

**LURLEEN B. WALLACE
DEPARTMENT OF NURSING**

**Graduate
Student Handbook**

*Empowering exemplary nurses to care for anyone, anytime,
anywhere*

2018-2019

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Volume XXIX

August 2018

Number 1

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The policies and requirements of the Department of Nursing are constantly being reviewed, and are subject to revision by the Department. 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 Department of Nursing will be applicable to all students, regardless of what the policies were on the date of entry into the Department.

It is the intent of this handbook to reflect current academic policies and procedures of the Department of Graduate Studies. In the event of changes, additions, or conflicts, the current policies of the Department of Graduate Studies shall prevail.

Background of the Department of Nursing

The Lurleen B. Wallace Department of Nursing 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 of Science (MSN) degree program with a major in Community Health nursing was approved and implemented in Fall, 1999. The major name for the MSN degree program was revised to Population Health Nursing in Fall, 2016 to reflect the current focus of health care. The BSN-DNP program and the Post-Master's DNP program were approved in 2016 and implemented in the Fall 2017. The Post Master's DNP program is a leadership-focused track. The BSN-DNP tracks include the Family Nurse Practitioner and Adult Gerontology/Acute Care Nurse Practitioner tracks.

Accreditation and Membership

Jacksonville State University is accredited by the Southern Association of Colleges and Schools. Both the baccalaureate and master's programs of the Lurleen B. Wallace Department of Nursing are accredited by the Commission on Collegiate Nursing Education through 2025. The BSN-DNP programs are in the pre-approval accreditation process and anticipate full accreditation in Spring 2019. Accreditation is an indication of public approbation, attesting to the quality of the education program and continued commitment of the sponsoring institution to support the program. The nursing program has maintained continuous accreditation and Alabama Board of Nursing approval since its inception.

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
655 K Street, NW Suite 750
Washington, DC, 20001
Phone: (202) 887-6791
Fax: (202) 887-8476

<http://www.aacn.nche.edu/ccne-accreditation>

Mission Statement

The Department of Nursing delivers evidence based teaching and learning within professional undergraduate and graduate programs to develop quality nurses prepared to engage within the global healthcare environment with emphasis on practice, service and scholarship.

Vision Statement

Empowering exemplary nurses to care for anyone, anytime, anywhere.

Core Values

Professional values serve as a foundation for nursing practice.

1. Professionalism
2. Integrity
3. Compassionate Care
4. Nursing Knowledge
5. Student-centered learning
6. Excellence
7. Communication and Collaboration
8. Diversity and Inclusion

Definitions of Core Values

Professionalism – is inclusive of attributes, beliefs, and communication that are characterized by respect for others, integrity, responsibility, accountability, courage, humility, advocacy and an innovative spirit, which demonstrate the caring nature of a nurse.

Integrity-is a quality that encompasses honesty, truthfulness, and indicative of a person who displays morality and good character.

Compassionate Care – is an attribute which represents fundamental actions by all nurses, nurse faculty, and students characterized by supportive, protective quality care in all dimensions of the individual including physical, emotional, mental, and spiritual.

Nursing Knowledge – encompasses the inclusive total of the philosophies, theories, research, and practice wisdom of the discipline. As a professional discipline this knowledge is important for guiding the safe practice of nursing (Smith & Liehr, 2008).

Student-centered learning--Student-centered learning includes multiple learning experiences and instructional approaches, which shift the focus from the instructor to the student. Instructors

guide learning, which is designed to address student learning needs, interests, goals, cultural differences, and career aspirations while effecting desired program outcomes. Student-centered learning allows the individual student to have an active role in the teaching/learning relationship.

Excellence – is reflected in evidence-based teaching and learning achieved by both faculty and students where exemplary scholarship, service, teaching, and practice are valued by all stakeholders in the academic and practice environments.

Communication and Collaboration –consist of collaborative relationships and community partnerships among students, faculty, patients, and other stakeholders to facilitate the delivery of coordinated patient centered care. Effective communication is an essential component of professional teamwork and collaboration.

Diversity and Inclusion – compose the totality of attracting both students and faculty from a variety of backgrounds and ethnicities to create a multicultural community of learners. It is not enough to only attract, but also to authentically include all cultures within the academic and practice milieus to promote delivery of culturally sensitive and compassionate care.

Smith, M. J., & Liehr, P. R. (2008). Middle range theory for nursing. New York: Springer Publishing.

8/2014 Revised

Department Goals

To achieve this mission, the Department will,

1. Deliver innovative quality nursing education programs at the baccalaureate and graduate levels.
2. Engage in continuous quality improvement practices to ensure relevance of the curricula in an evolving complex healthcare environment.
3. Foster faculty development that enhances the scholarship of teaching, research, and service.
4. Recruit, develop, and retain diverse students and faculty who possess knowledge, skills, and attitudes reflective of the nursing profession.
5. Develop collaborative partnerships and inter-professional relationships designed to meet the needs of internal and external communities of interest.
6. Use technology to foster innovation in nursing practice, nursing education, and evidence-based decision making.
7. Promote scholarship, service, and practice activities that include students and faculty.

05/2014

Department Learning Outcomes (DLO's):

Upon completion of the Jacksonville State University Department of Nursing programs, the student will be competent in and demonstrate critical thinking, therapeutic nursing interventions, effective communication and professional behavior.

- I. Critical thinking reflects skills in reasoning, analysis, evidence based practice, and decision making relevant to the discipline of nursing. Critical thinking encompasses knowledge, skills, and values from the arts and sciences to provide safe and quality care to diverse populations. Critical thinking integrates knowledge and skills in leadership, quality improvement, and safety in providing high quality health care. Critical thinking examines the role of financial and regulatory health policies and their effects on health care systems.
- II. Therapeutic Nursing Interventions (TNI) reflect the ability to safely perform theory and/or evidence based patient centered nursing interventions reflective of professional knowledge, skills, and attitudes. TNI reflect the synthesis of evidence-based practice to improve patient outcomes and identify practice issues.
- III. Effective Communication. Effective Communication reflects the students' interpersonal relationship skills reflective of professional values/attitudes evidenced through effective written, oral and nonverbal communication, group process, use of information technology, and the ability to adapt communication to needs of the patient/family, colleagues, health care team and situation. Effective Communication reflects synthesis of communication and collaboration as an interprofessional team member to deliver high quality, safe patient centered care.
- IV. Professional behavior. The Department of Nursing (DON) embraces the professional values promulgated by the American Association of Colleges of Nursing (AACN) and the American Association of Nursing (ANA) Code of Ethics. Professional behavior expectations, in both classroom and clinical settings, include respect for all, a primary commitment to the patient, advocacy for the health, safety and rights of patients, responsibility and accountability for one's own nursing practice, duty to self to maintain integrity, competence and professional growth, ownership of a healthy work/health care environment, contributions to the advancement of the profession, interprofessional collaboration, and the articulation of nursing's values and the shaping of social policy.

MSN Population Health Program Learning Outcomes

1. Synthesize theories from the humanities and the natural, behavioral, and applied sciences which support advanced clinical practice and role development. (DLO's I, II, and IV; Critical Thinking, Therapeutic Nursing Interventions, and Professional Behavior); (MSN Essentials I and Essential II)

2. Develop advanced practice expertise to affect positive health care outcomes for vulnerable populations. (DLO's I and II; Critical Thinking and Therapeutic Nursing Interventions); (MSN Essential IX)
 3. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions. (DLO's I, II, III and IV; Critical Thinking, Therapeutic Nursing Interventions, Effective Communication and Professional Behavior); (MSN Essential VIII)
 4. Employ effective communication and technology within the multidisciplinary collaborative context of advanced population health nursing practice. (DLO's II, III, and IV; Therapeutic Nursing Interventions, Effective Communication, and Professional Behavior); (MSN Essentials V and VII)
 5. Design cost-effective interventions/strategies collaboratively with multiple disciplines for the purpose of providing quality health care within the community. (DLO's II and III; Therapeutic Nursing Interventions and Effective Communication); (MSN Essential III)
 6. Evaluate research findings for the development and implementation of evidence-based practice guidelines. (DLO's II and III; Therapeutic Nursing Interventions and Effective Communication); (MSN Essential IV)
 7. Evaluate health care issues, trends, and policies for application to the health status of communities. (DLO's II, III and IV; Therapeutic Nursing Interventions, Effective Communication and Professional Behavior); (MSN Essential VI)
- 04/2014 Revised*

DNP Program Goals

1. Prepare advanced practice nursing leaders with the highest level of preparation in leadership and nursing practice. (PLOs #1 and #2)
2. Prepare advanced practice nursing leaders with the knowledge, skills, and attributes to facilitate quality care to diverse populations. (PLOs #1, #2, #6, and #7)
3. Prepare advanced practice nursing leaders with the ability to increase practice innovation and improve health care outcomes in health care systems. (PLOs #1, # 2, #3, #4, and #6)
4. Prepare advanced practice nursing leaders to evaluate the science and translate evidence into practice. (PLOs #1, #3, #4, #5, #6, and #7)
5. Prepare advanced practice nursing leaders who contribute to healthcare policy development and impact the transformation of healthcare delivery. (PLOs # #1, #2, #5, #6 and #7)
6. Prepare advanced practice nursing leaders to promote culturally relevant health care to decrease health disparities. (PLOs #2, #5, and #7)
7. Prepare advanced practice nursing leaders to demonstrate information literacy as a mechanism to improve patient outcomes. (PLOs #2, #3, #4, and #6)

DNP Program Learning Outcomes

1. Practice nursing at the highest level, demonstrating knowledge, skills, and attributes essential to advanced practice in the designated pathway for advanced practice. (*Essential VI, VII, and VIII*; DLOs CT, TNI, PB, and EC)
2. Analyze, lead, and manage complex and diverse health care organizations and be responsive to a changing health care environment. (*Essential II, II, IV, VI, and VII*; DLOs CT, PB, and EC)
3. Function as nurse scholars to advocate and insure quality outcomes based care utilizing evidence to guide best practice. (*Essential I, III, IV, V, VI, and VIII*; DLOs CT, TNI, PB, and EC)
4. Apply information and patient care technology to transform patient care delivery. (*Essentials II, III, IV, VI, and VIII*; DLOs CT, TNI, PB, and EC)
5. Participate in development of health care policy and lead as an advocate for improvements in the health care system. (*Essentials II, V, VI, and VII*; DLOs CT, PB, and EC)
6. Participate in interprofessional teams as leader and consultant to deliver optimal, evidence based care to patients and populations. (*Essentials II, III, IV, VI, VII, and VIII*; DLOs CT, TNI, PB, and EC)
7. Design and apply evidence based strategies for clinical prevention and population health to improve the nation's health. (*Essentials III, IV, V, VI, and VII*; DLOs CT, PB, and EC)

The learning outcomes listed above are derived from the doctoral education standards for essential program content and outcome expectations for the advanced practice nursing doctorate. These standards are published in AACN's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006). This document includes eight standards which have been synthesized to compose the learning outcomes identified above. The *Essential's* document identifies and describes the standards for program design and evaluation by both internal and external reviewers.

Master of Science in Nursing
Major: Population Health

A total of 38 semester hours is required for this program. Full-time and part-time options are available.

All courses are delivered in an online format. Students may enter the program at the beginning of any semester-fall, spring, or summer. Full-time and part-time study options are available. MSN Online Orientation is provided by the Director, Graduate Nursing Programs or the Population Health Track Coordinator.

