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The policies and requirements of the College of Nursing and Health Sciences are constantly being reviewed, and are subject to revision by the College. This is necessary in the light of developing technology and changes occurring in the nursing profession. Therefore, the policies and requirements as set out in the latest catalogue and graduate handbook of the College of Nursing and Health Sciences will be applicable to all students, regardless of what the policies were on the date of entry into the College.

It is the intent of this handbook to reflect current academic policies and procedures of the College of Graduate Studies. In the event of changes, additions, or conflicts, the current policies of the College of Graduate Studies shall prevail.
BACKGROUND OF THE COLLEGE OF NURSING AND HEALTH SCIENCES

The Lurleen B. Wallace College of Nursing and Health Sciences at Jacksonville State University is one of the few memorial colleges of nursing in the United States. It was created in 1967 by the Legislature of Alabama as a memorial to Governor Lurleen B. Wallace. The first class graduated from the College in August 1972. Graduates of this program earn a Bachelor of Science in Nursing (BSN) degree. The addition of a master’s degree program with a major in community health nursing was approved and implemented in Fall 1999.

ACCREDITATION AND MEMBERSHIP

Jacksonville State University is accredited by the Southern Association of Colleges and Schools. The Lurleen B. Wallace College of Nursing and Health Sciences is approved by the Alabama Board of Nursing, which entitles its graduates to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The College is accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program.

For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

PHILOSOPHY

The College of Nursing and Health Sciences Faculty subscribe to the commitment of the University to maintain high academic standards, thereby ensuring quality through teaching, counseling, and the promotion of excellence. Professional nursing is a field of higher education that belongs within the University. Building on a strong liberal arts education, the student is prepared broadly for living. Like all programs at the University, the College strives to meet the personal, social and cultural needs of the students while preparing them for professional careers. The professional component prepares the student to render nursing care that demonstrates belief in the multi-dimensional wholeness of individuals.

Individuals are viewed as holistic beings comprised of three dynamic subsystems: biological, social, and personal. Each of subsystems interacts to form an integrated whole that is continuously affected by the state of growth and development from conception to death. Individuals function within the context of a family and community that is part of an ever-changing environment. Through its diverse culture, values, ideas, beliefs, and customs, the environment influences individual behaviors. In turn, individuals can influence the environment through interaction with social, economic, and political forces. As such, individuals are capable of self-direction, affecting change, and influencing others who are part of a multicultural society.
Individuals have basic needs that must be met in order for them to function at their optimal health levels. When stress threatens fulfillment of one or more of these basic needs, the individual may require help in adapting and coping in order to reestablish an optimum level of functioning within new limitations.

The promotion and maintenance of health are necessary to optimize the potential of individuals. Health is seen as the state of equilibrium among the three subsystems (biological, social, and personal) and the environment. Health care is concerned with the promotion of wellness, prevention of illness, and the restoration of health, thus, maximizing the fullest potential of the individual. Health care is provided through collaboration with health professionals and should be affordable and accessible to all individuals.

The professional nurse must possess a knowledge base of humanistic and scientific concepts from which theories can develop. Nurses acquire this knowledge base through the teaching-learning process which involves an interaction between the cognitive, affective, and psychomotor domains and is manifested by a change in behavior. Both educator and learner share in the responsibility for creating an atmosphere that will stimulate intellectual curiosity, creativity, critical thinking, and independent learning. The educator facilitates the learning process by recognizing the unique needs of the learner and providing an environment for the development of a professional nurse who is able to utilize the nursing process with clients in a variety of settings.

As a profession, nursing is creative and imaginative and is directed by a therapeutic purpose. As an applied science, nursing utilizes knowledge from the biological and behavioral sciences as well as the humanities in order to enhance the health status of individuals. The nursing process incorporates specific arts, skills, and knowledge that enable nurses to promote interaction between individuals and their environment and initiate positive health measures that benefit individuals, communities, and society.

Professional nursing promotes and supports health and enhances the quality of life. The nurse functions in roles that are independent in situations which are specifically related to nursing, but interdependent in situations that requires the collective judgment of a multidisciplinary team from several different professions. The professional nurse is an advocate for the consumer of health care and is responsible and accountable to the profession of nursing and society for explanations of assessment, actions and outcomes.

**MISSION STATEMENT**

The mission of the College of Nursing and Health Sciences is to provide excellence in professional undergraduate and graduate education and service to the community, as well as to pursue scholarly activities.

**GOALS**

To achieve this mission, the College will:

1. Provide nursing curricula that foster the development of the nurse as a practitioner, a leader, an advocate, a change agent, a teacher, and a consumer of research;
2. Assist students to acquire a knowledge base necessary for the generalist/advanced practice nurse, to encompass critical thinking skills, communication skills, and therapeutic nursing interventions;
3. Provide an opportunity for the development of skills in observation, experimentation, and analysis necessary for the practice of nursing;
4. Provide programs by which non-generic nurses may attain the baccalaureate educational level in nursing;
5. Provide programs by which baccalaureate prepared nurses may attain the master’s educational level in nursing;
6. Provide professional studies to a culturally and economically diverse population;
7. Provide leadership necessary for strengthening and improving the delivery of therapeutic nursing interventions to the individual, family, and community;
8. Contribute to the health and educational needs of the individual, family, and community;
9. Provide continuing education programs based on the needs of nurses in the community;
10. Foster innovation in nursing practice and nursing education, including, but not limited to, incorporation of informational technologies.

ORGANIZING FRAMEWORK

The organizing framework for the nursing curriculum is based on the faculty’s belief about HUMANS, HEALTH, NURSING, AND SOCIETY and the interaction of these concepts. The eclectic design is derived from the synthesis of nursing theories and supportive theories from the sciences and humanities.

HUMANS are multi-dimensional, free-willed beings who progress along the developmental continuum. Human biologic, personal, and social systems combine to form the holistic nature of the individual. Through continuous interaction with the environment, individuals experience constant, dynamic states of change. When change leads to disequilibration and/or stress in one system, repercussions occur in other systems which potentially impact health status. In addition to being viewed as individuals, humans are viewed within aggregate populations and subpopulations (i.e., families, groups, communities, and/or societies). By examining aggregates, health-related and illness-related characteristics are identified and distinguished within populations. These findings are analyzed and form the basis for nursing interventions designed for individuals as well as aggregates.

HEALTH is a dynamic state or process that changes over time and varies according to circumstances. Health variations are the result of the human being’s relationship to the internal and external environments; it is more than a state of well being. Conditions of freedom and unrestricted choice are essential to health because they allow for expansion of an individual’s potential to maximize daily living and increased consciousness about one’s situation as it exists in the environments. Nursing recognizes health as a personal commitment to one’s patterns of relating to the circumstances; thus health, as a process and an outcome, is central to nursing.

NURSING is both an art and a science that requires the use of critical thinking, communication, therapeutic interventions, and evaluation. The mission of professional nursing is to appraise and enhance health status, health assets, and health potential of humans. The domain of nursing is best described as the delivery of care to individuals, families, groups, communities, and society; the utilization of the nursing process to provide therapeutic nursing interventions; and the evaluation of the achievement of therapeutic outcomes. The professional nurse is expected to function skillfully in a variety of roles including, but not limited to, clinician, educator, leader, change agent, and advocate.

SOCIETY forms the external environment with its associated legal, ethical, and moral parameters as set forth by a diverse, multi-cultural population. American society offers freedom of choice for individuals, implying a societal acceptance that health/optimal health status is both a right and responsibility of individual members. Restructuring within the health care delivery systems forms the context for professional nursing practice and includes a variety of acute care and community-based practice settings. Health care values and standards formed within society may either enhance or impede health status/health resources for individuals, families, groups, or communities.

PROFESSIONAL VALUES

Professional values serve as a foundation for nursing practice. Practicing nursing with an appreciation of respectfulness, caring and human dignity leads to a sense of honor and fulfillment. Nurse educators are challenged to convey core values while introducing students to the professional role. The faculty of the
college join together in the responsibility to teach nursing values and show how they are translated into practice.

The faculty of the college use diverse teaching strategies to support the development of values. In the clinical setting, faculty encourage students to reflect on situations that involve the application of values. In the classroom, scenarios are introduced that promote awareness of issues and values prevalent in society. Faculty strive to develop a learning environment in which ethical behavior is expected and respected. Faculty endeavor to display behaviors that convey fairness, concern, respectfulness, and integrity.

Students who are joining the profession learn to take on the responsibility of promoting nursing values through their actions. Students agree to uphold standards of honesty, integrity and accountability. Students develop a climate of inclusiveness, respect and growing self-awareness as they interact with patients, colleagues and faculty. Students are encouraged to speak out when they notice injustices and to show concern for those who are vulnerable.

