every effort to maintain patient confidentiality, nursing students, faculty, and administrative staff must:
 - a. Follow all applicable federal, state, and local laws, as well as all facility, university, and School of Nursing policies regarding confidentiality related to protected patient information as outlined in facility confidentiality agreements.
 - b. Only use confidential information in the performance of school-related activities.
 - c. Discuss clinical cases only with assigned Radford University School of Nursing faculty or in private clinical conference setting.
 - d. **Not** discuss any clinical or classroom content with those who do not meet the criteria for “need to know.” <https://www.hhs.gov/hipaa/for-professionals/index.html>. This includes:
 - those not directly involved with class or clinical, such as friends or family; and, any person via social media (YouTube, Facebook, Twitter, Instagram, etc.).
 - **Not** discuss any patient or clinical event (even if the patient’s name is not used) in any location where other persons could potentially overhear, such as elevators or in the cafeteria.
 - **Not** discuss any Simulation Center clinical or patient encounter outside of the simulation lab, nursing classroom, or private clinical conference.
 - **Not** access the medical records of any other nursing student, friend, family member, or patient not assigned by faculty for any reason unless it cannot be avoided during the professional role as a nursing student.
 - e. Shred any printed materials no longer needed, including graded assignments, at the end of the semester or as soon as no longer needed, whichever comes first. Place all clinical paperwork (report sheets, data gathering sheets) no longer needed at the end of the clinical day into designated shredding bins at the clinical institution.
 - f. Delete any and all patient or clinical information from personal computers, hard drives, or any other electronic sources used for educational purposes.
 - g. **Not** share clinical paperwork with anyone other than faculty.
 - h. **Not** search for information or collect data on other patients who are in another setting/ unit within the assigned facility.
 - i. **Not** access a patient’s chart from any computer other than the assigned floor unless instructed to do so

- by the facility as part of a patient treatment or transfer process.
- j. **Not** remove or photograph any medical record, in full or in part, from any institution without prior approval. Photocopying of the entire record is never permitted for presentations, rounds, or conferences. If permitted by the health care institution or provider; students are permitted to extract only information that is **necessary** and remove any names or identifying information.
 - k. 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 permanent dismissal from the program. Audio/video recordings involving patients could be a HIPAA violation and could result in criminal prosecution.
 - l. 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.
 - m. Any violation of confidentiality laws/policies may result in a student's immediate dismissal from the Nursing program. Readmission is dependent on severity of offense, agency restrictions, and space availability.

Formal Appeal of Nursing Program Dismissal Policy

1. **PURPOSE:** The *Radford University School of Nursing Formal Appeal of Nursing Program Dismissal Policy* describes the process in which a student appeals program dismissal.
2. **Definition:**
 - a. **Program Dismissal:** Students that are permanently dismissed for failing to meet the SON requirements as outlined in the School of Nursing Handbook, including but not limited to: failing two nursing courses, withdrawing from two nursing courses, a combination of one failed and two withdrawals from nursing courses, a positive drug screen, background check violations that would not allow a student to attend clinical, academic dishonesty, unprofessional/unethical behavior(s).
3. **Policy:**
 - a. The SON will provide written notification, including rationale, at the end of the semester following a dismissal decision from the Admissions, Progression, and Graduation (APG) Committee. However, in the case that a dismissal occurs prior to the end of the semester, the Undergraduate Academic Unit Head/Chair will notify the student immediately. The student will be notified using their RU email address
 - b. The student desiring to appeal is responsible for initiating this process by written request to the Undergraduate Academic Unit Head/Chair for the School of Nursing, within five (5) business days of the personal notification meeting with the student.
 - c. In the written appeal letter, the student should address the following:
 - Precisely and specifically state the reasons for the appeal, noting extenuating circumstances leading to the dismissal; and,
 - Offer suggestions as to what the student would consider a fair resolution of the appeal, with supporting justification.
4. **Procedures:**
 - a. Within fifteen (15) business days of receipt of a request for an appeal, the Dean of the School of Nursing will appoint an Ad hoc appeal committee and a designated chair to hear the appeal during an appeal meeting.
 - The Dean of the School of Nursing will gather all evidence related to the appeal from all parties and present to the ad hoc appeals committee.
 - The ad hoc appeal committee shall consist of three (3) nursing faculty members with voting privileges.

- Students are not present for the appeal meeting to be conducted and a decision rendered.
- b. Minutes of the meeting and copies of any evidence presented shall become part of the record.
- c. Within five (5) business days, the designated ad hoc appeals committee chair will schedule an Ad hoc appeal committee meeting within fifteen (15) days to discuss the evidence and provide the Dean of the School of Nursing a recommendation regarding whether there is a need for a hearing.
 - If the ad hoc appeal committee makes the recommendation there is not adequate evidence to support a hearing, the appeal is denied, and the program dismissal is final.
 - If the ad hoc appeal committee makes the recommendation, there are grounds for a hearing based on the evidence presented then the Dean of the School of Nursing shall schedule the student appellant hearing no sooner than ten (10) and no later than twenty (20) class days after the notice of a hearing is given to the instructor and the student appellant.
 - The Dean of the School of Nursing shall choose the time and place for the closed student appellant hearing. The School of Nursing recognizes extenuating circumstances arise and may require the student appellant hearing to be postponed or delayed. If changes to the date and/or time are required:
 - If the student requests a change to the date or time of the hearing, the student needs to communicate to the Dean the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. Non-emergencies (work schedule, over sleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal hearing and as such the appeal meeting will proceed as scheduled.
 - If the School of Nursing requests a change to the date or time of the hearing, contact will be made with the student immediately and a mutually agreeable time will be set for the rescheduled appeal hearing.
- d. The Dean's decision is final regarding whether or not the scheduled student appellant hearing will be rescheduled and when.
- e. The Dean of the School of Nursing will serve as the Chair during the hearing.
 - An administrative assistant will serve as recorder.
 - Student appellant hearings will be audio recorded.
 - The recording will be maintained in secure files for two (2) years and available only to principals involved.
 - On written request from the student appellant, the audio recording will be transcribed, and a written copy provided to the student.
 - The involved faculty member(s) and the student may present evidence, witnesses, and testimony to support respective positions.
 - Neither party may be represented by legal counsel at these proceedings
 - Individuals other than those listed may not attend the student appellant hearing. Attendance at the student appellant hearing is **limited to**:
 - the Dean of the School of Nursing
 - student appellant
 - ad hoc committee members
 - faculty member(s) if applicable
 - a non-voting student advocate
 - witnesses, if any
 - recorder

- After reviewing the evidence, listening to testimony, and considering any recommendations made by the ad hoc appeal committee members, the Dean of the School of Nursing makes the final decision regarding the appeal and will represent the final appeal process within the School of Nursing.

f. Final decision:

If the final decision supports program dismissal, the student will be provided contact information for the Office of Student Success and Advising for change of major assistance.

