

**LURLEEN B. WALLACE COLLEGE OF NURSING
AND HEALTH SCIENCES**

**JACKSONVILLE STATE UNIVERSITY
700 PELHAM ROAD NORTH
JACKSONVILLE, ALABAMA 36265-1602
PHONE: (256) 782-5425
1-800-231-5291
FAX - (256) 782-5406
www.jsu.edu/depart/nursing/**

2007

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

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LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH SCIENCES

JACKSONVILLE STATE UNIVERSITY

BACKGROUND OF THE COLLEGE OF NURSING AND HEALTH SCIENCES

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

ACCREDITATION AND MEMBERSHIP

Jacksonville State University is accredited by the Southern Association of Colleges and Schools. Both the baccalaureate and master's programs of the Lurleen B. Wallace College of Nursing and Health Sciences are accredited by the Commission on Collegiate Nursing Education through 2015. 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
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

PHILOSOPHY

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

Individuals are viewed as holistic beings comprised of three dynamic subsystems: biological, social, and personal. Each of the subsystems interacts to form an integrated whole which is continuously affected by the state of growth and development from conception to death. Individuals function within the context of a family and community that is part of an ever-changing environment. Through its diverse culture, values, ideas, beliefs, and customs, the environment influences individual behaviors. In turn, individuals can influence the environment through interaction with social, economic, and political forces. As such, individuals are capable of self-direction, affecting change, and influencing others who are part of a multicultural society.

Individuals have basic needs which must be met in order for them to function at their optimal health levels. When stress threatens fulfillment of one or more of these basic needs, the individual may require help in adapting and coping in order to reestablish an optimum level of functioning within new limitations.

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

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

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

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

3/1999

MISSION STATEMENT

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

GOALS

To achieve this mission, the College will:

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

3/2001

PROGRAM OBJECTIVES

Graduates of the baccalaureate nursing program will be able to:

1. Integrate a variety of supportive theories as a foundation for professional nursing practice.
2. Synthesize knowledge of the biophysical/behavioral sciences and humanities in rendering professional nursing care in diverse populations.
3. Integrate the nursing process in the provision of therapeutic nursing interventions.
4. Analyze decisions and actions through the utilization of critical thinking skills.
5. Exhibit effective communications skills in all aspects of professional practice.
6. Internalize responsibility and accountability for decisions and actions.
7. Assess various nursing roles to improve the health status of individuals, families, and communities.
8. Evaluate the use of leadership and management skills in a restructured health care system.
9. Appraise relevant research findings in professional nursing practice.

12/1999

ORGANIZING FRAMEWORK

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

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

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

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

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

5/1998

PROFESSIONAL VALUES

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

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

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

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

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

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

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

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

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

Reference

American Association of Colleges of Nursing. (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

THE SCHOLARS' CODE

I. Scholars' Code

A. Background and Philosophy

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

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

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

B. Introduction

The Scholars' Code shall be as follows:

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

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

1. Violation of Academic Rights

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

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

2. Violation of Professional Ethics

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

C. Purpose and Application

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

The Scholars' Code shall be applicable to all students enrolled at the College, both full and part-time. The code shall apply to all work assigned to meet course and clinical requirements. The term "work" shall include but not be limited to papers, reports, problem solutions, laboratory and other exercises, tests, examinations, computer programs, projects, Concept Mapping, critical pathways, data bases, and nursing process recordings.

D. Dissemination and Explication

1. The Scholars' Code shall be part of the Student and Faculty Handbooks. It is the responsibility of students and faculty to be familiar with this policy.
2. It shall be the responsibility of each faculty member to inform students of the Scholars' Code as part of the course orientation at the beginning of every semester, through the course syllabus or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.
3. The appropriate officials and offices shall conduct an orientation for all upper division nursing students and incoming nursing faculty to familiarize these individuals with the provisions of the Scholars' Code prior to attending classes or teaching. First semester students shall include transfer students who are not familiar with the Code.

II. Violations of Scholars' Code

A. Prohibited Activities

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

1. Dishonesty on a test, examination, problem solution, exercise, or assignment which is offered by the student in satisfaction of course requirements or as extra credit is a violation of the Scholars' Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using crib or cheat sheets, copying another student's work, having another person take an examination for the student, tampering with computer equipment to falsify evaluation of work, and giving false reasons for absence, tardiness, or failure to complete work. These actions violate the principles of the Scholars' Code.
2. Plagiarism is a violation when it occurs on a theme, report, paper, or assignment submitted as partial fulfillment of course requirements or an extra credit in a course. While a more extensive definition of plagiarism is contained in Subsection C of Section II of this Policy, plagiarism is the use of another's ideas or words as one's own without giving credit. The preparation of a paper, report, exercise, problem, or other assignment, by someone other than the person submitting the work is a violation of the Scholars' Code.
3. The submission of commercially prepared papers, reports, or themes in satisfaction of course requirements is prohibited. The use of another's academic work wholly, or in part, as a means of satisfying course requirements is also prohibited. The submission of academic work prepared for another course is prohibited unless the instructors in both courses have agreed to such a joint project. Falsifying or misrepresenting the results of a research project or study is a violation of the Scholars' Code.