The following values are embraced as core professional values by the faculty, staff and students of our college:

**Altruism** is concern for the well being of others. Nurses show altruism by advocating for patients, especially for those who are unable to protect themselves. Through unselfish support, especially mentoring colleagues in their professional growth, nurses show altruism. Altruistic actions help to create a climate of caring and professionalism.

**Respect for autonomy** defends the right to self-determination. Nurses demonstrate this value by protecting patients’ rights to be involved in making decisions about their care. Nurses develop partnerships with patients and their families to facilitate sharing of information and to honor the rights of patients and their proxies to consent or to refuse. Within the college, autonomy is supported when faculty, staff, and students participate in governance and decision-making.

**Human dignity** is respect for the innate worth of each human being. Nurses who respect human dignity find value in others because of their humanity, not because of their wealth, social standing or level of alertness. Every human being deserves a life of dignity, including courtesy and privacy. As much as possible, human beings should have the opportunity to participate in worthwhile efforts while developing their unique talents. Participation contributes to a sense of dignity and being valued.

**Integrity** is the quality of wholeness. Nurses who act with integrity show wholeness in the harmony of their ethical beliefs and their actions. Integrity embraces honesty, accountability and responsibility. Nurses with integrity maintain high standards of care by respecting professional standards of practice and developing greater professional competency. Nurses also respect integrity when they acknowledge themselves and others as whole persons with unique identities. A person’s wholeness includes qualities of identity, culture, personality, and varying physical abilities that are made welcome. Nurses approach people who are different with empathy and respect.

**Social justice** is the aspect of justice that is expressed in social arrangements, whether local or global. Social justice upholds the principle that all human beings are equally deserving of dignity and human rights. Nurses support the right of all patients to have access to health care without discrimination. Nurses act in solidarity with those who are poor and vulnerable, seeing the interconnections between all people. Within the college, the value of social justice inspires faculty and students to provide fair opportunities and to repair social disadvantages.

M.S.N. DEGREE

M.S.N. PROGRAM OBJECTIVES

1. Synthesize theories from the humanities and the natural, behavioral, and applied sciences which support advanced clinical practice and role development.
2. Demonstrate an in-depth knowledge of nursing science as a basis for a comprehensive and holistic approach to community-based care.
3. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.
4. Examine the management and processing of nursing information and knowledge to support the practice of community health nursing in promoting the health of communities.
5. Design cost-effective interventions/strategies collaboratively with multiple disciplines for the purpose of providing quality health care within the community.
6. Demonstrate initial competence in designing, conducting, and evaluating studies for clinical application that will improve nursing practice and community-based health care.

MASTER OF SCIENCE IN NURSING
Major: Community Health Nursing

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>NU 504*</td>
<td>Theories in Nursing</td>
<td>2SH</td>
</tr>
<tr>
<td>NU 507*</td>
<td>Advanced Health Assessment</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 513*</td>
<td>Advanced Pathophysiology</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 514</td>
<td>Health Assessment Practicum</td>
<td>1SH</td>
</tr>
<tr>
<td>NU 519</td>
<td>Issues in Community-Based Care</td>
<td>2SH</td>
</tr>
<tr>
<td>NU 522*</td>
<td>Research Methodology</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 527</td>
<td>Epidemiology</td>
<td>2SH</td>
</tr>
<tr>
<td>NU 534</td>
<td>Statistics and Data Management</td>
<td>2SH</td>
</tr>
<tr>
<td>NU 540</td>
<td>Community Health I</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 541</td>
<td>Community Health I Practicum</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 545</td>
<td>Community Health II</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 546</td>
<td>Community Health II Practicum</td>
<td>3SH</td>
</tr>
<tr>
<td></td>
<td>2 electives** (6 Semester Hours) by advisement</td>
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<tr>
<td>Nursing Electives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 542</td>
<td>Transcultural Nursing and Healthcare</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 550</td>
<td>Developing Instruction Programs in Collegiate Nursing Education</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 551</td>
<td>Teaching, Learning and Evaluation in Collegiate Nursing Programs</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 552</td>
<td>Practicum in Collegiate Nursing Education</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 553</td>
<td>Issues and Trends in Collegiate Nursing Education</td>
<td>3SH</td>
</tr>
<tr>
<td>NU 556</td>
<td>Advanced Practice Roles</td>
<td>3SH</td>
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</table>

**Multidisciplinary electives (by advisement)

Optional Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 581</td>
<td>Independent Study (1)</td>
<td></td>
</tr>
<tr>
<td>NU 582</td>
<td>Independent Study (2)</td>
<td></td>
</tr>
<tr>
<td>NU 583</td>
<td>Independent Study (3)</td>
<td></td>
</tr>
<tr>
<td>NU 599</td>
<td>Thesis (3)</td>
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</tr>
</tbody>
</table>

36 semester hours required for this degree

* Troy State University course
Sample Plan of Study

**Semester 1** (Fall, August -- December)

NU 504  Theories in Nursing    2 SH
NU 507  Health Assessment    3 SH
NU 514  Health Assessment Practicum    1 SH
NU 519  Issues in Community-Based Care    2 SH

**Semester 2** (Spring, January -- April)

NU 513  Pathophysiology    3 SH
NU 527  Epidemiology    2 SH
NU 534  Statistics and Data Management    2 SH
Elective    3 SH

**Semester 3** (Summer, May -- August)

NU 522  Research Methodology    3 SH
NU 540  Community Health I    3 SH
NU 541  Community Health I Practicum    3 SH

**Semester 4** (Fall, August -- December)

NU 545  Community Health II    3 SH
NU 546  Community Health II Practicum    3 SH
Elective    3 SH

**COURSE DESCRIPTIONS**

Prefix NU

**NU 504. Theories in Nursing (2)** - Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice. (TSU course: NSG 5504)

**NU 507. Advanced Health Assessment (3)** - Provides advanced knowledge of history and interviewing processes across the lifespan, physical examination, and clinical judgments regarding health care needs. (TSU course: NSG 5512)

**NU 513. Pathophysiology (3)** - Review of cellular structure and function with emphasis on cellular changes that give rise to pathology and disease; discussion of cellular and tissue physiology with a focus on pathological processes of major organs and body systems. (TSU course: NSG 6671)

**NU 514. Health Assessment Practicum (1)** - Practical application skills related to data collection and analysis essential to comprehensive health assessment of various age groups; validates knowledge to perform complete health assessment of individuals and families as they exist in the community as well as analyze collected data for indicators of health maintenance or alterations in health.

**NU 519. Issues in Community-Based Health Care (2)** - Provides opportunities to review, examine, and analyze selected issues that affect the discipline of nursing with specific emphasis on community-based practice; explores issues related to nursing taxonomies, computer and information technology; examines ethical issues in the delivery of health care and decision-making related to health needs of populations.

**NU 522. Research Methodology (3)** - Discussion of principles of the research process; emphasis on the utilization and generation of research relevant to nursing. (TSU course: NSG 6691)

**NU 527. Epidemiology (2)** - Study of various factors as they relate to the occurrence, frequency, and distribution of disease across the lifespan; includes origin, transmission, host/environmental factors that influence the development of disease, as well as issues related to health planning, policy, and evaluation.

**NU 534. Statistics and Data Management (2)** - Quantitative methods and statistics as applied to nursing and health care; topics include descriptive statistics, probability theory, sampling and statistical inference, hypothesis testing, correlation analysis, and analysis of variance.

**NU 540. Community Health I (6)** – Application of advanced specialized knowledge relevant to promoting the health of communities; synthesis of public health concepts; evaluation of community
resources and delivery systems; analysis of patterns of health within the community-client model; the process of planning programs and health-promotion policies; national and international health initiatives; and the utilization of community-based computer applications and telehealth. Clinical experiences will be designed to meet individual learning needs of the MSN student in implementing the multifaceted role of the community health clinical nurse specialist. The sub-roles of the advanced practice nurse are reinforced, with particular emphasis on the research utility and manager roles. Prerequisites: NU 504, 507, 513, 514, 519, 527, 534.

NU 542. Transcultural Nursing and Health Care (3) – An exploration of theoretical foundations for cultural diversity in health and illness. Assessment and analysis of selected cultures as related to nursing and health care practices will be emphasized.

NU 545. Community Health II (6) – Application of advanced specialized knowledge relevant to implementing and evaluating programs for community health to include: communicable diseases, chronic diseases, environmental health, injury prevention, and community mental health; protecting the health of the public through the lifespan; and geographic distribution of health problems in the urban and rural environment. Clinical experiences will be designed to meet individual learning needs of the MSN student in providing care for selected aggregates and/or populations. The sub-roles of the advanced practice nurse are reinforced with particular emphasis on educator and consultant. Prerequisite: NU 540.

NU 550. Developing Instructional Programs in Collegiate Nursing Education (3) – Development of curricular components for nursing instructional programs. Examines the relationships among philosophy, goals, and outcomes for various learning environments.