If the decision is in favor of the student, he/she may return to in the Nursing Program without prejudice.

5. **EXCLUSIONS:** The policy for dismissals for two (2) course failures or withdrawals is strictly followed by the School of Nursing. The only exclusion to this policy is related to extenuating circumstances for documented medical issues.

Grievance Policy

1. **PURPOSE:** The *School of Nursing Grievance Policy* describes the requirements for resolving concerns quickly and directly with the goal of working toward a resolution and maintaining a productive and positive learning environment.
2. **APPLICABILITY:** This policy applies to nursing students with concerns related to either the educational process or the operational procedures within the School of Nursing, excluding the items indicated as “Exclusions” in this policy.
3. **EXCEPTIONS:**
 - a. Students contesting individual grades should refer to the *Radford University Grade Appeal Policy*.
 - b. Students who believe they have experienced discrimination or harassment should refer to the Radford University Office of Institutional Equity Office.
 - c. Students involved in disciplinary proceedings for misconduct, including plagiarism and cheating, should refer to the Student Conduct Code (Office of Student Standards and Conduct).
4. **DEFINITIONS:**
 - a. Informal Grievance Process – Process by which a student can attempt to resolve a concern reviewed by representatives within the School of Nursing prior to the establishment of a formal committee.
 - b. Formal Grievance Process – Process enacted by the student when a resolution is not obtained through the Informal Grievance Process. The process involves the Dean and the appointment of a Grievance Committee by the Dean to make the final decision regarding a resolution.
 - c. Grievance Committee – A committee of at least three (3) full-time School of Nursing faculty members appointed by the Dean to review the student’s grievance and all supporting documentation to render the final decision regarding the resolution to the grievance.
5. **POLICY:** Radford University School of Nursing is committed to creating an environment where each student is heard and treated fairly. In the unfortunate event a student may have a concern, the procedures contained within this policy are to guide the student in the process required when seeking resolution to the concern.
 - a. All students are expected to utilize the assigned faculty advisor for guidance on how to address a concern within the School of Nursing.
 - b. All students are encouraged to speak directly with the instructor of the course/clinical regarding questions and/or concerns about a specific course.
 - c. If the circumstances of the complaint make direct discussion inappropriate, students may contact the next appropriate level within the chain of communication, but only if directed to do so by the faculty advisor.
 - d. If speaking to the instructor 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 an adequate resolution has not been obtained or if instructed to do so by the faculty advisor:
 - Instructor of course/clinical

- Lead Instructor of the course
- Faculty Advisor
- Program-specific coordinator (RU or RUC)
- Academic Unit Head/Chair
- Dean or Associate Dean of the School of Nursing

Students at any point may contact the Dean of Students office for assistance, support, advice, or advocacy. <https://www.radford.edu/content/dos/home/student-complaints.html>

6. **PROCEDURES**

Informal Grievance Process (Step 1)

- Students must initially notify the appropriate party of a concern within ten (10) days of the participating cause following the chain-of-command procedure within this policy.
- The student is encouraged to attempt to resolve the complaint respectfully and directly in a face-to-face conversation with the faculty or staff member.
- The student should make an appointment and state the purpose is to discuss a complaint.
- Either the student or faculty/staff member may request another person be present during the discussion. Most conflicts can be resolved at this stage.

Informal Grievance Process (Step 2)

- If the student-instructor discussion does not resolve the issue, the student must continue to follow the chain of command within this policy.
- The student should request a meeting by email to the School of Nursing position identified next in the chain of communication and state the basic purpose of the meeting.
- A meeting will be scheduled by the contacted party of the SON within fourteen (14) business days and a meeting confirmation will be sent to the student via email. Student and faculty schedules will be taken into consideration when scheduling all meetings.
- The student will be informed of the decision by the SON representative by the end of each meeting.
- This process will continue through the chain of communication until the student believes adequate resolution has been obtained; or the student believes resolution was not obtained after meeting with the Academic Unit Head/Chair.
- Disputes resolved through this level of informal communication require no documentation.

Informal Grievance Process (Step 3-if necessary)

- If the student is dissatisfied with outcome of the *Informal Grievance Process*, the student may file a formal written grievance per the *Formal Grievance Process* within ten (10) days of the conclusion of the attempted informal process.

Formal Grievance Process

- After completing all required steps in the *Informal Grievance Process* without resolution to the student's satisfaction, the student will submit a written summary of the grievance with copies any pertinent documentation received throughout the *Informal Grievance Process* via email requesting an appointment with the Dean of the School of Nursing.
- After reviewing all documentation provided, the Dean will meet with the student within fourteen (14) business days to understand the student's continuing dissatisfaction and discuss options for proceeding.
- Upon request of the student, the Dean will establish a Grievance Committee to review the complaint. The Grievance committee will consist of at least three (3) full-time faculty members.

- Within ten (10) days of notification by the Dean, the committee will convene to review the written grievance and reports written during the *Informal Grievance Process* and gather additional information.
- And request a response to the issues raised in the grievance from any individuals believed to have information considered relevant to the situation, including faculty, staff, and students.

Decision Grievance Process: The committee will complete a review of the grievance and issue a decision on the situation in writing within forty-five (45) business days.

- The committee's decision is final.
- A copy of the written decision will be emailed to the student and placed in the student's electronic file within the School of Nursing.

Mobile Device and Social Media Policy

1. **PURPOSE:** The *School of Nursing Mobile Device Use and Social Media Policy* outlines the expectations regarding students' use of social media and mobile devices while in any of the Radford University nursing programs.
2. **APPLICABILITY:** This policy applies to School of Nursing students.
3. **DEFINITIONS**
 - a. **Social Media:** Interactive technologies that allow the creation or sharing/exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks (i.e., Facebook, Twitter, YouTube, Instagram, TikTok, Snapchat, etc.).
4. **POLICY:** School of Nursing students are expected to abide by the following with regards to the use of cell phones and other communications technologies, as well as social media activities:
5. **Mobile Device Use**
 - a. In the classroom/lab setting, cell phones and other mobile devices including electronic watches 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.
 - b. Students must quietly leave the classroom/lab to answer cell phones related to potential emergencies, being mindful of peers due to classroom disruption.
 - c. Students may not interrupt the class to respond to cell phones unless an emergency is suspected.
 - d. Excessive interruption of the classroom will be interpreted as leaving class for two (2) or more calls within a semester; or two (2) or more audible signals in class during a semester.
 - e. Students must **not text, email, chat, or use other personal communications** while in the classroom, laboratory, or clinical settings to remain actively engaged in the process of learning as directed by the faculty. (Carilion facilities specifically prohibit students from using cell phones at any time.)
 - f. Mobile devices being used in the classroom, laboratory, and/or approved clinical settings, including laptop computers, are to be used for academic purposes only.
 - g. During testing and examinations, the use of, accessibility to, or disruption from any communication device is strictly prohibited as outlined in the *School of Nursing Testing Policy*.
6. **Social Media**

Students must:

- a. Maintain privacy settings on social media accounts.
- b. Always present in a professional demeanor on social media outlets, to include not participating in illegal behaviors or other violations of university policies, or exhibit other inappropriate behavior such as, but is not limited to, the use of offensive language, gestures, remarks, or offensive/inappropriate photographs.
- c. Represent themselves, not Radford University, when posting on social media because social media is not private or confidential as anything can be copied or forwarded by other individuals.
- d. Avoid posting any patient encounters of any kind (even if you don't use patient-specific information) on any electronic media (Facebook, Twitter, Texting, etc.).
- e. Avoid posting emotional responses if frustrated, angry, happy, or passionate about something to prevent seeming disrespectful of others.