Sample Plan of Study

Semester 1 (Fall)

| | |
|--|------|
| NU 501 MSN Online Orientation | 0 SH |
| NU 504 Theories in Nursing | 2 SH |
| NU 507 Health Assessment | 3 SH |
| NU 518 Organizational and Systems Leadership | 3 SH |

Semester 2 (Spring)

| | |
|---|------|
| NU 513 Pathophysiology | 3 SH |
| NU 527 Epidemiology | 3 SH |
| NU 544 Statistical Methods in Healthcare | 3 SH |
| NU 542 Transcultural Nursing and Healthcare | 3 SH |

Semester 3 (Summer)

| | |
|---|------|
| NU 522 Research Methodology | 3 SH |
| NU 540 Population Health I (Prerequisites: NU 504, 507, 513, 518, 527, 544) (254-hour clinical requirement) | 6 SH |

Semester 4 (Fall)

| | |
|--|------|
| NU 545 Population Health II (Prerequisite: NU 540 & NU 522) (254-hour clinical requirement) | 6 SH |
| NU 520 Pharmacology | 3 SH |

Master of Science
Major: Population Health with Concentration in Nursing Education

A total of 53 semester hours is required for this program. Full-time and part-time options are available.

All courses are delivered in an online format. Students may enter the program at the beginning of any semester-fall, spring, or summer. Full-time and part-time study options are available. MSN Online Orientation is provided by the Director, Graduate Nursing Programs or the Population Health Track Coordinator; and a Nurse Educator (NE) concentration orientation is provided by the NE Track Coordinator.

Sample Plan of Study

Semester 1 (Fall)

| | |
|--|-------------------------|
| NU 501 MSN Orientation | 0 SH |
| NU 502 Nurse Educator Orientation | 0 SH (education) |
| NU 504 Theories | 2 SH |
| NU 518 Organizational and Systems Leadership | 3 SH |
| NU 550 Dev Inst Prog in Nurs Edu | 3 SH (education course) |

Semester 2 (Spring)

| | |
|---|-------------------------|
| NU 527 Epidemiology | 3 SH |
| NU 544 Statistical Methods in Healthcare | 3 SH |
| NU 553 Issues & Trends in Nursing Edu | 3 SH (education course) |
| NU 554 Introduction to Instructional Design/Online Teaching | 3 SH (education course) |

Semester 3 (Summer)

| | |
|---|-------------------------|
| NU 522 Research | 3 SH |
| NU 551 Teach, Learn, Eval in Nursing | 3 SH (education course) |
| NU 542 Transcultural Nursing and Healthcare | 3 SH |

Semester 4 (Fall)

| | |
|------------------------------|------|
| NU 507 Health Assessment | 3 SH |
| NU 520 Advanced Pharmacology | 3 SH |

Semester 5 (Spring)

| | |
|---|-------------------------|
| NU 513 Pathophysiology | 3 SH |
| NU 552 Practicum in Col Nurs Ed (Prerequisites: NU 550, 551, & 553) (100-hour clinical requirement) | 3 SH (education course) |

Semester 6 (Summer)

NU 540 Population Health I

(Prerequisites: NU 504, 507, 513, 518, 527, 544)

(254-hour clinical requirement)

6 SH

Semester 7 (Fall)

NU 545 Population Health II

(Prerequisite: NU 540 & NU 522)

(254-hour clinical requirement)

6 SH

Master of Science in Nursing
Major: Population Health with Concentration in Emergency Management

A total of 53 semester hours is required for this program. Full-time and part-time options are available.

All courses are delivered in an online format. Students may enter the program at the beginning of any semester-fall, spring, or summer. Full-time and part-time study options are available. MSN Online Orientation is provided by the Director, Graduate Nursing Programs or the Population Health Track Coordinator.

Sample Plan of Study

Semester 1 (Fall)

| | |
|--|------|
| NU 501 MSN Orientation | 0 SH |
| NU 504 Theories | 2 SH |
| NU 518 Organizational and Systems Leadership | 3 SH |
| EM 505 Foundations of Emergency Management | 3 SH |

Semester 2 (Spring)

| | |
|--|------|
| NU 527 Epidemiology | 3 SH |
| NU 544 Statistical Methods in Healthcare | 3 SH |
| EM 555 Disaster Response | 3 SH |

Semester 3 (Summer)

| | |
|---|------|
| NU 522 Research | 3 SH |
| EM 545 Emergency Preparedness | 3 SH |
| NU 542 Transcultural Nursing and Healthcare | 3 SH |

Semester 4 (Fall)

| | |
|--|------|
| NU 507 Health Assessment | 3 SH |
| NU 520 Advanced Pharmacology | 3 SH |
| EM 575 Medical Aspects of Emergency Management | 3 SH |

Semester 5 (Spring)

| | |
|---|------|
| NU 513 Pathophysiology | 3 SH |
| EM Elective – choices will be EM 570, EM 576 or EM 577 *EM 548 only taught in summer even years | |

Semester 6 (Summer)

NU 540 Population Health I

(Prerequisites: NU 504, 507, 513, 518, 527, & 544)

(254-hour clinical requirement)

6 SH

Semester 7 (Fall)

NU 545 Population Health II

(Prerequisite: NU 540 & NU 522)

(254-hour clinical requirement)

6 SH

MSN Course Descriptions

NU 501. MSN Online Orientation (0) - Online orientation is designed to provide a framework for delivery of essential information designed to promote academic success of the newly enrolled graduate student; and to provide consistent introduction to online services at the university.

NU 502. Orientation: Nurse Educator Program (0) - The purpose of this course is to provide the newly admitted online student with information that is meaningful and relevant for success in the Nurse Educator program. The scope of practice for the academic nurse educator is outlined and the National League for Nursing's Nurse Educator Core Competencies are emphasized.

NU 504. Theories in Nursing (2) - Examines theories foundational to the knowledge and practice of nursing, mechanisms for theory development and critique, and analysis of essential concepts unique to nursing theory.

NU 507. Advanced Health Assessment (3) - Presents advanced theoretical concepts of health assessment including interviewing and health history processes, physical examination, documentation of findings and clinical diagnostic judgments regarding the health care needs of vulnerable populations, communities and patients across the lifespan.
Co-Requisite NU 514

NU 513. Pathophysiology (3) - An advanced, systems-based exploration of normal human physiological function in relation to physiological changes that occur as a result of disease. Includes advances in genetics, immunology, and molecular biology.

NU 518. Organizational and Systems Leadership in Population Health Nursing (3) - Provides opportunities to review, examine, and analyze individual, family, and population based care from a Population Health perspective and synthesize selected issues that affect the role responsibilities of the advanced Population Health nurse within systems and organizations.

NU 520. Pharmacology (3) - Designed to augment and support the practice of the APN. Encompasses the prescriptive role of the APN, legal statutes, general principles of pharmacodynamics and pharmacokinetics, treatment guidelines related to evidence based practices, pharmacology concerns for special populations, and drugs most commonly used in primary care.

NU 522. Research Methodology (3) - Facilitate synthesis of the research process, appraisal of research, and implementation of research for an evidence-based practice.

NU 527. Epidemiology (3) - 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 540. Population Health I (6) - Application of advanced specialized knowledge relevant to health promotion/disease prevention issues in select populations. Clinical experiences will be designed to meet individual learning needs of the MSN student in implementing the multifaceted role of the Population Health clinical nurse specialist.
Prerequisites: NU 504, 507, 513, 518, 527, 544.

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 544. Statistical Methods in Healthcare (3) - Introduction into data management and applied statistics. Primarily for graduate nursing students with focus on probability concepts, descriptive statistics, and hypothesis testing with parametric and non-parametric procedures using Excel.

NU 545. Population Health II (6) - Application of advanced specialized knowledge relevant to implementing and evaluating programs for Population Health, with an emphasis on evidence-based interventions with vulnerable populations and aggregates. Clinical experiences will be designed to meet individual learning needs of the MSN student in providing care for selected aggregates and/or populations. *Prerequisite: NU 540, 522.*

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. *Prerequisite: 550,551,553*

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 554. Introduction to Instructional Design and Online Teaching (3) - The purpose of this course is to provide the MSN student with the opportunity to explore principles and best practices in online course design and teaching. Students are encouraged to examine quality standards and course exemplars. Emphasis is placed on instructional design, content organization and scaffolding of content to enhance student learning. The concept of continual engagement is introduced as a method to promote a community of engaged learners. Students will learn how to effectively prepare their online teaching through a systematic instructional planning process and to integrate effective technology to promote learning.

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.

EM 505. Foundations of Emergency Management (3) - History of the profession; contemporary emergency management concepts, functions, and practices for government, nonprofit organizations, and the private sector.

EM 545. Emergency Preparedness (3) - Prerequisite: EM 505. Preparedness frameworks and strategies; techniques of emergency operations planning, exercise design and evaluation, and public education. *Prerequisite: EM 505.*

EM 548. Vulnerability and Capacity Building (3). Individual, social, economic and policy dimensions of vulnerability and client needs for disaster; service delivery

strategies, coordination models, resource management and capacity building for nonprofit disaster relief organizations. *Prerequisite: EM 505.*

EM 555. Disaster Response (3) - Context of disaster response, response functions, assessment, resource mobilization and adjudication, and emergency operations center (EOC) operations. *Prerequisite: EM 505.*

EM 570. Biosecurity (3). A detailed review of global concerns for biosecurity including the history of biological warfare, bioterrorism, concerns for agroterrorism and current initiatives in bio-defense. Included will be a thorough review of specific agents, the diseases they cause, detection methodologies, and consequence management consideration.

EM 575. Medical Aspects of Emergency Management (3). Surveillance and rapid needs assessment, disaster epidemiology, disaster medical systems and approaches, and disaster mental health. *Prerequisites: EM 505 and EM 555.*

EM 576. Healthcare Leadership for Mass Casualties (3). Delivered via *Homeland Security CDP.*

EM 577. Pandemic Planning and Preparedness (3). Delivered via *Homeland Security CDP.*

Doctor of Nursing Practice (DNP) BSN-DNP and Post-Master's DNP Program

The Doctor of Nursing Practice is a terminal degree in nursing that prepares Registered Nurses (RNs) and Nurse Practitioners (NPs) to practice at the highest level of the profession.

Three Doctor of Nursing Practice tracks were launched for delivery beginning Fall 2017. These include the BSN-DNP Family Nurse Practitioner (FNP) track, Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track, and the Post-Master's Doctor of Nursing Practice (DNP) track.

1. BSN-DNP for FNP (12 semesters or 15 semesters) *
2. BSN-DNP for AGACNP (12 semesters or 15 semesters) *
3. Post-Master's DNP (6 semesters) **

* Nurse Practitioner tracks which prepare students to take the appropriate certification exam at completion of the program of study.

** Track for nurse professionals who already have an MSN degree with approximately 500 clinical practice hours in the completed master's program which can be validated in writing by that program administrator. These students may or may not be nurse practitioners, but they must have completed a master's degree with a clinical focus. The Post-Master's DNP track is a leadership track with focus on advanced clinical practice, leadership, informatics and technology, quality indicators and outcomes improvement, and translation of evidence to practice in healthcare delivery.