NU 551. Teaching, Learning, and Evaluation in Collegiate Nursing Education (3) – Focuses on teaching-learning theories, processes, strategies, and styles. Examines evaluation principles in the classroom and clinical setting.

NU 552. Practicum in Collegiate Nursing Education (3) – Application of teaching-learning theories/strategies, assessment and measurement methods, curricular frameworks, and nursing knowledge in an educational context.

NU 553. Issues and Trends in Collegiate Nursing Education (3) – Exploration of issues and trends influencing the role of the nursing educator. Includes analysis of technological, legal, economic, political, cultural, and ethical issues, and professional dynamics.

NU 556. Advanced Practice Roles (3) – Elective. Explores roles of management/administration, educator or community nurse specialist; theoretical base for role development and actual implementation of an advanced nursing role emphasized.

NU 581. Independent Study (1) – Special project in nursing/informatics studies. Prerequisite: Permission of advisor.

NU 582. Independent Study (2) – Special project in nursing/informatics studies. Prerequisite: Permission of advisor.

NU 583. Independent Study (3) – Special project in nursing/informatics studies. Prerequisite: Permission of advisor.

NU 599. Thesis (3) (3) – (Grade of Pass or Fail only). Prerequisite: Approval of Application for Thesis Option. See “Thesis Option and Procedures” section.
COMPETENCIES

Graduates of the community health clinical nurse specialist program will possess specific competencies which will become significant marketing tools as employment options are explored. Upon completion of the MSN program, graduates will:

1. possess advanced health assessment skills;
2. demonstrate expertise in community assessment for the purposes of evaluating health, program, and service needs for selected populations;
3. demonstrate excellent communication skills (written and verbal) that are augmented by technologic support;
4. demonstrate expertise in the promotion of health for the community of interest;
5. utilize computer technology to transform data into usable information;
6. collaborate with community leaders, organizations, health care entities, and others to implement programs and develop resources necessary to meet identified needs;
7. evaluate health and social policy particularly related to health and health care delivery;
8. design and create health care delivery models, programs, and services for selected populations that utilize current theory and research.
ACADEMIC REGULATIONS AND PROCEDURES

GRADING SYSTEM

The following represents the grading system used by the University in graduate courses and the basis upon which quality points are earned. The grade point average (GPA) may be determined by dividing the quality points earned by the number of hours attempted.

- **A** - four quality points per hour (90-100)
- **B** - three quality points per hour (80-89)
- **C** - two quality points per hour (70-79)
- **F** - Failing - No quality points (Below 70).
- **P** - Passing. Grade given for selected courses as specified in course descriptions in the catalogue. The grade of P does not affect the G.P.A. The grade of F on a pass or fail course is computed as a regular F grade.
- **I** - Incomplete - no quality points. See University Graduate Bulletin for details.
- **NC** - No Credit. See University Graduate Bulletin for details
- **W/P** - withdraw passing. Zero quality points.
- **W/F** - withdraw failing. Counts as an F with zero quality points.
- **X** - Audit - no credit.

RETENTION POLICY

In accordance with University policy, graduate students must maintain an overall GPA of 3.0 on a 4.0 scale in graduate courses attempted. An unconditionally admitted student whose GPA falls below the required minimum will be placed on probation and must establish good standing within the next semester of attendance. Any student not attaining the required minimum cumulative GPA at the end of the first semester of enrollment after being placed on probation will be dropped from graduate study.

Students who are granted conditional admission must achieve an overall GPA of at least 3.0 on the first 12 graduate hours attempted. Failure to comply will result in the student being dropped from the program.

REAPPLICATION PROCESS

A student who has been dropped from the MSN program may appeal for readmission. Admission decisions are based on a review of the applicant’s academic history as it relates to potential for satisfactory performance in graduate courses. It is the responsibility of the student to present convincing evidence of a significant improvement in potential for success to the Appeals Committee of the University Graduate Council.

TIME LIMIT ON DEGREE COMPLETION

Only approved credit, including transfer credit, earned during six (6) calendar years (from completion of the first course requirement of the program to completion of the last program requirement) will be counted toward a graduate degree. This regulation applies to credit earned at JSU and all transfer credits from other institutions.
TRANSFER OF GRADUATE CREDIT

The maximum of 17 semester hours of graduate credit may be transferred to JSU from another accredited graduate school (inclusive of the 11 semester hours of Troy State courses) for application to MSN degree requirements. Evaluation of transfer credit is made by the MSN graduate council and is approved by the dean, College of Graduate Studies.

Only graduate courses with grades of A, B, P, and S may be transferred to JSU. Grades of C or below will not be eligible for transfer. Transfer credit must meet the six year time limit requirement.

There are two steps in the procedure for transferring credit. First, a student must complete a Transfer Credit Request Form listing the transfer course(s) and return the form to the College of Graduate Studies. Second, students should request that official transcripts from other institutions at which credit was earned be sent directly to the College of Graduate Studies at JSU. Course descriptions should also be supplied by the student for any courses (other than Troy State courses) in which transfer credit is requested. It is the responsibility of the student to assure that the transcript has been received.

ATTENDANCE POLICY

Students are held responsible for attending all courses for which they register. The policy of the College of Nursing and Health Sciences states that there shall be no unexcused absences from any class or clinical. Students with unexcused absences from clinical or scheduled examinations will be given an “unsatisfactory” for clinical and zero for examinations. The legitimacy of the excuse provided by the student will be established by the faculty. Students are expected to notify the instructor of an intended absence prior to classroom administration of the examination and/or clinical experience.

THESIS OPTIONS AND PROCEDURES

The College of Nursing and Health Sciences recognizes two options of graduate study leading to the MSN degree, the Non-Thesis Option and the Thesis Option. The Non-Thesis Option requires completion in good academic standing of the prescribed program of study. The Thesis Option requires completion of the prescribed program of study, plus the presentation of an acceptable thesis. A student is awarded six semester hours graduate credit for a successfully completed thesis.

Before enrolling in the first three semester hours of thesis work, a student must have an Application for Thesis Option approved by the student’s Thesis Committee and the dean, College of Graduate Studies. Only three hours of thesis course work may be taken in a semester. An oral defense of the thesis is required.

Guidelines for preparation of a thesis are provided in the Thesis Guide available in the office of the College of Graduate Studies.

DROPPING COURSES

Students must seek advisement from the Graduate Program Director prior to dropping any course (JSU or TSU) for which they are registered.

COMPREHENSIVE EXAMINATION

A written comprehensive examination is required of all candidates for the MSN degree. The examination will focus on a synthesis of concepts presented throughout the curriculum.

The examination will be scheduled during the semester in which the student is enrolled in the last course(s) needed to complete the degree (generally NU 545). Application for the comprehensive examination/degree must be filed in the office of the College of Graduate Studies no later than the end of the third week for the semester the student plans to graduate.
If, after applying, the student elects not to take the comprehensive examination, the student must submit a written request to the office of the College of Graduate Studies to withdraw the application for the current semester.

If the student fails the comprehensive examination, the student must petition the dean, College of Graduate Studies, for the privilege of taking a second comprehensive examination the following semester. The comprehensive examination may be repeated only once. A student will be dismissed from the MSN program after two unsuccessful attempts to pass the examination.

APPLICATION FOR GRADUATION

MSN students should file an application for degree/comprehensive examination in the office of the College of Graduate Studies no later than the end of the third week for the semester the student plans to graduate.

GRIEVANCE PROCEDURE

The student grievance officer (Director of Student Services of the College) will function in an ombudsman role and inform students of their rights and obligations in the grievance process.

The grievance procedure is designed to solve problems through discussion. It is progressive, in that each successive phase requires the participation of additional individuals within the channels of administration. The following outlines the phases. The problem may be resolved at any one of these specific phases:

1. The student must submit the complaint in writing within 3 working days of the incident. The student would then meet with specific faculty member(s) to resolve the problem.
2. If the problem is not resolved through this written grievance and meeting with faculty member(s) the student may meet with faculty member(s) and Course Coordinator. The faculty member and Course Coordinator will make decisions regarding the outcome of the problem.
3. If the problem is not resolved with the faculty member(s) and Course Coordinator, the student may meet with faculty member(s), Course Coordinator, and the Dean of the College. To insure that only the original conflict and pertinent matters are addressed, the involved faculty member(s) and student are present at all meetings and will submit written accounts of each meeting throughout each phase of the process. The decision of the Dean of the College is final.

SCHOLAR’S CODE

The Scholar’s Code is an honor system adopted in an effort to promote high ethical standards within the College of Nursing and Health Sciences. A copy of the Scholar’s Code is found in Appendix A.