B. Test, Examinations, and Exercises

Examinations, tests, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form should be the work of the individual who submits them. Unless it is intended to be a take home test, the test/exams shall not be removed from the classroom without faculty permission.

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

C. Plagiarism

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

D. Compliance with the Scholars' Code

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

III. Procedure for Resolution of Breaches of the Scholars' Code

A. Initial Report of a Violation of the Scholars' Code

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

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

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

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

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

B. Composition of the Judicial Board

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

1. Membership

The regulating body of the Scholars' Code, the Judicial Board, is composed of five voting members and one faculty advisor. The composition of the Board includes: three (3) elected officers from JANS (vice president, treasurer, and public relations officer), and two (2) elected student representatives from Sigma Theta Tau. The faculty advisor is appointed by the Chair of the Student/Alumni Affairs committee as a resource and liaison person and is a non-voting member of the Board.

2. Qualifications

Student members of the Judicial Board will be selected by JANS and Sigma Theta Tau during the spring elections of officers. Those voting in the JANS election should be made aware that Judicial Board service is among the expected roles for the vice president, treasurer, and public relations officer. All Judicial Board members serve a one-year term from May through April. No student may be a member of the Board for more than two (2) terms. Representatives must be able to serve a complete term to be elected.

C. Judicial Board Process

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

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

All written material gathered during the proceedings shall be sealed and filed for a period of not less than five (5) years. The duty of the Board is to review all evidence as presented and to determine the validity of the charges brought against the individual. In case of innocence, all information of proceedings shall be held in strict confidence. Instances of adjudged guilt, the Board shall recommend actions such as, but not limited to the following:

1. counseling
2. failure or no credit for the academic work
3. failure in the course
4. formal reprimand with a letter of admonition placed in the student's permanent file
5. probation for a specific period of time

6. suspension for a definite period of time
7. expulsion

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

D. Faculty Direct Observation

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

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

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

5/2004

**BACHELOR OF SCIENCE in NURSING
(BSN)**

For Students Entering Fall 2006 and Thereafter

(62 Semester Hours)

Suggested Plan of Study. The following list of courses is not intended to be a substitute for individual advisement by a College of Nursing and Health Sciences Academic Advisor.

Area I (6 Semester Hours)

EH 101 English Composition I	3
EH 102 English Composition II	3

Area II (12 Semester Hours)*

Literature	3
Literature	3
Fine Art	3
EH 141 Oral Communication	3

*Minimum of 3 hours of literature and 3 hours of fine art required. A 6-hour sequence of either literature or history is required.

Area III (11 Semester Hours)

BY 101/103 Intro. Biology I.....	4
CY 105/107Gen. Chemistry I	4
MS 112 Precalculus Algebra	3

Area IV (12 Semester Hours)**

History.....	3
History.....	3
PSY 201 Principles of Psychology	3
PSY 222 Human Development	3

** Minimum of 3 hours of history required. A 6-hour sequence of either literature or history is required.

Area V (21 Semester Hours)

BY 263 Anatomy and Physiology I	4
BY 264 Anatomy and Physiology II	4
BY 283 Health Microbiology	4
MS 204 Basic Statistics	3
FCS 322 Normal Nutrition	3
NU 121 Nursing Ethics	3

**Upper Division Nursing Courses
(67 Semester Hours)**

First Semester (14 Semester Hours)

NU 311 Foundations of Nursing Practice	6
NU 306 Pharmacology	4
NU 309 Health Assessment	4

Second Semester (13 Semester Hours)

NU 324 Child and Family Health	5
NU 325 Adult Health in Secondary and Community Settings	5
NU 322 Health Deviations and Clinical Interventions	3

May Semester (3 Semester Hours)

NU 340 Professional Practice and Care of the Aging Population	3
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Third Semester (12 Semester Hours)

NU 404 Childbearing Families	5
NU 405 Community/Mental Health	5
NU 400 Research and Outcomes Management	2

Fourth Semester (13 Semester Hours)