Requirements for admission to the BSN-DNP program:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad-app.html)
2. BSN degree from an accredited institution
3. Unencumbered RN license in the U.S.
4. Overall GPA of 3.00 or higher on a 4.00 scale
5. No additional qualifying exam (GRE, MAT)
6. Three professional references
7. Professional interview may be required
8. Satisfactory writing sample

Requirements for admission to the Post-Master's DNP program:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad-app.html).
2. Master's degree from an accredited institution with a clinical focus validating 500 practice hours, including, but not limited to, certified nurse practitioners.
3. Unencumbered RN license in the U.S.
4. Overall GPA of 3.00 or higher on a 4.00 scale
5. No additional qualifying exam (GRE, MAT)
6. Three professional references

7. Professional interview may be required
8. Satisfactory writing sample

Graduation requirements are as follows:

1. Completion of courses required for the selected pathway:
 - a. 69 credit hours must be completed for the BSN-DNP.
 - b. 36 credit hours must be completed for the Post-Master's DNP.
2. Completion of supervised academic program practice hours:
 - a. 1330 hours must be completed for the BSN-DNP.
 - b. 630 hours must be completed for the Post-Master's DNP.
3. Satisfactory completion of DNP project and paper.
4. Satisfactory completion of professional electronic portfolio.
5. Satisfactory completion of comprehensive exam for the BSN-DNP specialty tracks.

Progression and Retention

DNP students must maintain a 3.0 GPA. If GPA falls below 3.0, student will be placed on academic probation per policy of the Department of Graduate Studies. A maximum of two courses with a grade of "C" may be counted toward degree completion and graduation. However, only one C is permitted in a support or specialty course. A second C in a support or specialty course must be repeated. A course may be repeated only once. A student earning a third C or lower may be dismissed from the DNP program.

**Doctor of Nursing Practice
Track: Adult-Gerontology Acute Care Nurse Practitioner**

Required Courses (69 semester hours):

| | |
|---------|--|
| NU 607 | Advanced Health Assessment (3) |
| NU 613 | Physio-Pathological Basis of Advanced Nursing (3) |
| NU 620 | Pharmacology for Advanced Practice Nurses (3) |
| ANP 668 | Advanced Adult Gerontology Acute NP I (3) |
| ANP 669 | Advanced Adult Gerontology Acute NP Practicum I (1) (70 Clinical Practicum Hours) |
| ANP 671 | Health Promotion/Disease Prevention and Issues for AGANP (2) |
| ANP 672 | Advanced Adult Gerontology Acute NP II (3) |
| ANP 673 | Advanced Adult Gerontology Acute NP Practicum II (3) (210 Clinical Hours) |
| ANP 674 | Advanced Adult Gerontology Acute NP III (3) |
| ANP 675 | Advanced Adult Gerontology Acute NP Practicum III (3) (210 Clinical Hours) |
| ANP 676 | Advanced Adult Gerontology Acute NP IV (3) |
| ANP 677 | Advanced Adult Gerontology Acute NP Practicum IV (3) (210 Clinical Hours) |
| NU 702 | BSN-DNP Online Orientation (0) |
| NU 707 | Scientific Underpinnings of Advanced Nursing Practice (3) |

| | |
|---------|---|
| NU 708 | Evidence-Based Practice and Quality Improvement in Healthcare (3) |
| NU 710 | Health Care Policy and Finance (3) |
| NU 711 | Biostatistics and Translating Evidence (3) |
| NU 712 | Clinical Prevention & Population Health (3) |
| NU 713 | Organizational and Systems Leadership for APN (3) |
| NU 715 | Innovative Leadership and Collaboration in Healthcare (3) |
| NU 716 | Interprofessional Healthcare and Informatics (3) |
| ANP 796 | AGANP Project Planning and Development (3) |
| ANP 797 | AGANP Residency I (3) (210 Practicum Hours) |
| ANP 798 | AGANP Residency II (3) (210 Practicum Hours) |
| ANP 799 | AGANP Clinical Residency III (3) (210 Practicum Hours) |

69 Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

**Doctor of Nursing Practice
Track: Family Nurse Practitioner**

Required Courses (69 semester hours):

| | |
|---------|---|
| NU 607 | Advanced Nursing Assessment (3) |
| NU 613 | Physio-pathological Basis of Advanced Nursing (3) |
| NU 620 | Pharmacology for Advanced Practice Nurses (3) |
| FNP 668 | Advanced Family NP I (3) |
| FNP 669 | Advanced Family NP Practicum I (1) (70 Clinical Practicum Hours) |
| FNP 671 | Health Promotion/Disease Prevention and Issues for FNP (2) |
| FNP 672 | Advanced Family NP II (3) |
| FNP 673 | Advanced Family NP Practicum II (3) (210 Clinical Hours) |
| FNP 674 | Advanced Family NP III (3) |
| FNP 675 | Advanced Family NP Practicum III (3) (210 Clinical Hours) |
| FNP 676 | Advanced Family NP IV (3) |
| FNP 677 | Advanced Family NP Practicum IV (3) (210 Clinical Hours) |
| NU 702 | BSN-DNP Online Orientation (0) |
| NU 707 | Scientific Underpinnings of Advanced Nursing Practice (3) |
| NU 708 | Evidence-Based Practice and Quality Improvement in Healthcare (3) |
| NU 710 | Health Care Policy and Finance (3) |
| NU 711 | Biostatistics and Translating Evidence (3) |
| NU 712 | Clinical Prevention and Population Health (3) |
| NU 713 | Organizational and Systems Leadership for APN (3) |
| NU 715 | Innovative Leadership and Collaboration in Healthcare (3) |
| NU 716 | Interprofessional Health Care and Informatics (3) |
| FNP 796 | FNP Project Planning and Development (3) |
| FNP 797 | FNP Clinical Residency I (3) (210 Specialty Clinical Hours) |
| FNP 798 | FNP Clinical Residency II (3) (210 Specialty Clinical Hours) |
| FNP 799 | FNP Clinical Residency III (3) (210 Specialty Clinical Hours) |

69 Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

**Doctor of Nursing Practice
Track: Post-Master's DNP**

Required Courses (36 semester hours):

| | |
|---------|---|
| NU 701 | Post Master's DNP Online Orientation (0) |
| NU 707 | Scientific Underpinnings of Advanced Nursing Practice (3) |
| NU 708 | Evidence-Based Practice and Quality Improvement in Healthcare (3) |
| NU 710 | Health Care Policy and Finance (3) |
| NU 711 | Biostatistics and Translating Evidence (3) |
| NU 712 | Clinical Prevention and Population Health (3) |
| NU 713 | Organizational and Systems Leadership for APN (3) |
| NU 715 | Innovative Leadership and Collaboration in Healthcare (3) |
| NU 716 | Interprofessional Health Care and Informatics (3) |
| DNP 796 | DNP Project Planning and Development (3) |
| DNP 797 | DNP Residency I (3) (210 Practicum Hours) |
| DNP 798 | DNP Residency II (3) (210 Practicum Hours) |
| DNP 799 | DNP Residency III (3) (210 Practicum Hours) |

36 Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

Doctor of NURSING Practice Core COURSES (NU)

The following courses are NU prefix core courses taken by DNP students in all tracks:

- 701. Post-Master's DNP Orientation (0).** The purpose of the course is to introduce the new doctoral nursing student to expectations and responsibilities for successful progress across the DNP curriculum and integration into the JSU Nursing community of learners. Topics covered will include content such as introduction to faculty and staff, technology requirements, scholarly writing attributes, learning management system, professional behaviors in online environment, immersions, document tracking, etc.). *Specific to Post-Master's track
- 702. BSN-DNP Online Orientation (0).** The purpose of the course is to introduce the new doctoral nursing student to expectations and responsibilities for successful progress across the DNP curriculum and integration into the JSU Nursing community of learners. Topics covered will include content such as introduction to faculty and staff, technology requirements, scholarly writing attributes, learning management system, professional behaviors in online environment, immersions, document tracking, etc.). *Specific to NP tracks
- 707. Scientific Underpinnings of Advanced Nursing Practice (3).** The purpose of this course for the MSN/DNP student is to explore the scientific underpinnings that define the nature of health and healthcare delivery and to provide the basis for practice at the highest level of nursing from a theoretical perspective. Conceptual models and theories reflecting synthesis of knowledge from nursing and other disciplines are evaluated. The structure and nature of current theoretical knowledge as a guide for advanced nursing practice at the patient, population or system level of care are explored.
- 708. Evidence-Based Practice and Quality Improvement in Healthcare (3).** The purpose of this course is to provide the MSN/DNP student with the foundational components required for effective utilization of evidence-based practice within the scope of advanced nursing practice. The course focuses on the acquisition of evidence-based practice methods to critically appraise existing literature, synthesize, and implement the best evidence for practice. The course emphasis is on the application of quantitative, qualitative, and quality improvement methodologies to promote safe, effective care within healthcare systems.
- 710. Health Care Policy and Finance (3).** The purpose of this course for the MSN/DNP student is to develop advanced nursing leaders who have the knowledge and skills to design, analyze, influence, and implement policies that frame health care financing practice regulation, access, safety, quality, and efficacy. The course focuses on major contextual factors and policy triggers that influence health policy making at various levels. Principles of finance, business, and health care economics will be presented. The course emphasis is on developing essential competencies in health care policy advocacy and health care financing.
- 711. Biostatistics and Translating Evidence (3).** The purpose of this course for the MSN/DNP student is to provide the methodological basis for translating evidence into practice systems and to provide an overview of sources of data, data collection, data management, analysis, and evaluation of research findings, with a focus on biostatistical analysis as a base for evidence-based practice in nursing. Course concepts will include a variety of biostatistical analyses with the primary focus on correct interpretation and use of quantitative methods in advanced nursing practice.
- 712. Clinical Prevention and Population Health (3).** The purpose of this course for the MSN/DNP student is to explore the complex issues surrounding population health at the local, regional, national, and global level. Students focus on current health issues and

trends by utilizing foundation knowledge and theoretical approaches to identifying strategies to eliminate health disparities in diverse organizational cultures and select populations of interest. Students develop and evaluate approaches to health care delivery that address and support the needs of diverse populations while focusing on health promotion, illness prevention, quality/safety and diversity. Leading Health Indicators from Healthy People 2020 serve as a guide for the identification of at-risk groups and are incorporated into the completion of projects geared toward improving the health of individuals, aggregates and populations.

- 713. Organizational and Systems Leadership for the Advanced Practice Nurse (APN) (3).** The purpose of this course for the MSN/DNP student is to explore the use of innovative leadership initiatives to build an organizational culture that will support the future of healthcare. Desirable attributes and traits of effective leaders in complex, ever-changing healthcare organizations are discussed. The ideas of organizational and systems leadership are appraised. Content assists students in identifying the knowledge, skills and abilities for successful transition as leaders in high reliability organizations. The importance of self-awareness and self-reflection are highlighted as a method of creating a culture of high performance with accountability. Effective communication techniques, successful conflict resolution and effective problem solving practices within high reliability organizations are explored. Emphasis is placed on shared governance, maximizing teamwork and inspiring team members to share in organizational visions and goals. Strategic planning is discussed as an avenue to measure leadership and organizational success.
- 715. Innovative Leadership and Collaboration in Healthcare (3).** The purpose of this course for the MSN/DNP student is to explore key concepts of innovative leadership as students develop an appreciation for the knowledge, skills and attributes required to engage teams in creative, evidence-based initiatives. In-depth exploration of the leader's primary role in successful organizational change is emphasized. Students cultivate the knowledge, skills and abilities to apply to authentic, innovative leadership to an identified practice issue. The ideas of collaborative partnerships and teamwork are explored as effective strategies to improve healthcare outcomes for individuals and aggregates. Organizational culture and the influence of values are closely examined as factors influencing successful change. Students discover the importance of effective communication, successful collaboration, and team building to the process of change. The idea of executing meaningful performance conversations is emphasized as a strategy for preparing the MSN/DNP student for advanced roles in leading change. Models of quality improvement and project planning, implementation, and evaluation are also examined. ***(Pre-requisite - NU713)**
- 716. Interprofessional Health Care and Informatics (3).** The purpose of this course is to prepare the MSN/DNP student to be proficient in the evaluation and use of technology and information systems appropriate to specialized areas of advanced nursing practice. The course focuses on information systems and current technology in the management of healthcare outcomes. Within the course, emphasis is placed on the use of information systems and technology based resources to support interprofessional and collaborative clinical and administrative decision making to transform healthcare.

