

College of Nursing and Health Sciences Disposition Policy

Purpose

The purpose of the Disposition Policy process is for faculty to identify students who may need intervention to successfully complete both the pre-professional and professional requirements for their program of study. Dispositions are the values, qualities, and professional ethics that influence one's behaviors toward students, families, colleagues and communities. Dispositions can affect student learning, motivation and development of personal and professional growth.

Dispositional Expectations

1. Demonstrates ethical behavior as defined by the profession:
 - Athletic Training
Board of Certification Standards of Professional Practice:
<http://www.bocatac.org/resources/standards-of-professional-practice>
National Athletic Trainers' Association Code of Ethics:
<http://www.nata.org/codeofethics>
 - Dental Hygiene
American Dental Association Code of Ethics:
http://www.ada.org/~media/ADA/About%20the%20ADA/Files/code_of_ethics_2012.ashx
 - Exercise Physiology
American College of Sports Medicine Code of Ethics:
<http://www.acsm.org/join-acsm/membership-resources/code-of-ethics>
 - American Nurses Association Code of Ethics:
www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx
2. Demonstrates professional behaviors as defined by each program in the College of Nursing and Health Sciences:
 - Athletic Training:
<http://www.valdosta.edu/colleges/nursing-and-health-sciences/athletic-training/admitted-student-information/policy-and-procedures.php>
 - Dental Hygiene:
<http://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/associates-of-applied-science-in-dental-hygiene-a.a.s./welcome.php>
 - Exercise Physiology:
<http://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/ep-student-handbook-.pdf>
 - Nursing:
<http://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/basic-pre-licensure-program-b.s.n./undergrad-handbook-nursing.pdf>
3. Adheres to university, class, and clinical policies. Classroom examples include punctuality; adhering to schedules; and observing the classroom structure as outlined in the course syllabi. Clinical examples include adhering to policies of students' program of

study; adhering to workplace policies of various clinical sites; punctuality; and meeting the expectations of clinical sites.

4. Exhibits appropriate and professional interactions with faculty, staff, preceptors, and peers. Examples include demonstrating the ability to work with diverse individuals; demonstrating courtesy and respect for all; commitment to diversity; open-mindedness and support of others; and willingness to accept constructive criticism from preceptors and faculty of the student's program of study.
5. Maintains professional appearance, communication and mannerisms. Examples include dressing appropriately for the situation and learning environment; exhibiting competence and professionalism in oral, written, social media, and electronic communications; exhibiting fair and equitable treatment of all; maintaining confidentiality of client records, correspondences, and conversations; demonstrating truthfulness as well as honesty; and working collaboratively with peers, faculty and staff.
6. Exhibits appropriate level of preparedness in classroom and clinical settings. Examples include communicating with professors and instructors regarding absences; being prepared to contribute to class discussions on the selected topic; being respectful and attentive in class and at clinical sites; fulfilling course and clinical obligations; completing assignments in a timely manner; exhibiting critical thinking skills; providing ongoing and competent client/patient care; willingness to approach tasks in an organized and skillful manner; and demonstrating self-reflection and the ability to make improvements based on preceptor and faculty feedback.
7. Demonstrates a collaborative approach with peers, students, faculty, parents, clinical preceptors and administration when seeking solutions to problems. Students demonstrate problem-solving skills in the classroom, among peers, and at clinical sites. Examples include: asking questions when a student is unsure about content material or ongoing client/patient care; sharing thoughts and ideas in order to better problem solve; and interacting positively with others in order to create a team-driven, client/patient-centered approach to problem solving.
8. Displays qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and academic preparedness. Lifelong learning is a term that applies to continuing one's education through university, community-based, or profession-based programs.

Examples of Actions Necessitating Completion of Disposition Forms, (including, but not limited to)

- Excessive absences or lateness for class or clinical assignments (see University policy and course syllabus).
- Lack of professional dress or demeanor when interacting with other students, clients/patient, preceptors or faculty as defined by student's major department.
- Disruptive behavior toward faculty, staff, preceptors, peer student or guest speakers. This includes classroom disruptive behavior. This extends to clients/patients and preceptors when students are in a clinical area affiliated with their program of study.
- Inability to contribute effectively in a group setting.
- Lack of proficiency and/or professionalism in written and/or oral language skills, including