NU 424 Adult Health in Secondary, Tertiary & Community Settings	5
NU 426 Community Health Across the Lifespan	5
NU 422 Nursing Leadership and Health Policy	3

Fifth Semester (12 Semester Hours)

NU 428 Practicum.....	6
NU 455 Transition to Professional Nursing.....	3
NU Elective.....	3

TOTAL 129 Semester Hours

DESCRIPTION OF COURSES - NURSING (NU)

- 121. Ethics in Nursing (3).** Examines ethical reasoning and decision-making in relation to moral, legal, and professional standards. Specific issues confronting the health care delivery system will be analyzed.
- 306. Pharmacology (4).** *Prerequisite: Acceptance to upper division.* Designed to introduce the nursing student to the basic principles of drug therapy, drug calculations, and drug classifications. Lab required.
- 309. Health Assessment (4).** *Prerequisite: Acceptance to upper division.* Focuses upon patient assessment and nursing diagnosis, utilizing the approaches of history-taking and physical examination. Lab required.
- 311. Foundations of Nursing Practice (6).** *Prerequisite: Acceptance to upper division.* This clinical nursing course provides the first contact with individuals/families as clients/patients and emphasizes the development of skills in problem-solving, nursing process, communication, and therapeutic nursing interventions. Lab required.
- 322. Health Deviations and Clinical Interventions (3).** *Prerequisite: Completion of first semester upper division courses.* An in-depth study of disease processes across the life span. Health promotion and disease prevention will be integrated by emphasizing risk factors and relevant therapeutic approaches to reduce the incidence of acute and chronic health problems.
- 324. Child and Family Health (5).** *Prerequisite: Completion of first semester upper division courses.* Course through which students learn to provide nursing care to the child and family across the primary, acute, and tertiary care settings. Emphasis on the promotion of normal growth and development, as well as, restorative and preventative interventions for optimal health. Lab required.
- 325. Adult Health in Secondary and Community Settings (5).** *Prerequisite: Completion of first semester upper division courses.* Course through which students learn the responsibilities of professional nursing in providing nursing care to the adult patient with various medical-surgical problems. Lab required.
- 330. Death: Nursing Care of the individual and Family. (3).** *Prerequisite: Admission to upper division and successful completion of first semester upper division.* Designed to allow students to expand their knowledge and understanding for end-of-life nursing care. This course will provide a learning experience to expand the student's knowledge in providing comfort, utilization of special assessment techniques for complex patient symptoms, as well as assisting the family and patient to cope with suffering, grief, loss and bereavement. The course will build upon basic nursing principles and will expand student's working knowledge of legal and ethical principles, ability to analyze the complex issues surrounding dying and barriers to competent end-of-life care.

- 340. Professional Practice and Care of the Aging Population (3).** *Prerequisite: Completion of first semester upper division courses.* Provides an overview of the aging process with an emphasis on the development theories, physiological changes and psychosocial concepts related to the older adult.
- 341. Concepts of Human Sexuality (3).** Elective in nursing. Selected conceptions and misconceptions of human sexuality are analyzed in relationship to their implications for the professional nurse role.
- 343. Concepts of Emergency/Disaster Nursing (3).** Elective in nursing. Course designed to assist students in utilizing knowledge from the biophysical and psychosocial sciences to implement care for patients in the pre-hospital emergency setting.
- 344. Perspective in Women's Health (3).** Elective in nursing. Provides an overview of current women's health issues across the lifespan. Course focuses on the social, political, economic, and cultural influences on women's health.
- 345. Communication of Ethical Issues (3).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Using ethical decision making as a framework, professional communication will be evidenced through peer critique and scholarly writing. Personal and professional values will be identified through technical, analytical, persuasive, and creative writing.
- 347. Lifestyle Strategies for Optimal Health (3).** Elective in nursing. Course designed to assist nursing students in assessing health risks of individuals/families and in intervening appropriately, thus promoting health and reducing risk for disease, disability, and premature death.
- 350. Professional Roles (5).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Course designed to assist the Registered Nurse in making the transition to the professional role (BSN).
- 352. Health Assessment Across the Lifespan (3).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Provides a foundation for developing a holistic approach as it applies to the physiological, psychological, sociocultural, and environmental health status of individuals. Designed to assist the Registered Nurse with improving communication skills, interview techniques, history-taking, and physical examination techniques in patient/client evaluations.
- 365. Pharmacology for Practicing Nurses (4).** *Prerequisite: Acceptance to STEP Program.* For RN students only. This course focuses on current pharmacological concepts for practicing nurses. Emphasis is on current drug classifications, commonly used drugs, assessing client responses to drug therapy, client teaching and nursing interventions related to drug therapy.