PORTFOLIO

Students will compile a portfolio of assignments in various courses for the purposes of providing evidence of program competencies and marketing of advanced knowledge and skills to prospective employers. Specific guidelines will be presented in individual courses.
SIGMA THETA TAU

Sigma Theta Tau is the International Honor Society of Nursing. The Zeta Xi Chapter of the College of Nursing and Health Sciences is chartered by Sigma Theta Tau. The purposes of this organization are to recognize superior achievements and leadership, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Sigma Theta Tau endeavors to seek out and reward students in baccalaureate or higher degree nursing programs that have demonstrated ability in nursing as evidenced by superior academic achievement. Students in master’s programs are required to achieve a 3.5 GPA on a 4.0 scale and complete one-fourth of the program of study to be considered for membership.

STUDENT REPRESENTATIVES ON COMMITTEES

Students are invited and encouraged to participate in the governance of the College of Nursing and Health Sciences. Elections are held in the fall semester for representatives to the MSN Judicial Board and CNHS Graduate Council.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was originally enacted as a means to allow employees to maintain their healthcare coverage when changing jobs, but has grown into regulations for the healthcare industry. Certain types of patient information are referred to as Protected Health Information and are legally protected under the HIPAA Privacy Regulations and must be treated in a special way.

Protected Health Information encompasses almost anything that can be used to identify the patient such as name and address. It also includes identifiers such as birth date, social security number, medical record number, telephone number, or patient account number. Any piece of information that can be used to discover the individual identity of a specific patient or lead to access to the patient’s medical information equals protected health information.

Under the HIPAA Privacy Regulations, agencies are required to give patients a copy of its written Notice of Privacy Practices at the time of registration for admission or for an outpatient service encounter. This document will disclose how the agency plans to access, use, and disclose the patient’s protected health information.

Disciplinary action will be enforced against persons who do not follow the privacy policies and procedures that are required under the Health Insurance Portability and Accountability Act of 1996.
STUDENT RESPONSIBILITIES

HEALTH INSURANCE

All students in the MSN program are required to have health insurance while attending clinicals. At the beginning of each semester, the student will complete and submit the “Health Insurance Form” to the course faculty, along with a health insurance card or copy of the check submitted to the insurance company for verification.

STUDENT RESPONSIBILITY FOR MEDICAL CARE

In the event of sickness or injury, student are responsible for all costs related to the provision of medical care, as needed, in the clinical setting.

MALPRACTICE INSURANCE

Hospitals and health agencies cooperating with the College of Nursing and Health Sciences require students to carry malpractice insurance. A non-refundable fee of approximately $15.00 per year is required of graduate students engaged in clinical nursing courses/preceptorships.

HEALTH APPRAISAL REQUIREMENTS

All students in the MSN program who are involved in clinical nursing courses are required to have a physical examination on an annual basis. The findings are to be reported on the appropriate health forms. Participation in clinical activities is contingent upon satisfactory completion of all health requirements.

REQUIREMENTS FOR TB SKIN TEST

All nursing students enrolled in a clinical course must have a TB skin test on an annual basis prior to clinical courses. Written documentation from another facility will be accepted. The TB skin tests must be read in 48-72 hours following administration. The TB skin test must be valid through the clinical semester. Acceptable documentation consists of evidence of the TB test on letterhead from the facility that provided the test.

The College does require this test prior to entering the clinical setting due to regulations stipulated by the clinical sites, as well as the CDC guidelines. Students that have received BCG, or have had a positive TB skin test in the past will be required to get a chest x-ray. Clearance from a physician reading the chest-x-ray will be required. The physician will need to make recommendations regarding the need for a chest x-ray on an annual basis, or no further need for testing unless the person becomes symptomatic.

REQUIREMENTS FOR MMR BOOSTER AND TETANUS

All nursing students enrolled in a clinical course must present written documentation of immunity to Measles (Rubeola), Mumps, and Rubella. Acceptable documentation consists of evidence of vaccination booster for Measles, Mumps, and Rubella (MMR) or Measles and Rubella (MR) given after 1980 and a Td given in the previous 10 years.

Although the College is requiring proof of protection against Rubeola, Rubella, and Mumps, students who choose to not be vaccinated may present current documentation of an acceptable titer for Measles (Rubeola) and Rubella.
**REQUIREMENTS FOR HEPATITIS B VACCINE**

As of March 1, 1990, all nursing students involved in clinical courses must present written documentation of immunity to Hepatitis B. Acceptable documentation consists of evidence of: (1) vaccination for Hepatitis B with three (3) doses of vaccine; (2) receipt of at least the first dose of the vaccine for Hepatitis B; (3) a confirmed prior illness with Hepatitis B; or (4) documentation of acceptable titer for Hepatitis B.

A vaccination program will be available through the Nursing Center Clinic for a predetermined fee. Vaccine is also available through many private physicians and clinics. Students must assume financial responsibility for receipt of the vaccine.

If an individual elects to have a titer, he or she must assume financial responsibility for the test. This is **not** a requirement for the Jacksonville State University nursing students. If the test reveals a not immune status, the Centers for Disease Control and Prevention recommends a booster dose or initiation of the full series. Students submitting lab reports of a low titer must sign the low titer waiver if he or she refuses to take the booster or repeated full series.

**REQUIREMENTS FOR VARICELLA VACCINE**

As of January 2005, all nursing students enrolled in clinical courses must present written documentation of immunity to varicella (chickenpox). Acceptable documentation includes: (1) vaccination for varicella with two (2) doses of vaccine; (2) confirmed prior illness with varicella; or (3) documentation of acceptable titer for varicella.

The Alabama Department of Public Health requires a negative varicella titer before administering the varicella vaccine. The ADPH guidelines state that the patients who receive their first dose of varicella vaccine after the thirteenth birthday must be given two doses at least one month apart.

If an individual elects to have a titer, he or she must assume financial responsibility for the test. If the test reveals a non-immune status, the Centers for Disease Control (CDC) recommends two (2) doses of vaccine. This is also a requirement from the clinical affiliates that are used for clinical. A vaccination program will be available through the Nursing Center Clinic for a predetermined fee. Students must assume financial responsibility for receipt of the vaccine.

**PREGNANCY IN CLINICAL COURSES**

Students enrolled in clinical nursing courses are expected to be fully capable of performing the various tasks required by the clinical nursing program without endangering patient or self. Therefore, the following policy regarding pregnancy will be effective:

1. Upon learning that she is pregnant, a student will provide the College with a statement from her attending physician concerning the expected date of her delivery and her ability to perform in clinical practica.
2. The student will provide a copy of the statement from her attending physician to the student’s clinical course coordinator. If enrolled in 2 concurrent clinical courses, both clinical course coordinators must be notified.
3. As long as the student remains pregnant, at the beginning of every semester, each clinical course coordinator will be provided with a current (within 30 days) statement from the student’s attending physician clearing the student to participate in clinical practicum.
4. A student will not be permitted to enroll in or to remain in courses in clinical nursing if the pregnancy will unduly interfere with the performance of her clinical assignments. The student is responsible for immediately notifying the clinical course coordinator of any significant changes in her pregnancy.
status that might affect her ability to perform clinical assignments or might endanger herself, her expected child, or the patients in the clinical setting.

5. A more stringent policy may be put into effect if experience shows that the implementation of this announced policy is hazardous to the health of the student, her expected child, or the patients served in the clinical courses.

PROFESSIONAL APPAREL

Students are responsible for wearing attire appropriate for the selected clinical setting (uniform or lab coat). Graduate students are required to wear the CHNS nametag in the clinical setting. Nametags, which should designate the student’s name and MSN Student, are made in the Theron Montgomery Building.

LICENSE

Each student is required to provide proof of a current registered nurse licensure throughout the MSN program.

CPR CERTIFICATION

Graduate students enrolled in clinical nursing courses must maintain certification in CPR of adults and children. When registering for a clinical course, students must present documentation that CPR certification will be valid throughout the semester.

REQUIREMENT FOR DRUG SCREENING

All students are expected to abide by the substance abuse control policy and any subsequent revisions to the policy, in order to participate or continue in the Jacksonville State University College of Nursing and Health Sciences programs. This includes drug screening prior to the first clinical experience and random drug screening, should the student exhibit behaviors indicative of substance abuse. Drug screening is conducted in accordance with the Substance Abuse Policy (see Appendix C).

REQUIREMENT FOR CRIMINAL BACKGROUND CHECK

In accordance with policies of affiliate agencies, all students are to be cleared through a criminal background check prior to engaging in clinical activities. (*JCAHO Standard HR.1.20 requires a criminal background check for staff and students as well as volunteers who work in the same capacity as staff who provide care, treatment, and services.*)

Participation in clinical activities is mandatory for completion of course requirements. Students barred from participation in clinical activities will not be able to meeting course requirements, and will therefore be unable to successfully progress in the nursing curriculum.