- electronic forms of communications (i.e., e-mail, text, social media, etc.).
- Lack of professionalism, responsibility, respect for others, confidentiality and accountability on social media.
 - Lack of content/ clinical knowledge, including appropriate skill progression, in any content area at the student's current level. Appropriate content knowledge and skill progression is important when working with clients/patients.
 - Removal from a clinical experience.
 - Plagiarism or cheating on any graded activity (see University Academic Integrity policy as outlined in the VSU Student Handbook:
<http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
 - Dishonesty.
 - Breach of confidentiality (in accordance with the Health Insurance Portability and Accountability Act).
 - Compromising the well-being of a client, patient, or colleague.
 - Harassment of clients, preceptors, peer students, faculty, or staff (see University Sexual Harassment, Violence, & Assault policy as outlined in the VSU Student Handbook:
<http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
 - Any other disposition issues outlined by the student's major/field of study.

Procedures for Assessing Dispositions

A student's professional dispositions will be assessed in classes, clinical, and community settings. The instructor or preceptor who identifies a deficiency or behavior inconsistent with established dispositions will follow these procedures:

1. Upon a student's action which necessitates the completion of a disposition report, the instructor or preceptor will schedule an informal meeting. The purpose of the meeting with the student is to discuss the area of concern and offer possible solutions and remedies.
 - a. The date of the meeting, the instructor's specific concerns and potential solutions will be documented on the Disposition Report Form and placed in the student's file.
 - b. Both instructor and student will receive a copy of the completed form.
 - c. The faculty member must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/>.
2. If a second meeting becomes necessary, based on the same deficiency or additional behaviors of concern, through completion of a second disposition form, the following steps will be implemented.
 - a. The instructor will schedule a meeting to include the student and an ad hoc committee consisting of the student's advisor, the department chair/assistant dean, program coordinator, and the instructor. Students have the option to request an additional committee member outside of the student's program of study, if desired.

1. In the event that the program director/coordinator is the person bringing the second disposition issue forward, another committee member must be secured.
2. In the event that the program director/coordinator and the advisor are the same person, another committee member must be secured.
- b. The faculty member scheduling the formal meeting must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/>.
- c. This meeting must occur within 5 university business days of the reported deficiency or behavior. At this time, the instructor who completed the second disposition report will review the prior behavioral concerns recorded in the student's file, as well as the continued or additional concerns that initiated the second report. The student will have the opportunity to explain her/his position and provide additional relevant information. The department chair or program coordinator will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior and will meet with those persons to gather the information.
- d. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan, or a determination to remove the student from the program. The department chair or program coordinator will make the final recommendation with input from the committee and ensure the decision is delivered to the student within 5 university business days of the meeting occurring. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file. Each attendee will receive a copy.
- e. The student has a right to appeal the committee's decision within 5 university business days of the student being notified of the decision. He or she must submit the appeal in writing to the Dean of the College of Nursing and Health Sciences. The Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal, and will render a decision in writing.
- f. If a satisfactory resolution is not reached, graduate students may appeal to the Dean of the Graduate School and undergraduates may appeal to the Vice President of Academic Affairs
3. Upon receiving three disposition forms, or any single incident considered a significant violation of ethical or professional behavior, the student may be removed from his or her Program of Study. Ethical and professional behaviors are referenced above, and are defined by each profession in the College of Nursing and Health Sciences
 - a. The faculty member completing the third disposition form must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/>.

College of Nursing and Health Sciences Disposition Report

Date: _____

Student Name: _____ ID No. _____

Major: _____ Advisor: _____

Name of Instructor/ Preceptor Initiating Disposition Form: _____

Complete the following:

1. Give evidence for area(s) of concern. Attach copies of documentation.

2. Student response to the completion of the disposition form (student writes response below):

3. Meeting details (department head, faculty member, and student). Complete the following:

4. Action plan (if applicable):

5. The department head, faculty member, and student must sign the appropriate statement below.

Department Head: Statement: I have met with the student and faculty member to discuss this concern and an action plan has been outlined and discussed with the faculty member and the student.

Department Head Signature Date Met

Faculty statement: I have met with the student and discussed the concern(s).

VSU Faculty Signature Date Met

Student statement: I understand that failure to comply with the outlined action plan may result in my not completing my program of study.

Student: Date:

6. Distribute copies of this form to the Student Advising Folder; Department Head, and Faculty Member.