- 400. Research and Outcomes Management (2).** *Prerequisite: Completion of semesters 1 and 2 level nursing courses.* Designed to assist students to develop knowledge and skills in the research process, to become consumers of research, and to conceptualize the significance of research as the foundation of evidence-based nursing practice.
- 404. Childbearing Families (5).** *Prerequisite: Completion of semesters 1 and 2 level nursing courses.* Clinical course designed to enable the student to practice the various roles assumed by professional nurses in the provision of family centered maternal-infant care. Lab required.
- 405. Community/Mental Health (5).** *Prerequisite: Completion of semesters 1 and 2 level nursing courses.* Designed to enable students to understand the dynamics of mental health with emphasis on therapeutic care of psychiatric clients/families and therapeutic use of self. Lab required.
- 422. Nursing Leadership and Health Policy (3).** *Prerequisite: Completion of semesters 1 and 2 level nursing courses.* Provides an overview of concepts of professional leadership and management and their use in the practice setting. Emphasizes organizational structure, management, professional issues, advocacy, health care economics, and health policy.
- 424. Adult Health in Secondary, Tertiary, and Community Settings (5).** *Prerequisite: Completion of semesters 1, 2, and 3 level nursing courses.* Enhances and further develops the student's ability and knowledge to care for adults with complex health problems together with their need for sophisticated nursing interventions. Lab required.
- 426. Community Health Across the Lifespan (5).** *Prerequisite: Completion of semesters 1, 2, and 3 level nursing courses.* Enables the student to use an epidemiological approach in coping with health and illness problems of families, aggregates of populations, and communities. Lab required.
- 428. Practicum (6).** *Prerequisite: Completion of semesters 1, 2, 3, and 4 level nursing courses.* Offers the students the opportunity to explore specific areas of interest in the nursing major prior to entering the world of work. Requires completion of coursework supportive of interest area. Lab required.
- 442. Transcultural Nursing and Healthcare (3).** Elective in nursing. An exploration of theoretical foundations for cultural diversity in health and illness, with emphasis in assessment and analysis of selected cultures as related to nursing and health care practices.
- 444. Implementation of Professional Nurse Role (3).** *Permission of Instructor Required.* Experience an in-depth analysis of professional nurse role in selected clinical settings. Credit for ROTC Advanced Camp may be given with approval.

- 446. Independent Study (2).** *Prerequisite: Permission of Advisor.* Special project in nursing studies. Pass/fail grade only.
- 447. Independent Study (1).** *Prerequisite: Permission of Advisor.* Special project in nursing studies. Pass/fail grade only.
- 448. Directed Study (3).** Elective in nursing. Offers the student the opportunity to explore specific areas of interest in nursing in either the theoretical and/or clinical arenas. Requires completion of coursework to support the areas of interest.
- 455. Transition to Professional Nursing (3).** *Prerequisite: Completion of semesters 1, 2, 3, and 4 level nursing courses.* Designed to be a capstone course of the baccalaureate nursing program. Emphasis is placed on application of nursing interventions addressing client needs: safe effective care environment (management of care and safety and infection control), health promotion and maintenance, psychosocial integrity, and physiological integrity (basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, physiological adaptation). Validation of nursing knowledge related to critical thinking, decision making, prioritizing, delegation, problem solving, leadership/management and evaluation is a key component of this course.
- 456. Population-Based Health Care (9).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Course designed for the Registered Nurse to apply theoretical concepts related to primary, secondary, and tertiary care of families, aggregates, and populations. Emphasis is on the application of the nursing process and education for at-risk aggregates. Clinical experiences will be designed to meet the individual learning needs of the Registered Nurse student.
- 458. Senior Design Project (3).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Enables the professional nurse to design and implement a project that reflects application of program objectives and facilitates career goals and/or preparation for graduate study.