Plagiarism Policy

1. PURPOSE

The *School of Nursing Plagiarism Policy* describes the consequences for nursing students that plagiarize course assignments, whether intentional or unintentional.

2. DEFINITIONS

Contract Cheating: “students hire another person to write a paper for them” (American Psychological Association, 2020, p. 256).

Citation: gives proper credit to “the work of those individuals whose ideas, theories, or research have directly influenced your work” (American Psychological Association, 2020, p. 253).

Paraphrase: “state in your own words the ideas of others” (American Psychological Association, 2020, p. 255).

Plagiarism: is the “act of presenting the works, ideas, or images of another as your own; it denies authors or creators of content the credit they are due” (American Psychological Association, 2020, p. 254).

Plagiarism includes the uncited use of tables, data, figures, and images (American Psychological Association, 2020).

Self-plagiarism: is the “presentation of your own previously published work as original” (American Psychological Association, 2020, p. 254).

Plagiarism identification software: an electronic suite of tools that promotes Academic Integrity by checking papers and assignments for plagiarism (e.g., Turnitin).

3. POLICY

Radford University School of Nursing students are expected to demonstrate the highest level of ethical behavior as evidenced by:

- Adherence to the Radford University Honor Code,

- Adherence to the student expectations as outlined in the RUSON Student Handbook, RUSON and University policies, and the Radford University Student Handbook, and
- Demonstration of honesty and integrity by completing one's own work, giving credit for the ideas of others, and providing proper citation of source materials.

4. PROCEDURES

- A. If a faculty member has become aware of a student potentially engaging in plagiarism, self-plagiarism, or contract cheating, the faculty should meet with the student as soon as possible

to discuss the assignment in question. If the faculty deems that plagiarism did not occur, no further action is needed.

1. If it is determined that plagiarism occurred, the faculty member will notify the Course Lead and the Program Coordinator.
 - a. The Course Lead and the Program Coordinator will determine the next course of action based on the offense.
 - b. All documents and proof of completed assignments are placed in the student's file.
 - c. The incident will be reported to the Office of Student Standards and Conduct. The faculty member will complete the form the Academic Integrity Fillable Form at:
<https://www.radford.edu/content/dam/departments/administrative/student-conduct/Academic-Integrity-Fillable-Form.pdf/subassets/page1.pdf>
2. Students who have engaged in plagiarism:
 - a. Are subject to disciplinary action based on the nature of the offense.
 - b. Students may be placed on program probation with an improvement plan for a first- time plagiarism offense.
 - c. Students with a second plagiarism offense or an egregious first-time offense may be dismissed from the program.
 - d. See RUSON Conduct and Dismissal Policy

Progression/Withdrawal and Failure Policy

1. PURPOSE

The purpose of the *School of Nursing Dress Code Policy* is to establish the expectations related to the dress code within the School of Nursing.

2. APPLICABILITY

The policy applies to all nursing students.

3. POLICY

- a. A minimum grade of "B-" is required in each nursing course, with the **exception** of Pathophysiology which requires a C.
- b. 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.
- c. Faculty will measure theory grade with clearly measurable 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 C, D or F depending on the average test grades regardless of the points or grades in the other parts of the course.
- d. If the student makes below the grade of "B-" in any two (2) upper division nursing major

courses the student will be permanently dismissed from the upper division nursing program. If a student wishes to appeal a course grade, they may use the University grade appeal process. If a student wishes to appeal their dismissal from the nursing program, they may use the School program dismissal appeal process.

- e. Students who withdraw from any two (2) courses, fail any two (2) nursing courses, or have a combination of one (1) failed course and one (1) course withdrawal will be permanently dismissed from the nursing program. *Exception: Level 1 students (Spring 2023) will be allowed one additional withdrawal without penalty. Although this will not be counted in the 2 course Withdrawal/failure policy, progression is not guaranteed and a letter (outlined below will need to be submitted to the APG committee).

4. PROCEDURES

- 1) Students who withdraw from or earn a C, D or F in one (1) nursing course:
Students who withdraw from or earn a C, D or F in 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 written within a week of course withdrawal or failure addressed to the Chair of Admission, Progression and Graduation Committee (APG) and can be delivered to the School of Nursing office. Letters for course failures at the end of the semester need to be sent 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.
- 2) Students who withdraw from or earn a C, D or F in one (1) nursing course:
Students who withdraw from or earn a C, D or F in 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 written within a week of course withdrawal or failure addressed to the Chair of Admission, Progression and Graduation Committee (APG) and can be delivered to the School of Nursing office. Letters for course failures at the end of the semester need to be sent 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.
- 3) 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.

4. 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.
5. **Students who withdraw or earn a C, D or F in two (2) nursing courses:** Students receiving a grade of C, D, F, or W in 2 required Upper division nursing courses (not an elective nursing course or pathophysiology) or when taking an individual course for the second time will be permanently 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 without ability to progress or reapply.*** *Exception: Level 1 students (Spring 2023) will be allowed one additional withdrawal without penalty. Although this will not be counted in the 2 course Withdrawal/failure policy, progression is not guaranteed and a letter (outlined below will need to be submitted to the APG committee). The only other 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. These are evaluated on a case-by-case basis. The letter needs to be submitted within one week of course withdrawal/failure for possible consideration by the APG committee.
6. 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.
7. Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summer sessions.

Readmission Policy

1. PURPOSE

The *School of Nursing Readmission Policy* describes the requirements for nursing students to request readmission to the nursing program.

2. APPLICABILITY

This policy applies to all prelicensure and undergraduate School of Nursing students.