Supporting Courses for BSN-DNP Specialty Tracks

The following courses are NU prefix supporting courses taken by BSN-DNP students in the NP tracks; they consist of the 3 P's (advanced pathophysiology, advanced pharmacology, and advanced physical assessment):

- 607. Advanced Health Assessment (3).** The purpose of this course is to provide the knowledge necessary to perform comprehensive history, physical, and psychological assessments of signs and symptoms, pathophysiologic changes, and psychosocial variations of the patient across the lifespan. The focus of the course is to provide foundational materials for specialized areas of advanced nursing practice. The emphasis is on systematic data collection, diagnostic reasoning, and clinical problem-solving.
- 613. Physio-pathological Basis of Advanced Nursing (3).** The purpose of this course is to provide an analysis of pathophysiology in frequently encountered conditions across the life span and in special populations. The focus is to introduce pathophysiological theories and research as a basis for advanced nursing practice. The emphasis is on applied physiology and pathophysiology to enable advanced practice nurses to understand how and why the clinical manifestations of disease occur so that appropriate therapies can be selected.
- 620. Pharmacology for Advanced Practice Nurses (3).** The purpose of this course is to prepare advanced practice nurses with knowledge of pharmacokinetics and pharmacotherapeutics of common drug categories used to prevent illness, and to restore and maintain health for client systems across the life span. The focus is on mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration are emphasized in acute and chronic conditions. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism and excretion are defined. The emphasis of this course is to serve as the basis for development of further knowledge and principles to be applied to select specialty option populations within subsequent courses. **(Prerequisite NU 613)**

***NU607, NU613, and NU620 are pre-requisites to all FNP or ANP specialty track courses.**

Family Nurse Practitioner Specialty Courses (FNP)

The following courses are FNP prefix courses taken by DNP students in the FNP track:

- 668. Advanced Family NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and elderly populations. **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 669, FNP 671)**

- 669. Advanced Family NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to pediatric, adult, obstetric and elderly populations. The focus of this course is on the delivery of health care services to the family. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role. (70 Clinical Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 668, FNP 671)**
- 671. Health Promotion/Disease Prevention and Issues for FNP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of health and illness pediatric, adult, obstetric and geriatric populations. The focus of this course is application of health promotion lifestyle changes, disease prevention concepts and genetic screening options in pediatric, adult, obstetric and geriatric populations. The emphasis of this course is to examine clinical preventive services and health promotion in pediatric, adult and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 668, FNP 669)**
- 672. Advanced Family NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, & FNP 671) (Co-requisite: FNP 773)**
- 673. Advanced Family NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatrics, adult, obstetric, and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Clinical Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, & FNP 671) (Co-requisite: FNP 772)**
- 674. Advanced Family NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric populations. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, & FNP 673) (Co-requisite: FNP 675)**
- 675. Advanced Family NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatric, adult, obstetric and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Clinical Practicum) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, & FNP 673) (Co-requisite: FNP 674)**
- 676. Advanced Family NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic

changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, FNP 673, FNP 674, & FNP 675) (Co-requisite: FNP677)**

- 677. Advanced Family NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric, adult, obstetric and geriatric populations. (210 Clinical Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, FNP 673, FNP 674, & FNP 675) (Co-requisite: FNP 676)**
- 796. FNP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the FNP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the FNP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served.
- 797. FNP Residency I (3).** The FNP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 Practicum Hours) **(Prerequisite: FNP 796)**
- 798. FNP Residency II (3).** The FNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 Practicum Hours) **(Prerequisites: FNP 796, FNP 797)**
- 799. FNP Residency III (3).** The FNP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final development and implementation of a practice-focused problem, issue or process that was pursued during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and

improve health care outcomes for the population served. (210 Practicum Hours)
(Prerequisites: FNP 796, FNP 797, FNP 798)

Adult Gerontology Acute Care Nurse Practitioner Specialty Courses (ANP)

The following courses are ANP prefix courses taken by DNP students in the AGACNP track:

- 668. Advanced Adult Gerontology Acute NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric populations. **(Prerequisites: NU607, NU613, NU620) (Co-requisites: ANP 669, ANP 671)**
- 669. Advanced Adult Gerontology Acute NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is on the delivery of health care services to the defined population. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role. (70 Clinical Practicum Hours) **(Prerequisites: NU607, NU613, NU620) (Co-requisites: ANP 668, ANP 671)**
- 671. Health Promotion/Disease Prevention and Issues for AGANP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnosis and management of health and illness in late adolescent, adult, and geriatric clients. The focus of this course is application of health promotion lifestyle changes and disease prevention concepts for acute and chronic conditions affecting late adolescent, adult, and geriatric clients. The emphasis of this course is to identify needs and examine clinical preventive services and health promotion in the late adolescent, adult, and geriatric clients. **(Prerequisites: NU607, NU613, NU620) (Co-requisites ANP 668, ANP 669)**
- 672. Advanced Adult Gerontology Acute NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients. **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671. (Co-requisite: ANP 773)**
- 673. Advanced Adult Gerontology Acute NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Clinical Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671) (Co-requisite: ANP 772)**

- 674. Advanced Adult Gerontology Acute NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients. **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673) (Co-requisite: ANP675)**
- 675. Advanced Adult Gerontology Acute NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Clinical Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673) (Co-requisite: ANP 674)**
- 676. Advanced Adult Gerontology Acute NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients. **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673, ANP 674, ANP 675) (Co-requisite: ANP 677)**
- 677. Advanced Adult Gerontology Acute NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status and/or provide palliative care for late adolescent, adult, and geriatric clients. (210 Clinical Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673, ANP 674, ANP 675) (Co-requisite: ANP676)**
- 796. Adult Gerontology Acute NP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the ANP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the ANP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served.
- 797. Adult Gerontology Acute NP Residency I (3).** The ANP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the ANP Clinical

Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 Practicum Hours) (**Prerequisite: ANP 796**)

- 798. Adult Gerontology Acute NP Residency II (3).** The DNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 Practicum Hours) (**Prerequisites: ANP 796, ANP797, ANP 798**)
- 799. Adult Gerontology Acute NP Residency III (3).** The ANP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final development and implementation of a practice-focused problem, issue or process that was pursued during the ANP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 Practicum Hours) (**Prerequisites: ANP 796, ANP 797, ANP 798**)

Post-Master's Doctor of Nursing Practice Residency Courses (DNP)

The following courses are DNP prefix courses taken by DNP students in the Post-Master's DNP track only:

- 796. DNP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the DNP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the DNP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served.
- 797. DNP Residency I (3).** The DNP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 practicum hours) (**Pre-requisite DNP 796**)

- 798. DNP Residency II (3).** The DNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 practicum hours) **(Pre-requisites DNP 796, DNP 797)**
- 799. DNP Residency III (3).** The DNP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final development and implementation of a practice-focused problem, issue or process that was pursued during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served. (210 practicum hours) **(Pre-requisites DNP 796, DNP 797, DNP 798)**

Academic Regulations and Procedures

Grading System for Graduate Nursing Programs

The following represents the grading system used by the University 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. The University computes the GPA on all students based on a 0 – 4 point scale.

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 = Zero quality points per hour (0- 69)

P = Passing - Grade given for DNP residency courses and other selected courses as described in the course descriptions in the Graduate Catalogue. The grade of P does not affect the GPA. A grade of F on a pass or fail course is computed as a regular “F”.

I = Incomplete (see Graduate Catalogue for details)

A grade of D is not issued in JSU graduate programs.

Refer to the Graduate Nursing Progression and Retention Policy regarding number of “C” grades allowed in graduate courses.

Retention Policy

MSN Population Health

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 will receive notification of the requirements to reestablish good standing. Any student who does not attain good standing, as specified in their notification letter, 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 dismissed from the program.

The maximum number of hours of C grades permitted to count toward a MSN Population Health degree is six semester hours.

BSN - DNP (AGACNP and FNP Tracks) and Post Master’s DNP Track

DNP students must maintain a 3.0 GPA. If GPA falls below 3.0, student will be placed on academic probation per policy of the Department of Graduate Studies. A maximum of two courses with a grade of "C" may be counted toward degree completion and graduation.

However, only one C is permitted in a support or specialty course. A second C in a support or specialty course must be repeated. A course may be repeated only once. A student earning a third C or lower may be dismissed from the DNP program.

Reapplication Process

Any student who has been dismissed from a graduate nursing program may appeal for readmission to the Office of Graduate Studies. 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. Procedures for the process of petitioning for readmission are available in the Office of Graduate Studies, Bibb Graves Hall.

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 12 semester hours of graduate credit may be transferred to JSU from another accredited graduate school for application to the MSN Population Health degree program. Evaluation of transfer credit is made by the Director of Graduate Nursing Programs and is approved by the Department of Graduate Studies.

Only graduate courses with grades of A, B, P, and S may be transferred to JSU. Department of Graduate Studies policies stipulate that grades of C or below will not be eligible for transfer. Transfer credit must meet the six-year time limit requirement. The maximum number of hours of C grades permitted to count toward a master's degree is six semester hours.

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 Department of Graduate Studies. Second, students should request that official transcripts from other institutions at which credit was earned be sent directly to the Department of Graduate Studies at JSU. Course descriptions and syllabi should also be supplied by the student for any courses in which transfer credit is requested. It is the responsibility of the student to assure that the transcript and syllabi have been received.

The DNP program does not accept any transfer credits from other institutions.

Participation Policy

Students are held responsible for participation in all course activities and assignments for the courses in which they register. Students are expected to notify the course faculty of an intended absence from online participation prior to the date of scheduled course activities or assignments. This policy also applies to scheduled participation in practicum experiences with a preceptor, immersions and clinical simulations.

Withdrawing from Courses

Students should seek advisement from the Track Coordinator or Director of Graduate Nursing Programs and the Student Services Director for Graduate Nursing Programs prior to withdrawing from any course for which they are registered.

Comprehensive Examinations

BSN to DNP (AGACNP and FNP Tracks)

A written comprehensive examination is required of all candidates in the BSN to DNP Graduate Nursing Programs.

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 specialty track.

Application for the comprehensive examination/degree must be completed according to the office of graduate studies at www.jsu.edu/graduate/graduation.html.

If the student does not pass the comprehensive exam on the first attempt, the student must meet with the appropriate NP Track Coordinator to schedule arrangements to retake the comprehensive examination (it is recommended that the student retake the exam within the same semester).

A student may be dismissed from the Graduate Nursing Program after two unsuccessful attempts to pass the examination.

