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:

   x Athletic Training
     Board of Certification Standards of Professional Practice:
     http://www.bocatc.org/resources/standards-of-professional-practice
     National Athletic Trainers' Association Code of Ethics:
     http://www.nata.org/codeofethics
   x Dental Hygiene
     American Dental Association Code of Ethics:
     http://www.ada.org/~/media/ADA/About%20the%20ADA/Files/code_of_ethics_2012.ashx
   x Exercise Physiology
     American College of Sports Medicine Code of Ethics:
     http://www.acsm.org/join-acsm/membership-resources/code-of-ethics
   x 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:
   x Athletic Training:
     http://www.valdosta.edu/colleges/nursing-and-health-sciences/athletic-training/admitted-student-information/policy-and-procedures.php
   x Dental Hygiene:
     http://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/associates-of-applied-science-in-dental-hygiene-a.a.s./welcome.php
   x Exercise Physiology
     http://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/student-handbook.pdf
   x Nursing
     http://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/basic-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 interaction 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)

x Excessive absence or lateness for class or clinical assignments (see University policy and course syllabus).

x Lack of professional dress or demeanor when interacting with other students, clients/patient, preceptors or faculty as defined by student's major department.

x 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.

x Inability to contribute effectively in a group setting.

x Lack of proficiency and/or professionalism in written and/or oral language skills, including

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

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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.