3. POLICY

Students need to maintain continuous enrollment for nursing courses in their major. Readmission to the upper division nursing major is neither automatic nor guaranteed. The following govern readmission:

Breaks in Student Enrollment

- a. Readmission is not guaranteed.
- b. Following program dismissal, students may reapply after a one-year (academic year consisting of a Fall and Spring semester) period has elapsed.
- c. If a student is unable to maintain continuous registration for any reason, the student

must submit a letter to the Chairperson of the Undergraduate APG Committee explaining the circumstances.

- d. Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summer sessions.
- e. After absence of a semester or longer from the School of Nursing, an active/former student must submit a letter to apply for readmission to the Undergraduate Admissions, Progression, and Graduation (APG) Committee no later than the posted undergraduate admission application dates.
**There is no guarantee of readmission, and the decision is up to the APG Committee for readmission and progression.

Requirements for Readmission

- a. Students must meet the following requirements to be considered for readmission:
 - must be in good standing at Radford University or be readmitted to Radford University prior to application for readmission to the School of Nursing.
 - must have a minimum cumulative grade point average of 2.8 or above.
 - must have the demonstrated potential to graduate with a 2.5 grade point average in the nursing major, as determined by grade point average predictive calculations.
 - must provide resolution and verification of any problems noted at the time of withdrawal; for example: physician's statement, counselor's assessment, etc.
- b. 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.
 - 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.
 - All readmission applications are evaluated on a case-by-case and space available basis.

4. PROCEDURES

Re-entry into a Course

Upon withdrawal or failure of a course, the student must submit a letter of request to repeat the course and to continue in the School of Nursing.

Timeline for submission of request

Withdrawal: The letter should be written within one (1) week of course withdrawal

Course failure: The letter should be submitted no later than 9AM on the first Tuesday after exam week; this letter may be 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.)

Letter contents

- Reason(s) the student feels they were unsuccessful in the course.
- Steps the student will take to be successful in the future; and,
- Identify nursing courses the student would like to enroll during the subsequent semester, based on their nursing faculty advisement. The ability to progress through the remainder of the student's undergraduate program is not guaranteed. The School of Nursing Undergraduate APG committee may deny readmission for failure to submit a request letter.

Withdrawal Policy

1. PURPOSE

The *School of Nursing Withdrawal Policy* describes the policy and procedures for undergraduate students who must withdraw from Nursing courses.

2. APPLICABILITY

This policy applies to all prelicensure, undergraduate School of Nursing students.

3. DEFINITIONS

Involuntary Withdrawal: The process by which a student is removed from all courses by the School of Nursing due to evidence of academic failure while in the nursing program; excessive withdrawals while in the nursing program; and/or inappropriate or dangerous behaviors.

Voluntary Withdrawal: The process by which a student chooses to leave a course or all courses after the deadline to drop a course has passed.

4. POLICY

- a) The undergraduate, upper division nursing student is held strictly to the policies of both Radford University and the School of Nursing.
- b) Nursing faculty members are committed to promoting the welfare of patients and their families.

The School of Nursing has two types of withdrawal: voluntary and involuntary.

VOLUNTARY WITHDRAWAL (COURSE OR PROGRAM)

- a. A student who wishes to withdraw from a nursing course or change the nursing major should discuss plans with the students' assigned faculty academic advisor prior to completion of the proper forms and withdrawing from the course.
- b. Students are **not** withdrawn by the faculty or personnel in the School of Nursing.
- c. Any student who withdraws from an individual course must pass the course on the next attempt with a minimum grade of 80 (B-), or the student will be dismissed from the nursing program.
- d. If a student must withdraw from 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.**

INVOLUNTARY WITHDRAWAL

- e. An involuntary withdrawal can be for a **single** incident or for a combination of School of Nursing policy infractions.

Involuntary withdrawals are not subject to the withdrawal/failure policy (dependent on the nature of infraction; a student could be dismissed

based on one involuntary withdrawal).

- Possible Reasons for Involuntary Withdrawal may include, but are not limited to:
- Behavior that threatens, or potentially threatens, the welfare or confidentiality of patients.
- Failure to meet academic requirements or laboratory/clinical objectives.
- Failure to meet clinical probation objectives.
- Unapproved absence/tardiness from clinical and/or simulation.
- Violations to the standards of ethics for nursing or any unsafe practice.
- Unprofessional behavior.
- Conviction of Honor Pledge violations of Radford University. (Reference: current Radford University Standards of Student Conduct)
- Failure to meet the Waldron College Standards for Professional Practice Education.
- Diverting drugs in the clinical setting.
- Positive drug or alcohol test.
- Disruptive/disrespectful/uncivil behavior in the classroom that interferes with the learning of others.
- Any other behaviors deemed inappropriate by faculty on an individual basis.

5. PERMENANT DISMISSAL

A final numeric course grade below 80 (B-) requires the student to re-take the course.

Students who withdraw from any two (2) courses, fail any two (2) nursing courses, or have a combination of one (1) failed course and one (1) course withdrawal will be permanently dismissed from the nursing program. ***Exception:** Level 1 students (Spring 2023) will be allowed one additional withdrawal without penalty.

If the student withdraws from any course in the final semester (last semester), the student must withdraw from NURS 457—Transition to Licensure. Withdrawal from this course will not count with regard to the *School of Nursing Withdrawal Policy*.

*Program Variations

Radford University Carilion Accelerated BSN Program

If a student withdraws from a didactic course, the student must also withdraw from the co-requisite clinical course. Since the student must retake both courses, this will only count as one (1) withdrawal with regard to the *School of Nursing Withdrawal Policy*.

6. PROCEDURES

Voluntary Withdrawal Procedure

1. The withdrawal form(s) must be delivered by the student to the Registrar's Office.

General Education Curriculum for Nursing

The Nursing major fulfills the R, A, and L areas of the REAL curriculum. The Nursing R and A areas fulfill the pre-requisites for the foundational knowledge necessary for the nursing profession. These include a focus on the sciences and the understanding of human behavior. The Nursing L areas demonstrate the applied learning and culmination of skills during the nursing program.

Complete the following categories in addition to the REAL areas below:

- a. **REAL Foundational Math Requirements** (3 credits): MATH 100, 121, or 125
- b. **REAL Foundational Writing:** ENGL 111 (3 credits)
- c. **REAL Cornerstone Contributions**
- d. **Writing Intensive:** choose 6 credits of courses designated as WI
- e. **Personal and Professional Development:** NUTR 214 All courses listed below are required for the Nursing major.