Post Master's DNP Track

The Post Master's DNP track does not require a comprehensive examination.

MSN Population Health Track

The MSN Population Health track does not require a comprehensive examination.

Graduate Nursing Program Practicum or Residency Portfolio Evaluation Process

Students will create an electronic portfolio (e-portfolio) that is due in the final semester of MSN Population Health or DNP graduate coursework. The purpose of the Practicum/Residency portfolio is for students to synthesize learning and demonstrate accomplishments across the MSN or DNP program.

A summative assessment of the student's e-portfolio will be performed by faculty members of the course.

MSN Students must achieve an 80% score on the e-portfolio to successfully meet course requirements.

DNP Residency students must achieve an 80% score on the e-portfolio to successfully meet course requirements.

Guidelines will be presented in individual courses within specific program tracks.

Application for Graduation

Graduate Nursing students should file an online application for degree/comprehensive examination with the office of the Department of Graduate Studies no later than the end of the first week for the semester the student plans to graduate. The application for degree and comprehensive examination are included on one form.

Student Appeal and/or Grievance Procedure

An appeal challenges a decision that has been made; a grievance is a complaint seeking a resolution to a specific problem. The same procedure is followed for either.

I. Student Initiated Appeals and Grievances

The appeal and grievance procedures are each divided into two phases, an "Informal Phase" and a "Formal Phase." The Informal Phase is intended to attempt to resolve an issue through meeting and discussion with the faculty member or members involved and the Course Coordinator. Should the student be dissatisfied with the results obtained in the Informal Phase, a formal appeal may be made. In such case, the procedures outlined in the "Formal Phase" shall be followed.

Informal Phase.

1. A student wishing to appeal a decision or discuss a grievance or complaint shall, within three (3) working days of the event/issue, arrange to speak with the faculty member(s) and Course Coordinator involved in the issue. If the issue cannot be resolved at this level, the student may initiate an appeal and the resolution

procedure then enters the Formal Phase. The faculty member(s) and Course Coordinator shall compile a written report of the issue or issues presented, a summary of the facts, a summary of any attempts to resolve the issue and the ultimate decision made, and submit this report to the Program Director and Associate Dean. If delivered electronically, a paper copy of the record shall be provided forthwith.

Formal Phase.

1. Completion of the Informal Phase by a student is mandatory and shall be completed before an appeal can be made. A student wishing to file a formal appeal of a decision or grievance/complaint must contact the Program Director in writing within three working days of the meeting with the faculty/Course Coordinator. The Program Director shall ensure the student has access to the Appeal/Grievance Process.
2. The student must submit a written account of the relevant issue or issues involved to the Program Director and Associate Dean. Only information presented by the student at this time can be used in any phase of the appeal. The Program Director and Associate Dean shall thereafter meet with the student, review the appeal or grievance as well as the record of the Informal Phase, and attempt to resolve the issue. If the appeal or grievance is not resolved, the student shall be informed of his/her right to meet with the Dean. A student wishing to have an adverse decision reviewed by the Dean of the School of Health Professions and Wellness shall deliver, within three (3) working days of being informed of the decision, a written request for review to the Office of the Dean, A summary of the proceedings before the Faculty/Course Coordinator, Program Director and Associate Dean, along with the student's written account, shall be forwarded to the Dean. The Dean shall thereafter set a time and place to meet with the student
3. If the appeal or grievance is pursued, the student will meet with the Dean. The Dean may, but is not required to, include members of the faculty and staff of the Department of Nursing and the University Attorney. Information from the student, faculty, Course Coordinator, Program Director, and Associate Dean will be reviewed. Only information provided in the student's written account and information from the review by the Faculty/Course Coordinator, Director and Associate Dean will be allowed. The decision of the Dean shall be final.

II. Faculty Initiated Grievances

A grievance initiated by nursing faculty or administrators against a student will proceed as follows:

1. The student will be notified in writing of the allegation(s) against him/her.

2. The student, and involved faculty member(s)/Course Coordinator shall meet to discuss the basis of the grievance/complaint. The student will be provided the opportunity to respond to the allegations.
3. After the initial meeting, the student will be allowed three (3) working days to provide, in writing, additional information relevant to the grievance/complaint.
4. Faculty Member(s)/Course Coordinator will render a decision in writing, and if the decision is adverse to the student shall therein apprise the student of the procedure to appeal the decision, as heretofore set out.
4. If the student wishes to appeal, he/she must submit a written account of the relevant issue or issues involved to the Program Director and Associate Dean. The Program Director and Associate Dean shall thereafter meet with the student, review the appeal or grievance and attempt to resolve the issue. If the appeal or grievance is not resolved, the student shall be informed of his/her right to meet with the Dean.
5. A student wishing to have an adverse decision reviewed by the Dean of the School of Health Professions and Wellness shall deliver, within three (3) working days of being informed of the decision, a written request for review to the Office of the Dean. A summary of the proceedings before the Faculty/Course Coordinator, Program Director and Associate Dean, along with the student's written account, shall be forwarded to the Dean. The Dean shall thereafter set a time a place to meet with the student. The Dean may, but is not required to, include the faculty and staff of the Department of Nursing and the University Attorney. The decision of the Dean shall be final.
6. The Dean will notify the Associate Vice President for Student Affairs and the JSU University Judicial Coordinator of a sustained grievance against a student, as appropriate.

SHPW Professional Scholars' Code

I. Professional Scholars' Code

A. Introduction

The academic community of student and faculty at the School of Health Professions and Wellness (SHPW) strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of academic dishonesty. The Professional Scholar's Code demands that students act with integrity in all of their endeavors. Exhibiting honesty in academic pursuits and reporting violations of the Professional Scholar's Code will encourage others to emulate integrity in the nursing profession. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage through academic dishonesty. Most importantly, the safety of

patients is jeopardized when students are dishonest in completing program requirements (The University of Florida, 2006, p. 5).

The nursing profession is one of highest distinction that promotes honesty and integrity. The Department of Nursing requires students and faculty to comply with the standards of conduct deemed appropriate for the nursing profession by the American Association of Colleges of Nursing Essentials of Baccalaureate Education, the American Association of Colleges of Nursing Essentials of Masters Education, the American Nurses Association's Code of Ethics, as well as those delineated in the Professional Scholars' Code of the Department of Nursing.

B. Dissemination and Clarification

1. All students and faculty in the Department of Nursing shall be informed of the Professional Scholar's Code upon registration and/or employment in the department and thereby assume the responsibility of abiding by the spirit of honesty in their academic pursuits. The establishment of a Professional Scholars' Code is not intended to be an indication that academic dishonesty behavior is commonplace at this institution. The Professional Scholars' Code is a method of reaffirming the existing code of honor which has prevailed at this department since its inception.
 - a. The Scholars' Code shall be part of the Student Handbooks and Faculty/Staff Policy and Procedures Manual. It is the responsibility of students, faculty, and staff to be familiar with this policy. Students and faculty must indicate acknowledgement of this policy via Attachment A. This document will be placed in individual's file.
 - b. It shall be the responsibility of each faculty member to inform students of the Professional Scholars' Code as part of the course orientation (live or electronic) at the beginning of every semester, through the course syllabus/notebook or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.
 - c. The appropriate officials and offices shall conduct an orientation for all nursing students, incoming nursing faculty to familiarize these individuals with the provisions of the Scholars' Code prior to attending classes or teaching.

II. Violations of Professional Scholar's Code

Any action by students revealing dishonesty is considered a violation of the Professional Scholar's Code. Actions of this nature should be reported to the course faculty.

A. Violations of Academic Honesty

Though the following list does not include all of the possible violations of the Professional Scholars' Code, it is indicative of the types of actions which must be prohibited in order to maintain academic integrity at this University.

1. Dishonesty on an 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 Professional Scholars' Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using notes or cheat sheets, copying another individual's work, having another person take an examination for the student, giving false reasons for absence or tardiness, or improper use of electronic equipment. These actions violate the principles of the Professional Scholars' Code.
2. 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. An act of plagiarism includes copying of another person's ideas or words, interspersing one's own words within another's work, paraphrasing another's work (using ideas or theory but rewriting the words), fabricating sources of data, and other uses of another's ideas or words without acknowledgement (A.T. Still University, Student Handbook, 2008). 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. If there are questions regarding how to apply the Professional Scholars' Code in a particular situation, the student should request immediate clarification from the instructor.
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. Falsifying or misrepresenting the results of a research project or study is a violation of the Professional Scholars' Code.
4. Examinations, 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 exercises shall not be removed from the classroom/lab/computer lab. **STUDENTS SHALL NOT SHARE TEST INFORMATION/EXAM QUESTIONS WITH ANY OTHER STUDENTS DURING OR AFTER THE ADMINISTRATION OF AN EXAMINATION.**
5. 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 Professional Scholars' Code prohibits both the giving and receiving of unauthorized assistance.

6. Audio or visual recording of lectures, presentations, or laboratory demonstrations by students is permissible within strict guidelines as outlined in the Audio and Visual Recording Policy (See policy III.17.00). Noncompliance with the audio/visual recording guidelines is a violation of the Professional Scholars' Code.

A student of the School of Health Professions and Wellness who submits an examination or other work 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.

III. Suspected Violations of Professional Scholar's Code

1. Students suspected of violating the Professional Scholar's Code will be notified verbally and in writing. Faculty should use Attachment B for communication of violation to student. Faculty should complete Attachment C in order to document the alleged incident, the student's response, and resolution of the incident. All documentation should be placed in the student's permanent file.
2. The student has the right to seek advice from his/her Academic Advisor, Program Director or the Director of Student Services for their own program.
3. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
4. Faculty will consider the nature of the offense, evidence presented by the student and make a decision regarding consequences.
5. Consequences for students found guilty of violation of the Professional Scholar's Code may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
6. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

SHPW Standards for Professional Behavior

II. Standards for Professional Behavior

A. Introduction

The academic community of students and faculty at the School of Health Professions and Wellness (SHPW) strives to develop, sustain and protect an environment of professionalism. The Standards for Professional Behavior demands that students and faculty display professionalism in all of their endeavors. Exhibiting professionalism in academic pursuits and reporting violations of the Standards for Professional Behavior will encourage others to emulate professionalism in the nursing profession. Every student and/or faculty who approaches their studies or nursing student/faculty role with professionalism suffers when another student/faculty behaves in an unprofessional manner that reflects negatively on the School of Health Professions and Wellness.

The School of Health Professions and Wellness requires students and faculty to comply with the standards of conduct deemed appropriate for the nursing profession by the American Association of Departments of Nursing Essentials of Baccalaureate Education, the American Association of Departments of Nursing Essentials of Masters Education, the American Nurses Association's Code of Ethics, as well as those delineated in the Professional Scholars' Code of the Department of Nursing.

B. Dissemination and Clarification

1. All students and faculty/staff in the Department of Nursing shall be informed of the Standards for Professional Behavior upon registration and/or employment in the Department and thereby assume the responsibility of abiding by the spirit of professionalism in their academic pursuits. The establishment of a Standards for Professional Behavior is not intended to be an indication that unprofessionalism is commonplace at this institution.
 - a. The Standards for Professional Behavior shall be part of the Student Handbooks and Faculty/Staff Policy and Procedures Manual. It is the responsibility of students, faculty, and staff to be familiar with this policy. Students and faculty must indicate acknowledgement of this policy via Attachment A. This document will be placed in individual's file.
 - b. It shall be the responsibility of each faculty member to inform students of the Standards for Professional Behavior as part of the course orientation (live or electronic) at the beginning of every semester, through the course syllabus/notebook or other effective means. Faculty shall support the principles of professionalism through course policies and procedures.
 - c. The appropriate officials and offices shall conduct an orientation for all nursing students, incoming nursing faculty and staff to familiarize these individuals with the provisions of the Standards for Professional Behavior prior to attending classes or teaching or assuming an employee role within the DON.