Procedure:

1. Students will sign the appropriate permission form for the criminal background check.
2. All costs associated with obtaining the criminal background check will be assumed and paid by the student.
3. All criminal background checks must be completed through the contracted source of the College of Nursing and Health Sciences.
4. Specific information obtained through criminal background checks will be shared with Jacksonville State University faculty. Specific information obtained through criminal background checks will not be shared with affiliate clinical agencies.

5. The Jacksonville State University College of Nursing and Health Sciences will provide appropriate documentation to affiliate clinical agencies confirming that all students participating in clinical activities have been cleared through an approved criminal background check.

APPROVAL TO PRACTICE AS A CLINICAL NURSE SPECIALIST

The Alabama Board of Nursing Administrative Code stipulates that only those registered nurses approved by the Board may practice as clinical nurse specialists, hold themselves out to be clinical nurse specialists and/or use the title to imply that they are clinical nurse specialists. Qualifications for approval and procedure for application and approval to practice as a clinical nurse specialist may be obtained through the Board at www.abn.state.al.us/

CERTIFICATION INFORMATION

Certification as a Clinical Nurse Specialist is available through the America Nurses Credentialing Center (ANCC). Information regarding the certification examination, eligibility requirements and applications may be obtained as http://www.nursingworld.org/ancc/index.html
STUDENT FINANCIAL AID

LOANS

Specific information about loans available to eligible graduate students may be obtained in the
Graduate Bulletin or by contacting the Financial Aid Office.

ALABAMA BOARD OF NURSING SCHOLARSHIPS

The status of Alabama Board of Nursing scholarships is determined annually based on funding from
the Alabama Legislature. Candidate qualifications, scholarship conditions, and other information may be
obtained through the Board at (334) 242-4294 or www.abn.state.al.us/

GRADUATE ASSISTANTSHIPS

Several salaried graduate assistantships are awarded annually to MSN students. The positions are
primarily for clinical/lab assistants. In addition to a monthly stipend, the assistantship covers JSU tuition
costs. Applications may be obtained in the College of Graduate Studies.

ADVANCED EDUCATION NURSING TRAINEESHIPS

Through a grant award from the Department of Health and Human Services, students enrolled full-time
may be eligible for tuition scholarships. Information concerning the application process and notices of
awards is available through the Director of Graduate Studies.
LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH SCIENCES
700 Pelham Road North
Jacksonville, AL 36265-1602

(256) 782-5425
1-800-231-5291
MAIN FAX - (256) 782-5406
RN-BSN (STEP) and MSN FAX (256) 782-5430
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Appendix A

SCHOLAR’S CODE

I. Scholar’s Code

A. Background and Philosophy

Historically, a mutual trust exists between a college and those who attend the institution. The faculty of the College of Nursing and Health Sciences accepts the concept of mutual trust and individual honesty.

The nursing profession is one of highest distinction, honesty, and integrity. Such characteristics are essential for members of this profession. The College requires students to comply with the standards of conduct deemed appropriate for the nursing profession by the American Nurses Association, the American Association of Colleges of Nursing’s Essentials Document, the American Nurses Association’s Code of Ethics, as well as those delineated in the Scholar’s Code of the College of Nursing and Health Sciences.

Since the success of any code at a college depends on the cooperation and conscientious effort of students, staff, faculty, and administration, the Scholar’s Code is intended as the collective and individual responsibility of all persons and groups within the college. Every student has a responsibility to the college to maintain the level of collective honesty. Students should not feel compelled to tolerate dishonesty in themselves or others.

B. Introduction

The Scholar’s Code shall be as follows:

All students in the College of Nursing agree to the ideals of the honor system upon registration in the college and thereupon assume the responsibility of abiding by the spirit of honesty in their academic pursuits. The establishment of a Scholar’s Code is not intended to be an indication that academic dishonesty is commonplace at this or any other institution. The Scholar’s Code is merely a method of reaffirming the existing informal code of honor which has prevailed at this college since its inception.

Conduct with respect to nursing students can be considered under two general headings: academic and professional. Misconduct involves a violation of academic or professional principles as viewed by students, faculty, and colleagues. Violations within these areas will be processed by the Judicial Board without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

1. Violation of Academic Rights

Any action by students indicating dishonesty or a lack of integrity in academic matters is considered a violation of academic ethics. These offenses include, but are not limited to, cheating, plagiarism, falsifying, or knowingly passing on information about the content of an examination or required written assignment.

A student of the College of who submits an examination or other work, thereby certifies that the work is his or her own and that he or she is unaware of any instance of violation of this code by himself/herself or others.

2. Violation of Professional Ethics

Any action by students indicating dishonesty or a lack of integrity in professional matters is considered a violation of professional ethics. Actions of this nature should be reported to the Chair of the Student-Alumni Affairs Committee who will seek consultation with the Dean if there is a question whether the alleged infraction is the purview of this Board.
C. Purpose and Application

The general purpose of the Scholar’s Code is to provide a framework for continuing the present pursuit of academic honesty at this institution. The Code should help deter specific incidents of academic dishonesty in the future and generally prevent the possibility of breaches of the honor system becoming widespread. Additionally, the Scholar’s Code will establish definite parameters for students within which they should be able to accomplish their academic work with honesty. Finally, the Scholar’s Code will establish procedures for reporting, resolving, and remedying individual instances of alleged dishonesty in a manner that insures swift and fair consideration of the relevant facts.

The Scholar’s Code shall be applicable to all students enrolled at the College, both full and part-time. The code shall apply to all work assigned to meet course and clinical requirements. The term “work” shall include but not be limited to papers, reports, problem solutions, laboratory and other exercises, tests, examinations, computer programs, projects, Concept mapping, critical pathways, databases, and nursing process recordings.

D. Dissemination and Explication

1. The Scholar’s Code shall be part of the Student and Faculty Handbooks. It is the responsibility of students and faculty to be familiar with this policy.

2. It shall be the responsibility of each faculty member to inform students of the Scholar’s Code as part of the course orientation at the beginning of every semester, through the course syllabus or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.

3. The appropriate officials and offices shall conduct an orientation for all nursing students and incoming nursing faculty to familiarize these individuals with the provisions of the Scholar’s Code prior to attending classes or teaching. First semester students shall include transfer students who are not familiar with the Code.

II. Violations of Scholar’s Code

A. Prohibited Activities

Though the following list does not include all of the possible violations of the Scholar’s Code, it is indicative of the types of actions which must be prohibited in order to maintain the bond of mutual trust at this University.

1. Dishonesty on a test, examination, problem solution, exercise, or assignment which is offered by the student in satisfaction of course requirements or as extra credit is a violation of the Scholar’s Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using crib or cheat sheets, copying another student’s work, having another person take an examination for the student, tampering with computer equipment to falsify evaluation of work, and giving false reasons for absence, tardiness, or failure to complete work. These actions violate the principles of the Scholar’s Code.

2. Plagiarism is a violation when it occurs on a theme, report, paper, or assignment submitted as partial fulfillment of course requirements or an extra credit in a course. While a more extensive definition of plagiarism is contained in Subsection C of Section II of this Policy, plagiarism is the use of another’s ideas or words as one’s own without giving credit. The preparation of a paper, report, exercise, problem, or other assignment, by someone other than the person submitting the work is a violation of the Scholar’s Code.

3. The submission of commercially prepared papers, reports, or themes in satisfaction of course requirements is prohibited. The use of another’s academic work wholly, or in part, as a means of satisfying course requirements is also prohibited. The submission of academic work
prepared for another course is prohibited unless the instructors in both courses have agreed to such a joint project. Falsifying or misrepresenting the results of a research project or study is a violation of the Scholar’s Code.

B. Test, Examinations, and Exercises

Examinations, tests, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form should be the work of the individual who submits them. Unless it is intended to be a take home test, the test/exam shall not be removed from the classroom with faculty permission.

Group work and other forms of collaboration may be authorized by an instructor for a specific assignment. The presumption remains, however, that unless otherwise permitted and specified by the instructor, all academic work is to be an individual effort. In this spirit, the Scholar’s Code prohibits both the giving and receiving of unauthorized assistance.

C. Plagiarism

Plagiarism is the act of passing off the ideas, works, and writings of another as one’s own. Its most blatant form consists of copying verbatim the work of another without citation. This most obvious type of plagiarism requires a degree of premeditation and careful planning, but plagiarism can be the result of carelessness, negligence, or ignorance of acceptable forms of citation. Any act of plagiarism is a violation of the Scholar’s Code calling into question the student’s trustworthiness as a scholar. In order to avoid violations, a student must realize that any ideas, words, or material from another source must be acknowledged. It is incumbent on each student to learn the proper forms of citation and to exercise due caution in the preparation of papers and assignments and “should any confusion arise, it is far better to err on the side of caution than risk leaving source material uncited. In other words, when in doubt, footnote.” (Vanderbilt University, The Honor System Handbook, 1978-79, p. 7).