R AREA - Scientific and Quantitative REASONING

Course #	Course Title	Credits
CHEM 120 <u>or</u> CHEM 111 & 112	Chemistry of Life General Chemistry I & General Chemistry II (4 credits each)	3 or 4
STAT 200 <u>or</u> STAT 130	Introduction to Statistics Understanding Statistics in Society	3
BIOL 310	Human Structure and Function I	4
BIOL 311	Human Structure and Function II	4

E AREA – Humanistic or Artistic EXPRESSION: minor to be selected by student
9 credits to complete selected minor or 15 credits for general education minor

A AREA - Cultural or Behavioral ANALYSIS

Course #	Course Title	Credits
SOCY 110	Introduction to Sociology	3
PSYC 121	Introduction to Psychology	3
PSYC 230	Lifespan Developmental Psychology	3
NURS 352	Mental Health Nursing	5

L AREA - Applied LEARNING

Course #	Course Title	Credits
NURS 451	Community Health Nursing	5
NURS 454	Nursing Practicum	4

Additional Required Courses

Course #	Course Title	Credits
BIOL 334	Microbiology	3
NURS 321	Pathophysiology	3

Program of Study Example: TRADITIONAL BSN (Four-Year Example)

DEPT.	NO.	COURSE TITLE	CR	Semester (Gen Ed) Level (Nursing)
REQUIRED COURSES:				
YEAR 1				
ENG	111	Principles of College Composition (FW)	3	Semester 1
*BIOL	310	Anatomy and Physiology 1	4	Semester 1
*SOCY	110	Introduction to Sociology	3	Semester 1
xxx	xxx	Real Expression Course	3	Semester 1
xxx	xxx	Real Expression Course	3	Semester 1
		Total Credits for Semester 1	16	
YEAR 2				
MATH	100	MATH 100 or MATH 121 or MATH 125	3	Semester 2
*BIOL	311	Anatomy and Physiology 2	4	Semester 2
*PSYC	121	Introduction to Psychology	3	Semester 2
xxx	xxx	Real Expression Course	3	Semester 2
xxx	xxx	Real Expression Course	3	Semester 2
		Total Credits for Semester 2	16	
YEAR 3				
*PSYC	230	Development Psychology	3	Semester 3
*CHEM	120	Chemistry for Life	4	Semester 3
*NUTR	214	Introduction to Nutrition	3	Semester 3
xxx	xxx	Writing Intensive Course	3	Semester 3
*STAT	130/200	Statistics in Society or Intro to Statistics	3	Semester 3
		Total Credits for Semester 3	16	
YEAR 4				
*BIOL	334	Microbiology (PRE)	4	Semester 4
*NURS	321	Pathophysiology (PRE)	3	Semester 4
xxx	xxx	Writing Intensive Course	3	Semester 4
xxx	xxx	Real Expression Course	1	Semester 4
NURS	341	Medical Terminology	2	Semester 4
NURS	301	Dosage Calculation	1	Semester 4
		Total Credits for Semester 4	14 or 15	

NURS	340	Health Assessment Throughout the Lifespan	3	Level 1
NURS	345	Foundations of Nursing Practice	6	Level 1
NURS	352	Mental Health Nursing (45 clinical hours)	5	Level 1
NURS	368	Pharmacology	3	Level 1
		Total Credits for Level 1	17	
NURS	362	Nursing Research	3	Level 2
NURS	364	Nursing of the Adult I (90 clinical hours)	6	Level 2
NURS	366	Nursing of the Childbearing Family (45 clinical hours)	5	Level 2
YEAR 4		Total Credits for Level 2	14	
NURS	443	Nursing of Children (45 clinical hours)	5	Level 3
NURS	444	Gerontological Nursing (45 clinical hours)	5	Level 3
NURS	448	Nursing of the Adult 2 (90 clinical hours)	5	Level 3
		Total Credits for Level 3	15	
NURS	451	Community Health Nursing (45 clinical hours)	5	Level 4
NURS	453	Leadership in Nursing	3	Level 4
NURS	454	Nursing Practicum (180 clinical hours)	4	Level 4
NURS	457	Transition to Licensure	3	Level 4
		Total Credits for Level 4	15	

TOTAL CREDIT HOURS: 123 credits; 19 from minor

*Students must complete a REAL Studies minor in **Expression (E)** or complete a minor designated as **E**.*

Students should consult with their academic advisor to develop a schedule reflective of their unique goals.

*** Prerequisites for the upper division nursing major. These MUST be completed prior to beginning courses in the upper division nursing major and you must make a C or better in each prerequisite course.**

FM - Foundational Math

PRE – Required Pre-requisite outside of R, A,

L FW - Foundational Writing

WI - Writing Intensive

REAL Curriculum: The Traditional BSN fulfills the R, A, and L areas, and the HHUM minor fulfills the E area.

R - R course to fulfill Scientific and Quantitative Reasoning in

Nursing E - E course to fulfill Health and Humanities Minor

A - A course to fulfill Scientific and Quantitative Reasoning in

Nursing L - L course to fulfill Scientific and Quantitative

Reasoning in Nursing

Program of Study Example: TRADITIONAL TBSN (Upper Division)

DEPT.	NO.	COURSE TITLE	CR	Semester (Gen Ed) Level (Nursing)
REQUIRED COURSES:				
NURS	340	Health Assessment Throughout the Lifespan	3	Level 1
NURS	345	Foundations of Nursing Practice	6	Level 1
NURS	352	Mental Health Nursing (45 clinical hours)	5	Level 1
NURS	368	Pharmacology	3	Level 1
		Total Credits for Level 1	17	
NURS	362	Nursing Research	3	Level 2
NURS	364	Nursing of the Adult I (90 clinical hours)	6	Level 2
NURS	366	Nursing of the Childbearing Family (45 clinical hours)	5	Level 2
		Total Credits for Level 2	14	
NURS	443	Nursing of Children (45 clinical hours)	5	Level 3
NURS	444	Gerontological Nursing (45 clinical hours)	5	Level 3
NURS	448	Nursing of the Adult 2 (90 clinical hours)	5	Level 3
		Total Credits for Level 3	15	
NURS	451	Community Health Nursing (45 clinical hours)	5	Level 4
NURS	453	Leadership in Nursing	3	Level 4
NURS	454	Nursing Practicum (180 clinical hours)	4	Level 4
NURS	457	Transition to Licensure	2	Level 4
		Total Credits for Level 4	14	
TOTAL CREDIT HOURS: 60 credits				

Program of Study Example: TRADITIONAL TBSN (Alternative Sequencing Upper Division)

DEPT.	NO.	COURSE TITLE	CR	Semester (Gen Ed) Level (Nursing)
REQUIRED COURSES:				
NURS	340	Health Assessment Throughout the Lifespan	3	Level 1
NURS	345	Foundations of Nursing Practice	6	Level 1
NURS	352	Mental Health Nursing (45 clinical hours)	5	Level 1
NURS	368	Pharmacology	3	Level 1
		Total Credits for Level 1	17	
NURS	362	Nursing Research	3	Level 2
NURS	364	Nursing of the Adult I (90 clinical hours)	6	Level 2
		Total Credits for Level 2	9	
NURS	366	Nursing-Childbearing Family	5	Level 2/3
NURS	448	Nursing of the Adult 2 (90 clinical hours)	5	Level 2/3
		Total Credits for Level 2/3	15	
NURS	443	Nursing of Children (45 clinical hours)	5	Level 3
NURS	444	Gerontological Nursing (45 clinical hours)	5	Level 3
		Total Credits for Level 3	10	
NURS	451	Community Health Nursing (45 clinical hours)	5	Level 4
NURS	453	Leadership in Nursing	3	Level 4
NURS	454	Nursing Practicum (180 clinical hours)	4	Level 4
NURS	457	Transition to Licensure	2	Level 4
		Total Credits for Level 4	14	
TOTAL CREDIT HOURS: 60 credits				