III. **Unprofessional behavior** is the improper conduct by a student faculty, or staff which infringes on the reasonable freedom of others or which is otherwise detrimental to the proper conduct of Jacksonville State University, The Department of Nursing, and clinical agency partners. The Department of Nursing is dedicated to maintaining excellence and integrity in all aspects of its professional conduct. Violations within these areas will be processed appropriately without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

Professional behaviors such as accountability, promptness, responsibility, honesty, and respect are expectations of all students, faculty, and staff. As representatives of the nursing profession and Jacksonville State University, students, faculty, and staff are expected to maintain these professional behaviors within the classroom, online educational platforms, clinical activities, and communities it serves. Professional decorum is expected in all interactions with administration, faculty, staff, classmates,

vendors, clients, families, visitors, and all clinical healthcare partners and their associates.

Evidence of unprofessional behavior can result in verbal/written warning, prescriptive educational assignments, reduction in course grade, clinical or course failure, or dismissal from the nursing program and/or Jacksonville State University.

Unprofessional behaviors include, but are not limited to, the following:

1. Unsafe practice (acts of commission or omission) that places a client in serious jeopardy.
2. Falsification of records (academic, clinical medical records, records of attendance or completion of course objectives).
3. Being under the influence of any substance that impairs performance as outlined in The Department of Nursing *Impairment and Substance Abuse Policy*.
4. Academic dishonesty (lying, cheating, and plagiarism; may also be considered a violation of the Scholar's Code).
5. Distribution (physically or verbally) of actual or summarized test questions, assignments, papers, or any graded activities.
6. Physical or verbal altercations.
7. Incivility or willful harassment, sexual harassment, abuse or intimidation (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates.
8. Willful expressions of disrespect (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates related to race, cultural values/practices, religious beliefs, sexual orientation, physical/mental disabilities, and socioeconomic status.
9. Violation of confidentiality as outlined by HIPAA, FERPA, and confidentiality agreements with clinical partner agencies.
10. Theft of property
11. Rudeness, disruptive behavior, and/or lack of professional decorum in the classroom, online educational platforms, clinical practicum, and all communication/interaction settings that include, but are not limited to, face-to-face meetings, postal mailings, email, text messaging, facsimile (fax), social media, and video/audio recordings. This includes a pattern of late arrivals to class/clinical site or repetitive absences from class, clinical, and online platforms.
12. Unprofessional or inappropriate dress in the classroom, clinical practicum, clinical or simulation laboratory, and Department of Nursing and/or University functions. This includes failure to wear ID badge in clinical areas.

(University at Buffalo School of Nursing Undergraduate Handbook, 2012)

III. Suspected Violations of Standards for Professional Behavior

7. Students suspected of violating the Standards for Professional Behavior will be notified verbally and in writing. Faculty should use Attachment B for communication of violation to student. Faculty should complete Attachment C in order to document the alleged incident, the student's response, and resolution of the incident. All documentation should be placed in the student's permanent file.
8. Suspected faculty/staff violations will be managed by the Dean/Associate Dean and referred to Human Resources, if necessary.
9. The student has the right to seek advice from his/her Academic Advisor, Program Director or the Director of Student Services for their own program.
10. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
11. Faculty will consider the nature of the offense, evidence presented by the student and make a decision regarding consequences.
12. Consequences for students found guilty of violation of the Standards for Professional Behavior may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
13. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

Sigma Theta Tau

Sigma Theta Tau is the International Honor Society of Nursing. The Zeta Xi Chapter of the Department of Nursing 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 graduate nursing 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 Services

Counseling Services

Counseling Services offers personal, educational, and career counseling for JSU students. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling Services is the registration site for CLEP, Residual ACT, MAT, Math Placement, EPP and other examinations. Many exams are available on a walk-in basis. Counseling Services also coordinate and advise the Peer Educations student group. The Counseling Services office is located in 140 Daugette Hall and more information can be located at www.jsu.edu/ccservices. Their phone number is 256-782-5475.

Career Services

Career Services provides cooperative education to undergraduate and graduate students as well as employment assistance to all students, graduating seniors and alumni. These services consist of employability skills workshops, on-campus interviews, job listings at <https://jsu-csm.symplicity.com>, career fairs, corporate information, resume' editing, and individual counseling concerning job search strategies. To contact Career Services: .

Call (256) 782-5482 to schedule an appointment or visit the website at www.jsu.edu/careerservices to learn more about our services.

Disability Support Services

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with Disability Support Services DSS and the instructor, as early in the semester as possible. All discussions will remain confidential. Disability Support Services is located in 139 Daugette Hall or students can call or email at (256) 782.8380, dss@jsu.edu.

It is the goal of DSS to ensure that students with disabilities have equal opportunity to achieve their personal academic goals while maintaining the integrity of JSU's academic program requirements. DSS provides reasonable accommodations through a variety of services and programs.

RMC/University Health Center

The RMC/University Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures operating via a joint partnership with Northeast Alabama Regional Medical Center. The Health Center provides outpatient medical services as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU alumni. Clients are encouraged to make an appointment but walk-ins are welcome.

Services include Primary Care, Urgent Care, Women's Health Care, Men's Health Care, Mental Health Screening, Physicals, Immunizations, Allergy Injections, Medication Management, Laboratory, Attention Deficit Hyperactivity Disorder (ADHD) Treatment. Wellness Check-ups, Health Fairs, Radiology Services (off site), Rehab Services (off site), Referrals

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.

Impairment and Substance Abuse Testing Policy for Faculty and Students

I. Philosophy

Jacksonville State University (JSU) Department of Nursing (DON) is committed to maintaining a drug-free workplace and academic environment.

In compliance with Federal law, the University has adopted a University Drug-Free Workplace Policy that prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. All DON students, faculty, and staff must become familiar with and comply with this university-wide policy, which applies to behavior that not only occurs on the University campus but also on property owned or controlled by the University and/or a University-sponsored or University-supervised activity at other locations. This policy is accessible at

<http://www.jsu.edu/depart/undergraduate/catalog/pdf/jsucatalogue07-09.pdf>.

The JSU Department of Nursing Impairment and Substance Abuse Testing Policy, as described below, is intended to compliment the University's Drug-Free Workplace Policy. This policy applies to DON students, faculty, clinical associate and adjuncts, professional staff and students at any time and in any location while in a role affiliated with JSU.

II. Alabama Board of Nursing Requirements

Lurleen B. Wallace Department of Nursing clinical faculty and nursing students shall comply with legal, moral, and legislative standards in accordance with the Alabama Law Regulating Practice of Registered Nursing (Alabama Board of Nursing, 2009). These standards determine unacceptable behavior of the nurse which may be cause for denial of license to practice as a registered nurse and are as follows:

“The board may also deny, revoke, or suspend any license issued by it or to otherwise discipline a licensee upon proof that the licensee: is guilty of fraud or deceit in procuring or attempting to procure a license; has been convicted of a felony; is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession; is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit-forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee; has been convicted of any violation of a federal or state law relating to controlled substances; is guilty of unprofessional conduct of a character likely to deceive, defraud, or injure the public in matters pertaining to health or has willfully or repeatedly violated any of the provisions of this article, as defined by board rules and regulations” (Nurse Practice Act, Article 2, Section 34-21-25).

Nursing students must understand the Alabama Board of Nursing’s regulations concerning candidate review of eligibility for initial and continuing licensure. Questions on the application for Licensure as a Registered Nurse by Examination include:

- (1) Have you ever been arrested for, been charged with, been convicted of, entered a plea of guilty to, entered a plea of nolo contendere or no contest for, received deferred prosecution or adjudication for, had judgment withheld for, received pretrial diversion for, or pleaded not guilty by reason of insanity or mental defect to any crime other than a minor traffic violation in any state, territory, or country? Any crime related to driving while impaired or while under the influence of any substance is not a "minor traffic violation".
- (2) In the past five years, have you abused alcohol, drugs (whether legal or illegal, prescribed or unauthorized), and/or other chemical substances or received treatment or been recommended for treatment for dependency to alcohol, drugs (whether legal or illegal, prescribed or unauthorized) and/or other chemical substances?
- (3) Have you ever been arrested or convicted for driving under the influence of drugs/alcohol?
- (4) In the past five years, have you had, or do you now have, a physical or mental health problem that may impair your ability to provide safe nursing care?

(5) Has the licensing authority of any state, territory, or country denied, revoked, suspended, reprimanded, fined, accepted your surrender of, restricted, limited, placed on probation, or in any other way disciplined your nursing and/or any other occupational license, registration, certification, or approval?

(6) Is the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited to the Alabama Board of Nursing currently investigating you? (7) Is disciplinary action pending against you with the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited to the Alabama Board of Nursing?

(8) Have you ever been placed on a state and/or federal abuse registry?

(9) Has any branch of the armed services ever administratively discharged you with any characterization of service besides "Honorable" and/or court-martialed you?

The application for licensure by examination may be denied after the application has been reviewed. Each applicant is evaluated on an individual basis. The Board of Nursing cannot predetermine approval or denial of licensure until the entire application and supporting documentation has been received and reviewed.

III. Purpose

For obvious health and safety concerns, nursing students, faculty, and clinical faculty must conduct health care and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students, faculty, and clinical faculty in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies.

The Department of Nursing recognizes its responsibility to provide a safe, efficient academic environment for students, faculty, and clinical faculty and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities. Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Workplace Policy, state or federal laws or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;
2. Cooperate with affiliating clinical agencies by requiring nursing students, faculty, and clinical faculty reporting to such agencies to consent voluntarily a)

to allow those agencies to drug test the student, faculty, or clinical faculty in accordance with their policies, and b) to disclose any drug testing results to appropriate Department of Nursing officials; and

3. Require all students enrolled in clinical courses in the Department of Nursing to submit to preclinical testing, random testing, and mandatory drug testing based upon reasonable suspicion of substance abuse.
4. Require all part time clinical faculty to submit to pre-employment testing and mandatory drug testing based upon reasonable suspicion of substance abuse.
5. Require all faculty and full time clinical faculty employed in the Department of Nursing to submit to pre-employment testing, random testing, and mandatory drug testing based upon reasonable suspicion of substance abuse.

IV. Definitions of Terms Used in Policy

Drug Testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

1. Pre-clinical testing means that all students will be tested prior to engaging in any clinical activity and/or patient care.
2. Pre-employment testing means that all faculty and full/part time clinical faculty will be tested prior to employment in the Department of Nursing.
3. Random testing means that students, faculty, and full time clinical faculty will be arbitrarily selected for drug testing using a computerized system. This testing can occur at any time during employment or enrollment in upper division of the BSN or MSN program.
4. Reasonable suspicion testing means that evidence exists which forms a reasonable basis for concluding that it is more likely than not that a student, faculty, or clinical faculty has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage

level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and lookalike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Nursing student means any individual formally enrolled in the Department of Nursing in pursuit of the undergraduate or graduate degree, including registered nurses (RN) and students taking courses via distance education, regardless of the specific location of the student.

