

**WALDRON COLLEGE OF HEALTH AND HUMAN
SERVICES**

For all majors in Waldron College: RU and RUC

**STANDARDS OF PROFESSIONAL
PRACTICE EDUCATION**

**Radford University
Radford, Virginia**

**Radford University Carilion
Roanoke, Virginia**

February, 2021

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STANDARDS FOR PROFESSIONAL PRACTICE EDUCATION

1.0 INTRODUCTION

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

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

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

All students will be expected to read and apply the Waldron College Standards for Professional

2.2

EMOTIONAL AND MENTAL ABILITIES

2.3.3. Self Awareness

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

2.3.3 Ethical Obligations

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

- Abides by Radford University Honor Code.
- Abides by expectations outlined in the current Radford University Student Handbook
- Maintains compliance with laws and regulations for professional practice according to each profession's Commonwealth of Virginia regulatory agency.
- Evaluates client situation in an unbiased, factual way with suspension of personal biases during interactions with others.
- Comprehendh

2.4

SOURCES OF EVIDENCE

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

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

2.5

ACCOMMODATIONS FOR DISABILITIES

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Waldron College. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. It is important to note that Waldron College Schools and disciplines have published technical standards that must be met to ensure the health, welfare, and safety of c -nD and s s -2 (be)4 (-2 (be)4 va)4 (pf)5 (e)6 (d s) ()-10 (w)wNo otine b8(i)-2 (na)4 (t)-2 (i0.091 (

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

3.0 POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE

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

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

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

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- Failure to meet any of the Standards for Professional Practice Education

3.2

REVIEW PROCESS

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives

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

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

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

For additional related policies see:

- Radford University Student Handbook
- School or Department Student Handbook

Approved by: Waldron College Faculty and Vice President Academic Affairs 2000
Revised: June, 2020

Appendix A:

Radford University/Radford University Carilion Waldron College of Health and Human Services

Standards of Professional Practice Education

Student Agreement Form

The purpose of this form is to document that I have: (1) received a personal copy of the Standards for Professional Practice Education (Adopted, 2000) for the Waldron College; (2) familiarized myself with the expectations contained in this document; (3) had an opportunity to discuss this commitment with a faculty member if desired; and (4) agreed to abide by these Standards in the courses in my major in the Waldron College. I understand that these Standards are in addition to other behavioral/performance standards that are in the Radford Un (ne)-6 (d i-2 5 (ne31at)-6 it)