RUSON Program of Study Example: ACCELERATED BSN Fall Cohort

DEPT.	NO.	COURSE TITLE	CR	Semester
REQUIRED COURSES:				
Fall Semester				
INDS	100	Introduction to Healthcare Delivery Systems	1	Semester 1
NURS	300	Pharmacology	3	Semester 1
NURS	301	Dosage Calculations	1	Semester 1
NURS	303	Foundations for Professional Nursing Practice	3	Semester 1
NURS	340	Health Assessment Throughout the Lifespan	3	Semester 1
NURS	351	Professional Nursing Skills for ABSN	4	Semester 1
*NURS 321 Pathophysiology may be taken as a prerequisite or co-requisite the first semester				
Total Credits for Semester 1			15	
Spring Semester				
IPEH	200	Fundamentals of Teamwork (online)	1	Semester 2
NURS	314	Nursing Process in Psychiatric/Mental Health	3	Semester 2
NURS	317	Nursing Process in Gerontology	2	Semester 2
NURS	354	Nursing Process Applications for ABSN I	4	Semester 2
NURS	358C	Clinical Practicum for ABSN I	4	Semester 2
NURS	362	Nursing Research	3	Semester 2
Total Credits for Semester 2			16	
Summer Semester				
NURS	320	Informatics and Technology in Health Care	3	Semester 3
NURS	334	Nursing Process of the Childbearing Family	2	Semester 3
NURS	336	Nursing Process for Children	2	Semester 3
NURS	361	Nursing Process Applications for ABSN II	3	Semester 3
NURS	369C	Clinical Practicum for ABSN II	4	Semester 3
IPEH	350	IP Healthcare Exploration (online)	2	Semester 3
Total Credits for Semester 3			16	
Fall Semester				
NURS	423	Community and Population Health	3	Semester 4
NURS	453	Nursing Leadership	3	Semester 4
NURS	457	Transition to Licensure	2	Semester 4
NURS	461	Nursing Process Applications for ABSN III	3	Semester 4
NURS	479C	Clinical Practicum for ABSN III	5	Semester 4
Total Credits for Semester 4			16	
Total Program Credits: 63				

RUSON Program of Study Example: ACCELERATED BSN Spring Cohort

DEPT.	NO.	COURSE TITLE	CR	Semester
REQUIRED COURSES:				
Spring Semester				
INDS	100	Introduction to Healthcare Delivery Systems	1	Semester 1
NURS	300	Pharmacology	3	Semester 1
NURS	301	Dosage Calculations	1	Semester 1
NURS	303	Foundations for Professional Nursing Practice	3	Semester 1
NURS	340	Health Assessment Throughout the Lifespan	3	Semester 1
NURS	351	Professional Nursing Skills for ABSN	4	Semester 1
*NURS 321 Pathophysiology may be taken as a prerequisite or co-requisite the first semester				
Total Credits for Semester 1			15	
Summer Semester				
IPEH	200	Fundamentals of Teamwork (online)	1	Semester 2
NURS	314	Nursing Process in Psychiatric/Mental Health	3	Semester 2
NURS	317	Nursing Process in Gerontology	2	Semester 2
NURS	320	Informatics and Technology in Healthcare	3	Semester 2
NURS	354	Nursing Process Applications for ABSN I	4	Semester 2
NURS	358C	Clinical Practicum for ABSN I	4	Semester 2
Total Credits for Semester 2			16	
Fall Semester				
NURS	334	Nursing Process of the Childbearing Family	2	Semester 3
NURS	336	Nursing Process for Children	2	Semester 3
NURS	361	Nursing Process Applications for ABSN II	3	Semester 3
NURS	362	Nursing Research	3	Semester 3
NURS	369C	Clinical Practicum for ABSN II	4	Semester 3
IPEH	350	IP Healthcare Exploration (online)	2	Semester 3
Total Credits for Semester 3			16	
Spring Semester				
NURS	423	Community and Population Health	3	Semester 4
NURS	453	Nursing Leadership	3	Semester 4
NURS	457	Transition to Licensure	2	Semester 4
NURS	461	Nursing Process Applications for ABSN III	3	Semester 4
NURS	479C	Clinical Practicum for ABSN III	5	Semester 4
Total Credits for Semester 4			16	
Total Program Credits: 63				

Standards for Professional Practice Education

Introduction

Standards of Professional Practice

The role of the Registered Nurse and Advanced Practice Nurse demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to handle patient situations calmly and reasonably. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare, are essential attributes. Respect the confidentiality of patients and fellow students; you are not permitted to discuss any patient by name outside the clinical encounter.

Nursing students must exhibit a high level of maturity and conduct themselves in a highly professional manner consistent with the responsibilities for patient care entrusted to them during their training.

Professional behavior is not easy to define, but unprofessional behavior is readily identifiable. Failure to adhere to the following standards necessitates review and may result in corrective action and/or dismissal from the Program.

This document sets out Standards for Professional Practice that apply to students enrolled at Radford University School of Nursing (RUSON) that involve the health, welfare, and safety of people across the lifespan.

RUSON has distinct expectations of students in addition to those outlined in the Radford University Student Handbook. These standards are aligned with students' abilities to become effective health 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 responsible for their 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 RUSON Standards for Professional Conduct. Students must sign an acknowledgment verifying their intent to abide by these standards.

Evaluation

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

Basic Abilities

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 adequately complete 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.

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.

Students are expected to treat all patients, faculty, staff, guest lecturers, clinical preceptors, and fellow students with dignity and respect. Appropriate classroom behavior is expected. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be tolerant of diversity in student and patient populations.

At times, schedules for lectures or clinical sessions may be adjusted with short notice. The advantage of inviting practicing clinicians outweighs this inconvenience, and students should be flexible and tolerant of changes.

Cognitive Skills

Exhibits sufficient knowledge of the chosen profession and clarity of thinking to process the information and apply it to appropriate situations in the 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.

Physical Skills

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

Emotional and Mental Abilities

Stress Management

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

Emotional and Mental Capacities

Uses mature judgment. Seeks and effectively uses help for medical and emotional problems that interfere with academic 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 academic 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 of students is held in strict confidence by those in positions of authority with a need to know.