Faculty means any person employed in the faculty role in the Department of Nursing.

Clinical faculty are registered nurses employed full or part time by the Department of Nursing to supervise students in clinical settings. Clinical faculty may be hired as adjuncts or clinical associates.

Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing

student, faculty, or clinical faculty while on University or affiliated clinical site premises or while participating in any University-or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a student, faculty, or clinical faculty's use of alcohol or any drug in such a way that their performance in any nursing course, including activities at any clinical site, is impaired.

V. Policy Requirements

A. Drug and Alcohol Prohibitions and Duty to Notify of Drug/Alcohol Convictions

1. Substance abuse as defined in this policy, or a violation of any term of the Jacksonville State University Drug-Free Workplace Policy while engaged in any University affiliated experience is strictly prohibited. All nursing students, faculty, and clinical faculty in the Department of Nursing courses or programs are required to abide by these rules when reporting to nursing-related courses and clinical experiences and while at affiliating clinical agencies (including parking lots and grounds).
2. Under no circumstance should nursing students, faculty, or clinical faculty participate in nursing-related courses or clinical activities while they are impaired.
3. Nursing students who violate these rules will be deemed to be unable to meet the essential qualifications/functions of the nursing curriculum. Nursing students determined to have violated these prohibitions shall be dismissed from the Department of Nursing.
4. A violation by any nursing student of any state or federal statute, or regulation established pursuant to such statute, pertaining to the manufacture, improper possession, sale, use, or distribution of a drug or alcohol is strictly prohibited. Any such violation must be reported to the Dean of the Department of Nursing within five days. Such violation, if substantiated, will result in disciplinary action up to and including student's dismissal from the Department of Nursing. A nursing student who fails to notify the Dean of the Department of Nursing within five days of an administrative action or legal conviction for any such violation shall result in dismissal from the Department of Nursing.
5. Faculty or clinical faculty determined to have violated these prohibitions shall result in termination from the Department of Nursing.

B. Student, Faculty, and Clinical Faculty's Agreement to Submit to Drug Testing and to Consent to Release of Test Results to Dean of the Department of Nursing

1. The student, faculty or clinical faculty must agree to submit to drug testing prior to being assigned to an affiliating agency, for random testing, and for reasonable suspicion. The individual shall sign a consent: a) to abide by the drug/alcohol policies and drug testing policies of each affiliating clinical agency in which a student is assigned; b) to submit to any drug/alcohol testing (random or reasonable suspicion) required by the Department of Nursing and/or the affiliating clinical agency; and c) to release a copy of any and all drug/alcohol test results to the Dean of the Department of Nursing (see Attachment A for consent). Failure to sign such consent shall be grounds for non-placement at an affiliating clinical agency and shall result in dismissal from the program in the case of the student or termination in the case of full or part time clinical faculty.
3. A nursing student, faculty, or clinical faculty's failure to submit to a required drug testing, or attempting to tamper with, contaminate, or switch a sample shall result in dismissal from the Department of Nursing.
4. The cost of all drug/alcohol testing required shall be borne by the person or individual depending on what term we want to use being tested.

VI. Procedures for Drug Testing Requested by the Department of Nursing

A. Procedure for Pre-Clinical/Pre-Employment Drug Testing Requested by the Department of Nursing

1. Drug testing for pre-clinical **generic students in first semester** will be arranged by the Department of Nursing. The cost of this drug testing will be assumed by the student.
2. Drug testing for graduate nursing students must be conducted in a qualified laboratory setting specified by the JSU Department of Nursing.
3. Drug testing for pre-employment for faculty and clinical faculty will be arranged by the faculty or clinical faculty. The cost of this drug testing will be assumed by the employee. The faculty or clinical faculty will provide a copy of the drug test to the Dean, Department of Nursing.

B. Procedure for Random Drug Testing Requested by the Department of Nursing

1. Drug testing for random drug testing will be arranged by the Department of Nursing. The cost of this drug testing will be assumed by the nursing student. Any “nonnegative” screening that requires additional testing will be paid by the individual. Failure to comply with all aspects of random testing will result in dismissal from the program or termination of employment with the Department of Nursing.
2. Nursing Students in semesters two through five, faculty, and full time clinical faculty will be arbitrarily selected for random drug testing using a computerized system. Random drug testing can occur at any time. The individuals will be notified by DON faculty/staff if his/her name is selected and will be required to report immediately for testing as directed.

C. Procedure for Reasonable Suspicion Drug Testing Requested by the Department of Nursing

1. Any nursing student, faculty, or full/part time clinical faculty who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty/staff member and/or the clinical agency. The nursing student, faculty, or full/part time clinical faculty’s request to drug test will be documented (see Attachment B) and may be based on a variety of factors, including but not limited to:
 - a. observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug;
 - b. erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance;
 - c. information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional;
 - d. substance abuse-related conviction by a court, or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.
2. Drug testing for reasonable suspicion will be arranged by the Department of Nursing, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be assumed by the individual being tested.

D. Collection and verification process

1. Drug testing will be conducted by a certified collector in accordance with established methods and procedures. Confidentiality of the student, faculty, and clinical faculty as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a urine sample, securable urine containers, and chain of custody procedures. This procedure ensures that the samples identified to a student, faculty, or clinical faculty actually contain materials from that individual, that the samples are protected from tampering, and that the analysis of them is done in accordance with federal guidelines.
2. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, training hospital, Department of Nursing, or for the use of any drugs which are reasonably suspected of being abused or used by the nursing student, faculty, or clinical faculty.
3. Non-negative test results will be confirmed by additional testing. If the test is positive, the entirety of the relevant available evidence, including health history, will be used to determine the presence or absence of substance abuse.
4. The Medical Review Officer will notify a nursing student, faculty, or clinical faculty who has a non-negative drug test. If the results of the individual's test confirms the presence of a prescribed drug (verified negative) the person will be required to obtain a written statement from the prescribing physician or a Substance Abuse Professional (at the discretion of the Department of Nursing) stating that the drug level is within prescribed limits and that the level does not indicate abuse. The prescribing physician or a Substance Abuse Professional must indicate that the drug will not interfere with safe practice in the clinical area. The Medical Review Officer will determine the final status of the drug test. Positive test results shall be communicated to the Dean and documented in the nursing students, faculty, and clinical faculty records in the Department of Nursing. A positive substance abuse test shall result in dismissal from the program or termination from the Department of Nursing.
5. Failure to submit to any form of required drug testing (pre-employment/preclinical/random/reasonable suspicion) shall result in

dismissal from the program or termination from the Department of Nursing.

VII. Confidentiality

All drug testing results will be treated by the Department of Nursing as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the nursing student, faculty, or full/part time clinical faculty has consented in writing to the release of the information. The Department and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a nursing student, faculty, or full/part time clinical faculty by his/her personal representative, in any court of law or with any state or federal administrative agency.

VII. Appeal Process

A nursing student may appeal the departments' decision to dismiss or not re-admit a student through the established Student Grievance Procedure.

Used with permission from *The University of Alabama Capstone College of Nursing, Substance Abuse Policy/Drug/Alcohol Testing Policy.*

Student Responsibilities

Health Insurance

All students in the graduate nursing program are required to have current health insurance. Annually, each student will download and complete the required form(s) from JSU DON's document tracker site. A copy of the current health insurance card or proof of coverage must be uploaded with the form(s). It is the responsibility of the student to notify the JSU DON document tracker coordinator immediately if their health insurance status or coverage changes.

Student Responsibility for Health Care

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

Malpractice Insurance

All graduate nursing students are required to show proof of professional liability insurance at the time they begin practicum or residency and must maintain coverage throughout all practica/residencies at the level designated by specialty focus. Documentation of current Professional Liability Insurance is submitted by student through the JSU DON document tracker site. A letter of coverage is acceptable as proof of insurance.

Health Appraisal Requirements

All students in a graduate nursing program who are involved in practicum (clinical)/residency nursing courses are required to have a physical examination on an annual basis. The findings are to be reported on the appropriate health forms located in the JSU DON document tracker site. The Initial Health Appraisal form must be completed within the past **6 months** and signed by a medical professional. The renewal date will be set for 1 year from the date of the exam. Participation in clinical activities is contingent upon satisfactory completion of all health requirements.

Requirements for Influenza Vaccine

All graduate nursing students involved in clinical course are required to provide documentation of an annual flu vaccine administered during the current flu season (September-March).

Requirements for TB Skin Test

All nursing students involved in clinical courses must upload written documentation for Tuberculosis (TB) screening with negative results (or appropriate treatment if positive) into the JSU DON document tracker site. One of the following completed within the past 12 months is required:

- 2 step TB skin test (administered 1-3 weeks apart) OR
- 2 consecutive annual tests (administered 10-12 months apart)
- QuantiFERON Gold blood test (lab report required) OR
- T-Spot blood test (lab report required) OR
- If positive results, submit physician clearance documented on letterhead

The renewal date will be set for 1 year. Upon renewal, one of the following is required:

- 1 step TB skin test OR
- QuantiFERON Gold blood test (lab report required) OR
- T-Spot blood test (lab report required) OR

If previous positive results, submit physician clearance documented on physician letterhead.

Requirements for Measles, Mumps, Rubella (MMR)

All nursing students involved in clinical courses must upload written documentation of immunity to Measles (Rubeola), Mumps, and Rubella into the JSU DON document tracker. One of the following is required:

- 2 vaccinations OR
- Positive antibody titer (lab report or physician verification required) OR
- History of disease

If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer is negative or equivocal, new alerts will be created for you to receive one booster vaccine (administered after your titer), and provide a 2nd titer.

If blood titers reveal an “indeterminate” or “equivocal” level of immunity, the student will be considered nonimmune. Further recommendations related to any of the above categories may be made by the student’s health care provider. As a result the student may be required to sign a “Low Titer Waiver”.

Requirements for Tetanus/Diphtheria/Pertussis (TD/TDAP)

All nursing students involved in clinical courses must present written documentation for Tetanus, Diphtheria, and Pertussis into the JSU DON document tracker site. Submit documentation of a Tetanus, Diphtheria & Pertussis (TDaP) vaccination, administered within the past 10 years. The renewal date will be set for 10 years from the date administered.

Requirements for Hepatitis B Vaccine

Healthcare personnel (HCP) who perform tasks that may involve exposure to blood or body fluids should receive vaccinations for Hepatitis B. This includes all nursing students involved in clinical courses. Upload written documentation of completion of one of the following into the JSU DON document tracker site:

- 3 vaccinations OR
- Positive antibody titer (lab report or physician verification required)

If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer), and provide a 2nd titer.

If blood titers reveal an “indeterminate” or “equivocal” level of immunity, the student will be considered nonimmune. Further recommendations related to any of the above categories may be made by the student’s health care provider. As a result the student may be required to sign a “Low Titer Waiver”.

Requirements for Varicella Vaccine

All nursing students involved in clinical courses must upload written documentation of varicella immunity into the JSU DON documentation tracker site. One of the following is required:

- 2 vaccinations OR
- Positive antibody titer (lab report or physician verification required) OR
- History of disease

If your series is in process, upload where you are in the series, and new alerts will be created for you to complete the series. If your titer is negative or equivocal, new alerts will be created for you to receive one booster vaccine (administered after your titer), and provide a 2nd titer.