D. Compliance with the Scholar’s Code

All work submitted for academic credit at this institution shall be in compliance with the Scholar’s Code. If there are questions regarding how to apply the Scholar’s Code in a particular situation, the student should request immediate clarification from the instructor.

III. Procedure for Resolution of Breaches of the Scholar’s Code

A. Initial Report of a Breach of the Scholar’s Code

Any student, support staff, staff RN, or faculty member may report a breach in the Scholar’s Code that has been personally witnessed or discovered. The student and support staff should follow procedure C (Judicial Board Process). RN staff and faculty should follow procedure D (Faculty Direct Observation). A written account of the incident must be completed (See Scholar’s Code Report Form). Confidentiality should always be maintained concerning the accused and the accusers unless written permission to reveal the names is obtained. If anyone is found to breach this confidentiality, they too will be reviewed by the Judicial Board.

The written report of a breach in the Scholar’s Code must be submitted to the Director of Graduate Studies within 7 (seven) school/working days of the alleged violation. Report forms may be obtained in the Student Services Office or from the faculty. The person(s) bringing the charges against an individual must present evidence, inclusive of the names of any witnesses, in writing to the Director. The Director shall appoint a faculty member of the Graduate Council to serve as Judicial Board Adviser for the case. The judicial Board Adviser shall forward the report to the course faculty involved and present a blind review of the evidence to the Judicial Board. Every effort will be made to ensure confidentiality and fairness toward both the accused and the accusers.

When an alleged violation is reported, it is the obligation of the Faculty Adviser of the Judicial Board to inform the individual accused of the nature and details of the charges brought against the person.
(See Form: Notification of Alleged Violation of the Scholar’s Code). The Adviser also shall inform the individual accused of legal rights and procedures involved in considering the alleged violation. The Judicial Board Adviser shall confirm this notice of charges by sending a certified letter to the student.

The individual accused has the right to present supportive evidence in writing, and to seek advice from a faculty member of the College, such as the Academic Adviser or Director of Student Services. The individual accused also shall have the right to have a member of the Board disqualified due to conflict of interest or possible bias. If members of the Judicial Board are disqualified or no longer enrolled, they may be replaced by drawing from the officers of Sigma Theta Tau and JANS.

The person(s) bringing the charge of alleged violation also may ask a member of the College of Nursing and Health Sciences to assist in writing the report.

B. Composition of the MSN Judicial Board

The MSN Judicial Board is a group within the College of Nursing and Health Sciences to whom allegations of academic or professional misconduct are directed. Alleged violations of the Scholar’s Code are reviewed by the Board. The Board is responsible for determining the validity of any allegation of academic or professional misconduct. In addition to its judicial purpose, the Board serves to strengthen the ethical orientation of those in the nursing program.

1. Membership

The regulating body of the Scholar’s Code, the MSN Judicial Board, is composed of three voting members and one faculty adviser. The Board is composed of three (3) members elected from the MSN student body. The faculty adviser is appointed by the Director of Graduate Studies as a resource and liaison person and is a non-voting member of the Board.

2. Qualifications

Graduate student members of the Judicial Board will be elected by MSN students enrolled in courses during the fall semester. All Judicial Board members serve a one-year term from September through August. No student may be a member of the Board for more than two (2) terms. Representatives must be able to serve a complete term to be elected.

C. Judicial Board Process

The Judicial Board convenes on an “as needed” basis. All reports must be considered within seven (7) working/school days after notifying the accused student of the alleged violation of the Scholar’s Code. A quorum, three-fifths of voting members, must be present to validate board decisions. The Judicial Board is expected to operate on a consensual basis to reach its decision. A unanimous decision shall be required to find the accused guilty. In the event that the Board is unable to meet or a quorum is not present, the Dean has the responsibility and authority to act in accordance with this code.

The Board shall examine the written statements of the parties involved, the report form and any written evidence presented by the accused. Board members shall act in accordance with the strictest neutrality and all deliberations shall be kept confidential. In the event a member is biased either for or against the accused, or has assisted in the writing of reports, for this meeting, it is the member’s obligation to disqualify himself/herself from the proceedings.

All written material gathered during the proceedings shall be sealed and filed for a period of not less than five (5) years. The Board shall allow all possible latitude in determining guilt or innocence and shall examine all charges being brought against the individual accused. The duty of the Board is to review all evidence as presented and to determine the validity of the charges brought against the individual.

In case of innocence, all information of proceedings shall be held in strict confidence. Instances of adjudged guilt, the Board shall recommend actions such as, but not limited to the following:
1. counseling
2. failure or no credit for the academic work
3. failure in the course
4. formal reprimand with a letter of admonition placed in the student’s permanent file
5. probation for a specific period of time
6. suspension for a definite period of time
7. expulsion

After the Board has reached a decision, the faculty advisor will notify the Dean in writing. In keeping with the identified purposes of the Scholars’ Code, whenever possible, recommendations to the Dean shall be directed toward strengthening the ethical orientation of the individual. The ultimate decision on an action rests with the Dean. The Dean shall notify the accused. The convicted may submit a written appeal within seven working/school days to the Dean. The Dean will then render a decision within seven working/school days.

D. Faculty Direct Observation

If the faculty or RN staff observes or discovers evidence of violation of the Scholar’s Code, the faculty or RN staff member should follow these procedural guidelines:

1. The instructor must notify the student of the alleged offense. (See Form: Notification of Alleged Violation of the Scholar’s Code). This notification must be both verbal and written with the student signing the instructor’s copy, thereby acknowledging receipt of the notification. The signing of the notification by the student is not an admission of guilt.
2. After notification, the student has a right to:
   a. admit the offense, or
   b. request, in writing, a review before the Judicial Board.
3. Either action must be taken within seven (7) working/school days of notification and should be in the form of a signed admission or request from the student. All statements, requests, and reports of actions taken will be filed with the Director of Graduate Studies.
4. When a review is requested, the Board can dispose of the matter by mutual consent of the parties or by a vote of the Board. The review will occur within seven (7) working/school days after the request has been received. The student may choose to have the Academic Adviser or the Director of Student Services to assist in writing the defense and presenting written statements of witnesses or of other evidence relevant to the charge.
5. If the student requests further review, the matter shall be referred to the Dean for a final decision.
6. If the course faculty request further review, the matter shall be referred to the Dean for a final decision.

Portions adapted from the Nell Hodgson Woodruff School of Nursing Honor Code, Emory University, and the Jacksonville State University Committee of Academic Honesty Policy.

12/02
Appendix B

Blood and Body Fluid Exposure Policy

Philosophy

The Lurleen B. Wallace College of Nursing and Health Sciences faculty, staff, and students adhere to Universal Blood and Body Fluid Precautions. One principle of these precautions is to assume that all patients are potential carriers of bloodborne disease. In addition, health care workers should assume themselves to be potential carriers. They must exercise caution so as to protect both patients and health care workers from exposure to blood and body fluids.

Prevention

Students are recommended to receive the Hepatitis B vaccine series, which is available through the Nursing Center Clinic or students may choose to receive this vaccine through their own private health care provider. It is recommended that students obtain follow-up titers through the Student Health Center or their private health care provider to ensure that immunity to Hepatitis B has been achieved. Students who wish to know their baseline HIV status should contact community resources for free or low-cost testing.

Before entering the clinical setting, all students are instructed on Universal Blood and Body Fluid Precautions and post-exposure procedures.

Post-Exposure Protocol

When someone is directly exposed to or in contact with blood or other potentially infectious materials, the response shall be as follows:

1. Immediately wash the affected area with soap and water, or in the case of mucous membrane exposure, flush copiously with water or saline.

2. The student must promptly notify the clinical instructor or preceptor.

Students are encouraged to immediately consult their own health care provider, emergency health care provider, or infectious disease specialist regarding the advisability of post-exposure prophylaxis. The health care provider will make the judgment as to whether the exposure warrants prophylaxis. The student will be directed by the clinical instructor or preceptor to seek immediate medical care. Students will be responsible for all costs with regards to their post exposure medical care. Coordination of the student’s plan of care and follow-up will be the responsibility of the student and the student’s health care provider. While the clinical instructor or preceptor may provide information regarding the advisability of seeking prompt medical attention, the ultimate decision as to the management of the exposure is the joint responsibility of the student and the student’s health care provider.

The student’s health care provider will manage the student’s post-exposure baseline and follow-up laboratory tests for bloodborne pathogens. Students are responsible for coordinating the release of their initial test results to the health care provider of their choice, if needed. The College is not responsible for ensuring the student’s compliance with post-exposure care.