Professional Performance Skills

Professional Commitment

Exhibits a commitment to the goals and ethical standards of the profession. Abides and demonstrates a commitment to the essential values of the ANA Code of Ethics for Nurses including respect for the dignity, worth, and rights of all individuals.

Professional Behavior

Exhibits behaviors that follow program policies, School, and University policies, professional ethical standards, and social laws in the classroom, clinical, 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 the 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 positively and use it to enhance continued professional development.

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.

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 the Board of Nursing, the Commission on Collegiate Nursing Education (CCNE)
- Evaluates client situation in an unbiased, factual way with the 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 the 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. Students are expected to follow all policies and codes provided by Radford University. Nursing students are expected to display the highest ethical standards as nursing is the most trusted profession.
- 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.

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
- Feedback from agency-based clinical/preceptorship instructors/staff
- Observation of classroom, volunteer, or clinical/preceptorship 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
- 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

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the RUSON. 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 academic performance. It is important to note that RUSON has 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 accommodation. It is the student's responsibility to contact the CAS and to propose accommodation requests to the appropriate instructor and School Director. The RUSON will review academic performance criteria considering individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the CAS), and periodic checks between RUSON 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 the standards of behavior required for success in the professional discipline.

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box

6902, Radford, Virginia 24142, or deliver to the 3rd floor of Russell Hall, by fax to 540-831- 6525, or by email to cas@radford.edu (See documentation guidelines). Students qualified for academic accommodations should meet with each course professor during office hours, to review and discuss accommodations. For more information, visit the Center for Accessibility Services website or call 540-831-6350.

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, chairs, or School may not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns. Faculty and/or program coordinators will follow university procedures related to student performance issues.

Performance That May Result in Dismissal

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements.
- Academic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, submission of work submitted in previous classes, 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

Review Process

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives.
- Inform the appropriate program coordinator of the concerns 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 clinical, the faculty member will discuss the situation directly with the student. If a problem arises in a preceptorship, the agency-based preceptor will discuss concerns directly with the student and the faculty member assigned to the student. It is the responsibility of the faculty to inform the appropriate coordinator of the circumstances.

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

Possible Outcomes:

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

- *Establish formal conditions for the student's continuance in the Program.*
In these situations, specific conditions must be met for the student to remain in the Program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the Program with the option of reapplying.
- *Consult with and/or refer to the Dean of Students.*
In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Office of the Dean of Students include academic 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 is recommended that the student no longer continues 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. Grade appeals may be pursued by following the established University procedure for such appeals.

Revised: 3/2023

STANDARDS FOR PROFESSIONAL PRACTICE EDUCATION

INTRODUCTION 1.0

Standards of Professional Practice

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All students will be expected to read and apply the RUSON Standards for Professional Conduct. Students must sign an acknowledgment verifying their intent to abide by these standards. (See Appendix A.)

EVALUATION 2.0

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

BASIC ABILITIES 2.1

2.1.1 Communication Skills

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

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 adequately complete all written assignments as specified by faculty members.

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.

Students are expected to treat all patients, faculty, staff, guest lecturers, clinical preceptors, and fellow students with dignity and respect. Appropriate classroom behavior is expected. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be tolerant of diversity in student and patient populations.

At times, schedules for lectures or clinical sessions may be adjusted with short notice. The advantage of inviting practicing clinicians outweighs this inconvenience, and students should be flexible and tolerant of changes.

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 the 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.

EMOTIONAL AND MENTAL ABILITIES 2.2

2.2.2 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.

2.2.3 Emotional and Mental Capacities

Uses mature judgment. Seeks and effectively uses help for medical and emotional problems that interfere with academic 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 academic 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 of students is held in strict confidence by those in positions of authority with a need to know.

PROFESSIONAL PERFORMANCE SKILLS 2.3

2.3.2 Professional Commitment

Exhibits a commitment to the goals and ethical standards of the profession. Abides and demonstrates a commitment to the essential values of the ANA Code of Ethics for Nurses including respect for the dignity, worth, and rights of all individuals.

2.3.3 Professional Behavior

Exhibits behaviors that follow program policies, School, and University policies, professional ethical standards, and social laws in the classroom, clinical, 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 the 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.

2.3.4 Ethical Obligations

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

- Abides by Radford University Honor Code.
- Abides by expectations outlined in the current Radford University Student Handbook
- Maintains compliance with laws and regulations for professional practice according to the Board of Nursing, the Commission on Collegiate Nursing Education (CCNE)
- Evaluates client situation in an unbiased, factual way with the 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 the 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. Students are expected to follow all policies and codes provided by Radford University. Nursing students are expected to display the highest ethical standards as nursing is the most trusted profession.
- 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.

SOURCES OF EVIDENCE 2.4

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

- Feedback or reference letters from faculty
- Feedback from agency-based clinical/preceptorship instructors/staff
- Observation of classroom, volunteer, or clinical/preceptorship 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
- 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

ACCOMMODATIONS FOR DISABILITIES 2.5

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the RUSON. 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 academic performance. It is important to note that RUSON has 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 RUSON 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 RUSON 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 the 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

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.

POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE 3.0

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 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, chairs, or School may not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns. Faculty and/or program coordinators will follow university procedures related to student performance issues.

PERFORMANCE THAT MAY RESULT IN POSSIBLE DISMISSAL 3.1

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements.
- Academic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, submission of work submitted in previous classes, 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

REVIEW PROCESS 3.2

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives.
- Inform the appropriate program coordinator of the concerns 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 clinical, the faculty member will discuss the situation directly with the student. If a problem arises in a preceptorship, the agency-based preceptor will discuss concerns directly with the student and the faculty member assigned to the student. It is the responsibility of the faculty to inform the appropriate coordinator of the circumstances.

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

Possible Outcomes:

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

- *Establish formal conditions for the student's continuance in the Program.*
In these situations, specific conditions must be met for the student to remain in the Program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the Program with the option of reapplying.
- *Consult with and/or refer to the Dean of Students.*
In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Office of the Dean of Students include academic 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 is recommended that the student no longer continues 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. Grade appeals may be pursued by following the established University procedure for such appeals.

ACADEMIC POLICIES 3.3

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

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

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

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

- B. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- C. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- D. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- E. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- F. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- G. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- H. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- I. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

CONFIDENTIALITY

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

For additional related policies, see:

- Radford University Student Handbook
- School or Department Student Handbook.

Request for Faculty Recommendation Policy

If a student would like faculty to provide a recommendation for any purpose, the following steps must be followed:

- A. Any student requesting a faculty recommendation must complete the *Request for Faculty Recommendation* form (Appendix A). This form is required even if the faculty member has given verbal consent.
- B. Students may not submit a faculty's name or contact information as a reference without first obtaining approval from the faculty member.