Illness, Injury, Pregnancy, or Other Health Condition

If as a result of injury, illness, pregnancy, or other health conditions, should a student be unable to perform the essential functions or complete the requirements of a course, the affected student should immediately request a conference with their instructor or clinical supervisor and advisor. The availability of any reasonable accommodation will be explored and to the extent feasible implemented. The University reserves the right in such situations to request a physician or other healthcare professional to certify any necessary restrictions.

Professional Apparel

Students are responsible for wearing attire appropriate for the selected clinical setting (JSU Nursing lab coat and/or uniform). Graduate students are required to wear a JSU Department of Nursing ID badge in the clinical setting. Students should contact the Graduate Nursing Program Office for directions on obtaining a Department of Nursing ID badge.

License

Each student is required to provide proof of current, unencumbered registered nurse licensure throughout the graduate nursing programs in which they are enrolled.

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. AGACNP students must present proof of ACLS certification prior to their first clinical practicum.

Requirement for Drug Screening

All students are expected to abide by the Impairment and Substance Abuse Testing Policy and any subsequent revisions to the policy, in order to participate or continue in the Jacksonville State University Department of Nursing programs. This policy requires all students enrolled in clinical courses in the Department of Nursing to submit to pre-clinical testing, random testing, and mandatory drug testing based upon reasonable suspicion of substance abuse. Drug screening is conducted in accordance with the Impairment and Substance Abuse Testing Policy (see **Appendix B**).

Criminal Background Check for Faculty, Part Time Clinical Associates/Adjuncts and Students

All nursing faculty, part time clinical associates and adjuncts, and students must have a background check completed prior to acceptance in their respective role. In the case of faculty, clinical associates, and adjuncts, the University's employment process also requires one or more additional background checks. The information obtained from the Department of Nursing investigation will be shared with the Dean/Assoc. Dean in the School of Health Professions and Wellness, and with the administrative personnel at any/all assigned clinical sites or agencies as required by the policies of these agencies or institutions. The information obtained in the reports rendered to the University shall be kept confidential except to the extent necessary in making admission, employment, and clinical assignment decisions.

Policies mandating criminal background checks are congruent with The Joint Commission (TJC), (*TJC Standard HR.1.20.05 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.*)

Faculty, clinical associates, adjuncts, and nursing students must be successfully cleared through criminal background checks, healthcare licensing or certification registries and state boards of nursing prior to engaging in patient contact (see **Appendix C**).

Blood and Body Fluid Exposure

The Lurleen B. Wallace Department of Nursing faculty, staff, and students adhere to Standard Blood and Body Fluid Precautions. One principle of these precautions is to assume that all patients are potential carriers of blood-borne 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.

Students are responsible for adhering to the established accidental exposure policies, procedures of the clinical agency, and the Department with respect to reporting and documentation of the incident (see **Appendix D**).

Blood and Body Fluid Exposure Policy

Philosophy

The Lurleen B. Wallace Department of Nursing faculty, staff, and students adhere to Standard 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.

Students are responsible for adhering to the established accidental exposure policies, procedures of the clinical agency, and the Department with respect to reporting and documentation of the incident.

Prevention

Students are required to receive the Hepatitis B vaccine series, as indicated in the *'Requirements for Hepatitis B Vaccine' Policy*. Students that present reactions or life threatening complications must provide written documentation from their health care provider to be exempt from this requirement.

Before entering the clinical setting, all students are instructed on Standard 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. If the potential exposure involves a needle stick, puncture injury, cut, or fluid contact, wash the area with soap and water for at least 15 seconds. In the case of a

mucous membrane exposure, rinse the site with copious amounts of water or normal saline solution. Irrigate the eyes with commercially prepared isotonic solution in eye wash stations, if available, or with saline solution or clean water. Flush splashes to the nose, mouth, or skin with water.

2. The student must immediately consult Northeast Alabama Occupational Health Center (256-741-6464 or 256-231-0556) or 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.** 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.
3. Students must notify faculty, staff and/or preceptor of exposure. While the faculty, staff 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.
 1. 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.
 2. Immediately after notifying the agency, the clinical instructor or preceptor should call the department secretary at 256-782-5425 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.
4. 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.
5. Northeast Alabama Regional Medical Occupational Health Center, the student's own health care provider, emergency health care provider, or infectious disease specialist 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 Department is not responsible for ensuring the student's compliance with post exposure care.

6. Students will be responsible for all costs with regards to their post exposure medical care.

Student Financial Aid

Jacksonville State University offers a broad program of financial aid to assist as many qualified students as possible. Since the University cannot meet the financial needs of all applicants, students are also urged to investigate outside sources of aid.

Most aid programs are based on the individual need of the applicant. Demonstrated financial need is determined by completing an independent, standardized need analysis form called the Free Application for Federal Student Aid (FAFSA) on the web at www.fafsa.gov. The JSU Title IV Code is 001020.

Those interested in detailed information on federal financial aid should request The Student Guide by writing the Federal Student Aid Information Center, P.O. Box 84, Washington DC 20044. Additional information may also be secured from the JSU Office of Student Financial Services or from the internet at www.nasfaa.org.

Loans

Specific information about loans available to eligible graduate students may be obtained in the *Graduate Catalogue* or by contacting the Office of Student Financial Services.

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) 293-5200 or <http://www.abn.state.al.us/Content.aspx?id=202>

Graduate Assistantships

Salaried graduate assistantships may be awarded on a semester basis to graduate nursing 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 Department of Graduate Studies. Interested graduate students should contact the Director of Graduate Nursing Programs.

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**JACKSONVILLE STATE UNIVERSITY SCHOOL OF HEALTH PROFESSIONS & WELLNESS
DEPARTMENT OF NURSING**

**Appendix A
Professional Scholars Code Agreement**

The students of the Department of Nursing recognize that academic honesty and integrity are fundamental values of the nursing profession and this University community as evidenced by the Professional Scholar's Code. Students who enroll at the Department of Nursing commit to holding themselves and their peers to the high standard of honor required by the Professional Scholars Code. **Any individual who becomes aware of a violation of the Professional Scholars Code is bound by honor to take corrective action** (University of Florida, 2006).

We, the members of the Department of Nursing, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I hereby pledge that on all work submitted at the Department of Nursing I will neither give nor receive unauthorized aid in doing any or all assignments.

Student Signature

Date

JACKSONVILLE STATE UNIVERSITY SCHOOL OF HEALTH PROFESSIONS & WELLNESS
DEPARTMENT OF NURSING

Appendix B
Standards for Professional Behavior Agreement

The students and faculty/staff of the Department of Nursing recognize that professionalism is a fundamental value of the nursing profession and this University community as evidenced by the Standards for Professional Behavior. Students and faculty/staff at the Department of Nursing commit to holding themselves and their peers to the high standard of honor required by the Standards for Professional Behavior. **Any individual who becomes aware of a violation of the Standards for Professional Behavior is bound by honor to take corrective action** (University of Florida, 2006).

We, the members of the Department of Nursing, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I have read and understand the Standards for Professional Behavior. I hereby pledge that I will maintain the highest level of professionalism in all settings of which I am representing the Department of Nursing.

Student/Faculty/Staff Signature

Date

**JACKSONVILLE STATE UNIVERSITY SCHOOL OF HEALTH PROFESSIONS & WELLNESS
DEPARTMENT OF NURSING**

**Appendix C
Consent to and Permission for Drug Screening for Nursing Students, Faculty or Clinical
Faculty**

I have read, understand, and agree to abide by the impairment and substance abuse testing policy guidelines.

I understand that failure to submit to drug screening will result in dismissal from the nursing program or termination of employment with the Department of Nursing.

I understand that a positive drug screen will result in dismissal from the nursing program or termination of employment with the Department of Nursing.

I understand that results of my drug screen may be released to clinical agencies.

I hereby release the designated testing agency and its director, Jacksonville State University, and faculty of the Department of Nursing from any claim in connection with the drug screening guidelines.

I understand that in the event any legal action is taken as a result of the drug screening guidelines, confidentiality may no longer be maintained.

Student or Faculty Signature

Date

Print Name

This form will be maintained by the Department of Nursing and will be disclosed to appropriate clinical agencies upon their request.

Appendix D
Report of Reasonable Suspicion of Drug/Alcohol Use

To be completed by the nursing student, faculty, or staff member observing suspected substance abuse.

1. Name of nursing student, faculty, or clinical faculty suspected of substance abuse as defined in policy.

2. Reasons why you suspect the student, faculty, or clinical faculty of substance abuse. (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names and whereabouts of those witnessing the incidents/behavior.) [Staple additional comments/observations to this document]

NOTE: Some types of information that should be documented if observed or known includes: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unfair practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor of alcohol on breath); other observed actions or behaviors; unexplained absences or tardiness; whether student, faculty, or clinical faculty was found with drugs/alcohol or admitted to use of drugs/alcohol; whether other students, faculty, or staff have complained of the behavior and if so a list of witnesses to the behavior.

3. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this nursing student, faculty, or clinical faculty has engaged in substance abuse as defined in the Department of Nursing Impairment and Substance Abuse Testing Policy:

Signature of Faculty/Staff Member Approving Drug Test

Date _____ Time _____

Printed Name and Title of Faculty/Staff Member: _____

Printed Name and Signature of Student: _____

To be completed by the nursing student, faculty, or clinical faculty to be tested (optional):

Are you taking any medications, or is there any other information you believe might explain your behavior or assist the Medical Review Officer and/or prescribing physician interpreting your test?

The original of this form should be given to the Department of Nursing Dean for inclusion in the nursing student, faculty, or clinical faculty's confidential records. It may be disclosed on a "need to know" basis to clinical agencies and/or testing facilities.

**JACKSONVILLE STATE UNIVERSITY SCHOOL OF HEALTH PROFESSIONS & WELLNESS
DEPARTMENT OF NURSING**

**Appendix E
Letter of Understanding Regarding Criminal Background Checks**

I have read and understand the Department of Nursing policies regarding the requirement for criminal background checks. I voluntarily give my consent to the obtaining of one or more necessary reports and the use thereof as outlined in the stated policy.

Print Full Name (Include Middle Name)

(Maiden Name If Applicable)

Signature

Date

Appendix F
Possible Exposure to BloodBorne Pathogens
Release of Liability

I _____ am aware that the Lurleen B. Wallace Department of Nursing requires participation in patient treatment and clinical procedures during the course of nursing classes. I am also aware that as a result of my voluntary participation, I may be exposed to infectious diseases and am participating in the clinical work voluntarily.

I have been informed by my clinical instructor/preceptor _____ that on this date I have been involved in an incident that may have resulted in my being exposed to infectious disease. I understand that it is the policy of the Department of Nursing to release me from clinical practicum in order that I have the opportunity to seek medical evaluation of risk status and further treatment. It is my decision to refuse to seek medical evaluation for risk status and further treatment. By my signature below, I release Jacksonville State University, any of its employees, and the participating agency _____ from any liability for injury, illness or infection that may be contracted as a result of this incident.

I am aware that I am responsible for following the agency policies with regards to reporting and documentation of the exposure incident, regardless of my decision to seek medical attention. I understand that I am responsible for any future financial expenses resulting from my decision not to seek medical evaluation at this time, or any expenses resulting in the future should I elect to change my mind and seek care in the future.

Student's Signature

Date

Clinical Instructor/Preceptor

Date

The signed release of responsibility will be maintained in the student's permanent file.