3. The clinical instructor or preceptor will notify the agency charge nurse or immediate supervisor. It is recommended that the clinical agency’s infectious disease nurse, if available, also be notified. An incident (exposure) report should be completed. If the agency will allow, a copy of the report should be obtained and forwarded to the Course Coordinator. If the agency will not provide a copy of the report, the clinical instructor or preceptor should write a memorandum for record to the Course Coordinator, summarizing the details of the exposure.
4. Immediately after notifying the agency, the clinical instructor or preceptor should call the college secretary at 782-5425 or toll free at 1-800-231-JAX1, to initiate notification of the Course Coordinator. The course coordinator will notify the Dean within 3 days that an incident has occurred.

Students are responsible for adhering to the established accidental exposure policies and procedures of the clinical agency and the College with respect to reporting and documentation of the incident. Students will be responsible for all costs, as required, to themselves, the patient, or to the clinical agency incurred as a result of the accidental exposure incident. Notification of the patient (if the exposure source is known), risk screening of the patient or other diagnostic testing of the patient, if indicated, will be coordinated in accordance with agency policies.
Appendix C

Jacksonville State University
College of Nursing and Health Sciences

Substance Abuse Policy

I. Philosophy

The faculty of the Jacksonville State University College of Nursing and Health Sciences believe that each nursing student has a personal obligation to practice those health conscious behaviors intended to foster clear and rational decision-making, as well as, the ability to function in a safe and therapeutic manner throughout the program of study. While we recognize chemical dependence as a disease, we believe public safety requires regulation of behavior, in addition to treatment for the disease.

II. Purpose

As health care professionals, faculty members support a policy wherein each individual providing patient care in a clinical setting or preparing educationally to become a care provider adheres to high personal health standards. This includes, but is not limited to, the avoidance of substances that impair thinking and behavior. Therefore, the following policy has been adopted by the faculty and is now in effect.

III. Licensure Implications

The Alabama Board of Nursing regulates licensure of nursing and sets standards for qualifications for licensure. Grounds for denial of a license include the abuse of, or addiction to, alcohol or other drugs. This document, “Licensure Examination”, developed by the Alabama Board of Nursing states that “The candidate with past arrests or conviction or history of chemical dependency or mental illness is to submit, with the application, an explanation of the circumstances involved…Each such disciplinary case is determined individually by the Board based upon the evidence presented.”

IV. Substance Abuse Screening

As stipulated by the Alabama Board of Nursing, students must abide by the substance abuse control policy and any subsequent revisions to the policy, in order to participate or continue in the Jacksonville State University College of Nursing and Health Sciences programs. This includes drug screening prior to the first clinical experience and random drug screening, should the student exhibit behaviors indicative of substance abuse. Drug screening is conducted according to the following guidelines.

A. Pre-Clinical Screening Process

1. Upon the implementation of this policy, all students, including those currently enrolled in upper division nursing, will receive notice of the drug screening guidelines in writing prior to the first day of classes for the Fall 2004 semester. Thereafter, all students will be notified of the drug screening guidelines in writing prior to admission to the College of Nursing and Health Sciences.

2. The College of Nursing and Health Sciences will maintain on file a photocopy signed consent to drug screening from each student.

3. Pre-clinical drug screening will be conducted by a designated agency determined by the school. The fee for testing is to be paid by the student. Proper identification, consisting of a photo ID and Social Security Card or other form of I.D. with SSN will be required. If SSN is indicated on the photo I.D., such as AL Driver’s License, then the single I.D. is sufficient. Collection procedures, chain of custody, and monitoring of specimen
collection; will be in accordance with the designating agency’s standard operating procedures and will be explained to the student at the time of specimen collection.

5. Failure to complete drug screening, as required, will prohibit the student from participating in the clinical component of required nursing courses.

6. Specimens will be screened, at a minimum, for the following classes of drugs:
   a. Amphetamines
   b. Barbiturates
   c. Benzodiazepines
   d. Cocaine
   e. Methadone
   f. Tetrahydrocannabinial (THC)
   g. Phencyclidines (PCP)
   h. Propoxyphene
   i. Opiates

7. Positive drug screens shall be confirmed by Gas Chromatography/Mass Spectrometry (GCMS).

8. Positive drug screens shall be reviewed by a Medical Review Officer (MRO) appointed by the College of Nursing and Health Sciences. If the student tests positive for one or more of the above drugs, and asserts that the positive test is a result of taking a drug prescribed to them by a physician, the MRO will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be required to contact the prescribing physician and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

9. If the student tests positive for one or more of the above listed drugs, and if, following review by the MRO the conclusion of the MRO is that the test is positive, the student has the option to request confirmation testing (“Bottle B”) by a separate independent laboratory. All expenses and fees associated with the additional confirmation testing will be paid for by the student.

10. A student who is unable to complete the clinical component of required courses due to a positive drug screen may apply for readmission to the nursing program. The student will be considered for readmission according to the criteria established in section VI.

B. Substance Abuse Verification Process

In addition to the pre-clinical screening process for substance abuse, for the protection of patients, faculty, staff, and students, the College of Nursing and Health Sciences has the right to require a student to submit to testing for substance abuse at the student’s expense when the nursing program has reasonable cause to believe that a student is abusing controlled substances.

1. Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, noticeable change in grooming habits, impaired physical coordination, inappropriate comments or behaviors, or papillary changes.

2. Abnormal conduct or erratic behavior, absenteeism, tardiness or deterioration in performance.

3. A report of drug use provided by credible sources.
4. Evidence of tampering with a drug test.

5. Information that the individual has caused or contributed to harm of self, visitors, other staff, or patient while under the influence of drugs as identified in item B.1.

6. Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while in the educational setting.

If a faculty member observes such behavior, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately and contact the Dean or Director of Student Services in order to review the situation. The Dean or the Director of Student Services will then determine if it is appropriate to test the student for substance abuse or alcohol.

If a decision is made to test the student, the Dean, or the Director of Student Services will direct the faculty member to make arrangements to have the testing performed immediately. If a drug use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency; the student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be tested before the specimen is collected at the designated testing agency. The student’s failure to consent to the substance abuse test shall result in immediate termination from the nursing program.

C. Substance Abuse Screening Procedure

1. Students must pay the screening fee at the time of specimen collection.

2. Students must submit a photo I.D. and some form of verification of social security number, such as Social Security Card, if SSN is not indicated on the photo I.D.

3. Collection procedures, chain of custody, and monitoring of specimen collection; will be in accordance with the designating collection agency’s standard operating procedures and will be explained to the student at the time of specimen collection.

4. When screening is initiated due to suspicion of abuse, specimens will be screened, at a minimum, for the following classes of drugs:

   a. Amphetamines
   b. Barbiturates
   c. Benzodiazepines
   d. Cocaine
   e. Methadone
   f. Tetrahydrocannabinial (THC)
   g. Phencyclidines (PCP)
   h. Propoxyphene
   i. Opiates

5. Additional testing for the following substances may be required based on “Reasonable Cause” according to the criteria established in section IV, part B.

   a. 3, 4 – Methylene dioxyxymphetamine (MDMA)
   b. Methaqualone
   c. Ethanol

6. If the initial drug screen is positive for one or more of the listed drugs, the positive finding will be confirmed by Gas Chromatography/Mass Spectrometry (GCMS).

7. Positive drug screens shall be reviewed by a Medical Review
Officer (MRO) appointed by the College of Nursing and Health Sciences. If the student tests positive for one or more of the above drugs, and asserts that the positive test is a result of taking a drug prescribed to them by a physician, the MRO will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be required to contact the prescribing physician and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

8. If the student tests positive for one or more of the above listed drugs, and if, following review by the MRO the conclusion of the MRO is that the test is positive, the student has the option to request confirmation testing ("Bottle B") by a separate independent laboratory. All expenses and fees associated with the additional confirmation testing will be paid for by the student.

If questionable behavior is reported by a preceptor or other agency personnel but is not observed by a faculty member, the faculty member in charge of the clinical experience will document the incident, as reported, and confer with the student about the behavior in question. A record of the reported behavior and a notation about the student conference will be placed in the student’s permanent file at the College of Nursing and Health Sciences. If a similar incident occurs at any other time during which the student is enrolled in the College of Nursing and Health Sciences, the Dean may initiate further investigation.

D. Confidentiality

The MRO will report all test results to the Dean of the College of Nursing and Health Sciences or, in the Dean’s absence, to the Director of Student Services. The results will be maintained in a file in the Dean’s office. Confidentiality of test results will be maintained with only the Dean, the appropriate University administration, and the student having access to the results.

V. Penalties

The student conduct penalty for alcohol and drug use is identified in the Jacksonville State University Catalog and Student Handbook. The identified penalties are applicable to students in the College of Nursing and Health Sciences.

VI. Readmission

In order to be considered for readmission, students who withdraw from the nursing program due to a positive substance abuse screen must:

1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.