PROCEDURES

If a student would like faculty to provide a recommendation for any purpose, the following steps must be followed:

- C. Submit the *Request for Faculty Recommendation* form to the desired faculty and allow a minimum of two (2) weeks for completion.
- D. Submit a resume or other personal information with the required form to assist the faculty member with details necessary for the recommendation with the following information included:
 - I. Describe professional, student, or community service activities in which the student has been involved. Include any committees on which the student has served, or offices held.
 - II. Describe any relevant work experience, internships, or externships the student has completed. Include pertinent volunteer activities.
 - III. Describe other activities, awards, or qualities that the student feels should be highlighted in this recommendation.
- E. If the recommendation requires mailing, submit envelope(s) addressed to the individual(s) receiving the recommendation with appropriate postage affixed.

APPENDIX A

REQUEST FOR FACULTY RECOMMENDATION

Last Review Date: 9/10/2021

Directions for Student

1. Submit this request for faculty recommendation to the desired faculty allowing a minimum of two weeks for completion.
2. Submit a resume or other personal information to assist the faculty member with details required for the recommendation.
3. If recommendation requires mailing, submit envelope(s) addressed to individual(s) receiving the recommendation with appropriate postage affixed.
4. Either in the student's resume or on a separate sheet of paper:
 - 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.
 - Describe any relevant work experience, internships, or externships that you have. Include pertinent volunteer activities.
 - Describe other activities, awards, or qualities that you feel should be highlighted in this recommendation.

Date request submitted: _____ Date needed: _____

Request submitted to (faculty name) _____

Request submitted by (student name) _____ Level _____

Student's Cumulative GPA: _____ Most recent nursing GPA: _____

Dates of association and in what capacity you knew the faculty member (for example, semester and year and what course you had the Professor):

A recommendation is sought for (specify award, employment position, etc.): _____

**APPENDIX B
RADFORD UNIVERSITY
SCHOOL OF NURSING**

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, the RU Simulation Center, 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. Readmission is dependent on severity of offense, agency restrictions and space availability.

Signature: _____

Print Name: _____

Student ID #: _____

Date: _____

APPENDIX C

RADFORD UNIVERSITY

Clinical Simulation Center

Learner Expectations Agreement

Overview: The Clinical Simulation Center (CSC) is designed to provide opportunities to practice clinical reasoning skills and utilizing clinical judgment in a simulated healthcare environment. The centers provide equipment and other resources to facilitate the learner's acquisition of confidence and competence to safely care for patients in various healthcare settings.

Clinical Simulation Sessions: Learners in a professional healthcare program must function within the legal, moral, and ethical standards of their profession. **The learner's clinical simulation experience is a clinical experience as any other clinical day.** Therefore, each learner must adhere to the following guidelines for your clinical simulation experience:

I. **Attendance:** Clinical simulation experiences are offered at specific times. Learners are expected to be **on time**. NOTE: If you are late you will be sent home and your course instructor notified. This absence is considered a missed clinical experience and you or your school **may incur a fee** if the center is not given at least a 24-hour notification of any reschedule or cancellation requests. Scheduling an alternate session is dependent on availability of personnel and resources and not guaranteed. Learners are expected to make every effort to attend clinical at the simulation center. If you arrive unprepared and are sent home, the above statements also apply.

II. **Dress Code:** The clinical simulation center adheres to your School of Nursing (SON) or other healthcare program specific clinical site dress code - dress as if you were going to any other assigned clinical rotation.

NOTE: If you do not follow the dress code, you will be sent home and your course instructor notified. (examples: for hospital-based clinical, wear scrubs; for mental health or other care settings, follow dress code for those rotations. The same dress code policy applies to clinical simulation as any other clinical setting.)

III. **Required Knowledge and Skill Preparation:** Admission ticket(s). Learners will be **sent home** if each admission ticket (1 ticket per patient/scenario) is **not completed** by: including individual work (no copy & paste or plagiarism, must cite sources), thorough responses, printed paper copy in hand (no printer available at the simulation center for student printing). Documented evidence of learner preparation is a requirement for accreditation and regulatory standards.

IV. **Required Learner Equipment:** Stethoscope, penlight, and other items as informed by course instructors or specifically stated on admission ticket. Ink pens may be kept in learner pockets but are not to be used on or near the manikin simulators. Ink will stain the manikin's skin. Gloves are provided by the center and are to be worn when working with manikins. Hand and finger oils alter the color of manikin skin.

V. **Personal Items:**

1. It is recommended not to bring purses, wallets, bookbags, etc. Coats/jackets may be placed in lockers; however, the center is not responsible for lost or stolen items.
2. **Cell phones** and pagers may not be used in the clinical simulation setting without the permission of center staff.
3. **PICTURES AND VIDEO RECORDINGS ARE NOT ALLOWED** without permission of center staff.

- VI. **Food and drink are not allowed in the CSC, except water with a spill-proof lid.** There is no student lounge or break room in the CSC. Plan accordingly.
- VII. **CSC patient information is considered confidential** and patient cases cannot be discussed outside the CSC clinical environment.
- VIII. **ALL activities in the CSC are monitored by video camera.** Professional, moral, and ethical behavior and speech is expected of everyone in the simulation center.
- IX. The CSC process includes audio-videotaping of the simulation activity. These video recordings may be used for follow-up instruction, orientation to the simulated environment, accrediting body documentation examples, CSC tours, and seminars.

By signing below, I acknowledge that I have read and understand the above expectations and agree to abide by the terms of this Agreement.

Learner Signature

Date

Print Name

APPENDIX D
Radford University School of Nursing
Student Agreement Form

The purpose of this form is to document that I have: (1) read the Undergraduate School of Nursing Handbook, the Standards of Professional Practice for the Radford University School of Nursing, reviewed the Standards for Student Conduct at Radford University (2) familiarized myself with the expectations contained in these documents; (3) agreed to abide by these policies, standards and expectations in the School of Nursing. I understand that the standards and policies are in addition to other behavioral/performance standards that are in the Radford University Student Handbook and those that may be identified in by clinical agencies.

I am aware that faculty will share information about me in written form and in verbal discussions with each other. 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, professional and student conduct.

I am aware The School of Nursing will receive all conduct records from the Office of Student Conduct.

I am aware that I will be required to disclose to the Chair 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 over site of the nursing program. Student files are also accessible as needed by nursing administrators, Undergraduate Coordinator, Director, Dean Associate Dean, or any nursing faculty member or school affiliate involved with the ongoing education or progression 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, advisement notes, clinical evaluations and all contents of the student's file in the School of Nursing.

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

I understand that failure to sign this document or abide by these policies and standards may result in dismissal by the School of Nursing.

Signature: _____

Print Name: _____

Student ID No: _____

Date: _____