2. Prior to readmission, submit to an unannounced substance abuse screening at the student’s expense. A positive screen will result in ineligibility for readmission.
Appendix G

GUIDELINES FOR SCHOLARLY PAPERS

These following guidelines have been developed for the purpose of providing information that may be useful in the preparation of scholarly papers. Students are advised to purchase the following publication manual:


I. Assumptions:

A. All written work intended for a grade is to be presented in a scholarly fashion:

1. Typed (unless specifically given other instructions).
2. Correct spelling is used.
3. All quoted and paraphrased material is referenced appropriately.
4. All reference citings are in APA format.
5. Each paragraph is to be longer than a single sentence, but not significantly longer than 150 words.
6. Third person is used throughout the paper. Do not use “I” in formal papers. Do not provide personal opinions in formal papers unless directed by instructor.
7. Appropriate sentence structure is used (e.g., verb tense, subject-verb agreement, punctuation, no incomplete or run-on sentences, sentence content is clear to the reader).
8. Appropriate explanation and use of acronyms and abbreviations: Terms that are to be abbreviated must be spelled out completely and followed by its abbreviation in parentheses on its first appearance, i.e., Jacksonville State University (JSU), fetal heart tone (FHT), or blood pressure (BP). Thereafter, the abbreviation is used in text without further explanation, (e.g., JSU, FHT, BP). Eliminate unnecessary abbreviations, i.e., patient (pt.), without (w/o), etc. Avoid use of contractions (e.g., aren’t, isn’t, etc).
9. All references to clients and/or their families are to be made by initials only.

B. Students are to read and be familiar with the latest edition of the APA manual.

C. No scholarly work is turned in for a grade without being proofread.

II. Specific Guidelines:

A. Typing

1. White bond paper – 8.5 x 11 inch
2. Typeface – 12 point serif typeface, such as Times Roman, Arial, or Courier.
3. Printouts must be dark, clear, and readable. Draft quality dot matrix and sans serif compressed fonts are unacceptable.
4. Double-space the entire document except for the reference list. Single space each reference; double space between references.
5. Indent the first line of each paragraph five spaces from the left margin. Each reference should have a hanging indent (first line is flush with the left margin; subsequent lines are indented 5 spaces).
6. Margins should be 1 inch on sides, bottom, and top of every page.
7. Pages are to be numbered consecutively in the upper right-hand corner, beginning with the title page.
8. Title page, text/content, and references should start on a separate page.
9. Do not use a running head on student papers.
B. Title Page:

1. Title is to be centered in all uppercase letters. A long title will be in the shape of an inverted pyramid. If title is two or more lines, double-space between the lines.
2. Other information to be presented on the title page includes writer’s name, date, and course number. (Refer to example)

III. APA Guidelines

A. Headings:

1. APA allows for the use of from 1 to 5 levels of heading. These are:
   Level I – Centered uppercase and lowercase heading
   Level II – Centered, italicized, uppercase and lowercase heading
   Level III – Flush left, italicized, uppercase and lowercase heading
   Level IV – Indented, italicized, lowercase paragraph heading ending with a period.
   Level V – Centered uppercase heading
2. Not every paper requires all levels of heading. Refer to the APA (pp. 113-115, 289-290) to determine the level, position, and arrangement of heading.

3. ALL PAPERS 5 PAGES AND GREATER SHOULD HAVE A TABLE OF CONTENTS

B. Quotations:

1. Direct quotations of less than 40 words are incorporated into the text and enclosed in double quotation marks. The author, year, and specific page citation are presented in the text, and a complete reference is included in the reference list. (See APA manual, pp. 117-119 for more detail). Lengthy quotations should be avoided. The majority of the work in the paper should be the student’s.

2. Direct quotations of 40 or more words are displayed in a double-spaced block of typewritten lines. The entire block quote is indented five spaces from the left margin. Quotation marks are omitted, but reference citation (author, year, and page) is required.

3. In a “run-in” quotation (one that is incorporated into the text), lowercase the first letter regardless of how it appeared in the original source.

4. Indicate omission of an internal part of a direct quotation with three ellipsis points (…), separated from the text and from each other by one space. Ellipsis points are not needed at the beginning of a “run-in” quotation. The beginning of a quotation is to be marked with quotation marks (e.g., “The profession . . . should not expect the public to support the argument.”)

C. Tables/ Figures

1. Brief, clear, explanatory titles and headings should be given for tables and figures. Standard abbreviations may be used in table/figure headings without explanation (e.g., no. for number or % for percent). Non-standard abbreviations require an explanation.

2. An informative table/figure supplements, not duplicates, the text. The text should refer to each table/figure and its data, but discuss only the high points.

3. Tables/figures should be referred to in text by their numbers rather than as “the table above”. Tables/figures should be incorporated into text as closely as possible to the first textual reference.
D. Numbers

1. As a general rule, numbers less than ten are usually written in word form in the text. Numbers ten and over are usually written in numerals. Refer to APA (pp. 122-128) for examples and exceptions.

2. Numbers with decimal points and percentages are written in Arabic numerals. The symbol for percent (%) accompanies the number. Without a numeral, the word “percentage” is used. Sentences should never start with numerals.

3. References to tables and figures numbers are to appear in Arabic numerals. References in text to numbers taken from figures and tables should also be in numerical form, even if the numbers are small.

E. Reference Citations in Text

1. All reference listings must be mentioned in the text. Refer to APA (pp. 201-214) for further clarification and examples.

2. Citation of an author’s work in text identifies the source for readers, and enables readers to locate the source of information in the alphabetical reference list at the end of the paper.

3. APA uses the author-date method of citation; that is, the surname of the author and year of publication are inserted in the text at the appropriate point.

Examples:

Jones (2000) compared mortality rates……
In a recent study of mortality rates,……. (Jones, 2000)
In 2000, Jones compared mortality rates……

4. For references with two authors, always cite the last names of both authors.

Example:

White and Green (2001) concluded……

5. For references with three to five authors, name all authors on the first mention, then use only the surname of the first author followed by et al. and the year in second and subsequent mentions.

Example:

Jones, Smith, and Back (2001) studied…… (first citation)
Jones et al. (2001) studied……… (subsequent citations)

6. If a reference has six or more authors, cite surname of first author followed by the year and “et al.” in the first citation and give the full citation in the reference list.

7. Join names in a multiple-author citations with “and” if cited in text and with an ampersand (&) in parenthetical comments and reference list.

Example:

Jones, Smith, and White (2001) concluded…..
A recent study (Jones, Smith, & White, 2001) focused on ……. 
F. Reference List Format

1. The reference list is alphabetized by authors’ last names. Multiple references by a particular author are ordered by publication data (oldest to newest). APA format uses “&” instead of “and” when listing multiple authors of a single work.

2. Each reference should have a hanging indent (first line is flush with the left margin; subsequent lines are indented 5 spaces). Single space each reference; double space between references.

3. Each reference should have a hanging indent (first line is flush with the left margin; subsequent lines are indented 5 spaces). Single space each reference; double space between references.

4. Only the first word in the title of a nonperiodical or article is capitalized. Titles of periodicals (journals) are capitalized. Title of books and journals are italicized.

5. If a periodical has consecutively numbered pages, no issue number is required. If each issue begins with page 1, an issue number is essential for clarification. Refer to APA (p. 227) for examples.

6. The APA publication manual contains numerous examples and explanations of different reference types (pp. 215-281). A few examples of commonly used formats are presented below.

Periodicals:


- If the journal is paginated by issue (i.e., each issues begins with page 1), include the issued number in parentheses following the volume. *Psychiatric Services, 50 (2),* 85-89.

Books:


Edited Book:


Article or Chapter in an Edited Book:

**Electronic Media:**

1. Electronic media, particularly sources on the Internet, can present challenges for creating references. In using and citing Internet sources, it is important to direct readers as closely as possible to the information being cited and provide addresses that work. The URL is the most critical element of the citation. Refer to APA (pp. 269-270) for further explanation.

2. At a minimum, a reference of an Internet source should provide a title or description, a date (either the date of publication or update, or the date of retrieval), and an address (URL). Whenever possible, the authors of the document should be identified.

3. APA (pp. 268-281) provides examples of reference citations from numerous types of electronic medical sources. Some examples include

   - Internet articles based on a print source:
     

   - Article in an Internet-only journal:
     

   - Multipage document created by private organization, no date
     

   - Stand-alone document, no author identified, no date
     

     Note: If the author of a document is not identified, begin the reference with the title of the document.

   - U.S. government report available on government agency Web site, no publication date indicated
     
Your Name

A paper
Submitted in partial fulfillment of the requirements for NU 527 Epidemiology in the College of Nursing and Health Sciences in the College of Graduate Studies, Jacksonville State University

JACKSONVILLE, ALABAMA
2008