ADMISSION TO THE UPPER DIVISION OF NURSING FOR STUDENT ENTERING FALL 2006 AND THEREAFTER

1. Requirements in Prerequisite Courses:
 - 1.1 Advisement for the upper division begins in the pre-nursing student's freshman year with academic advisement provided each semester.
 - 1.2 The grade point average for entry into the upper division ("Prerequisite GPA") is computed based exclusively on the courses that are used to satisfy the prerequisite requirements. Only courses for which a grade of "C" or above has been earned are acceptable to meet the prerequisite requirements. If a course is failed it can be repeated; however, all grades earned, up to and including the first passing grade, are used in the calculation of the Prerequisite GPA. Once a passing grade has been earned in a particular course, that course cannot be repeated to earn a higher grade. For any particular prerequisite requirement, if the transcript shows more than one course completed that is approved to meet that requirement, the course with the higher grade is used.
 - 1.3 Students requesting transfer credit from another institution must present at least the number of semester hours designated in this catalogue for credit in each transfer course.
 - 1.4 Students are not scheduled in any NU course prior to entry into the upper division with the exception of NU121.
 - 1.5 All prerequisites must be completed prior to entering the upper division or as approved by the Admission and Progression Committee (AP).
2. Guidelines for Transfer Students
 - 2.1 All transfer credits must be validated in writing through the Registrar's office. Requests for admission into the upper division may be filed only after the student has been accepted into the University and the transfer credits have been evaluated by the Registrar.
 - 2.2 The articulation agreement of the University with junior colleges in the state establishes the equivalent courses for the advisement of transfer students.
3. Requirements for Admission Consideration
 - 3.1 Students are admitted to the upper division twice each year. The upper division normally requires five (5) semesters and one (1) May Semester for completion.
 - 3.2 The student shall contact the Office of Student Services of the College at least three months prior to date of entry to establish records for review. A separate application must be filed to request consideration for admission into the upper division of nursing.
 - 3.3 A Prerequisite GPA of at least 2.5 is required for consideration for admission into the upper division (See 1.2 above). In conformance with the stated mission of the College, students presenting program deficits may be considered for probational admission. A student admitted on probationary status may be required to schedule a reduced academic load in order to achieve program objectives, thereby increasing program length. A student admitted on probationary status must meet the conditions as specified by the AP Committee.
 - 3.4 Each student's record will be reviewed as a basis for approval to enter the upper division. The review process may include a personal interview with the candidate, a background check, contact with personal references, and contact with previous nursing faculty if the student has been enrolled in other nursing programs. The College reserves the right to limit the number of students enrolled in nursing courses in order to make the most effective use of the educational resources available.
 - 3.5 A student who has been unsuccessful in another school of nursing is ineligible to apply to the College of Nursing and Health Sciences.
4. Early Admission
 - 4.1 In certain situations (e.g. for military personnel), students may request approval from Admissions and Progressions Committee for conditional admission prior to the normal admissions processing period for the semester for which the student wishes to enter upper division. Such a request must be submitted in writing through the Office of Student Services and must include a detailed explanation of why the exception to policy is necessary. If the request is approved, Admissions and Progressions Committee will provide written guidelines which will outline the student's responsibilities for maintaining the conditional admission status and any additional specific circumstances under which the admission will be revoked.

PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION IN THE UPPER DIVISION OF NURSING

In order to progress in the College of Nursing and Health Sciences, a student must be able to meet certain essential functions deemed necessary by the faculty for the practice of nursing. These abilities include, but are not limited to:

1. critical thinking skills sufficient to make decisions and judgments affecting clinical situations;
2. visual acuity sufficient for reading documents, observation, and assessment in clinical settings;
3. hearing ability sufficient for auscultatory assessment, monitoring alarms and emergency signals, and responding to verbal directions;
4. tactile ability sufficient for physical assessment;
5. motor skills and mobility sufficient for quick movements in a clinical setting, lifting at least 50 pounds, turning, positioning and transferring patients, performing CPR, calibrating machines and equipment, and performing adequate documentation;
6. communication skills sufficient to engage in verbal conversations with health care workers, patients, families, and communities;
7. ability to detect odors such as those involving bodily odors, those indicative of infection, fires, and chemical spills.

These skills are taken from the document entitled The Essentials of Baccalaureate Education for Professional Nursing Practice (1998), a publication of the American Association of Colleges of Nursing. A copy of this document is available upon request in the Director of Student Services Office located in the College. If these skills and essential functions cannot be met by the student, unassisted or with the provision of reasonable accommodations, the university reserves the right to deny admission or to advise the student to seek counseling from the university counseling center.

12/1999

Retention in the Upper Division of Nursing for Students Entering Fall 2006 and Thereafter

1. A student must earn a "C" or above in all nursing courses.
2. When a student fails a nursing course, this course must be repeated the *following* semester if it can be scheduled by the College of Nursing and Health Sciences.
 - 2.1 Failure of the same nursing course twice constitutes dismissal from the nursing program.
 - 2.2 Failure of two (2) courses in the nursing curriculum constitutes dismissal from the nursing program.
 - 2.3 Failure of one nursing course and unsatisfactory clinical performance constitutes dismissal from the nursing program.
 - 2.4 Unsatisfactory clinical performance in two nursing courses constitutes dismissal from the program.
 - 2.5 For purposes of retention and progression, students who fail clinically and withdraw or drop prior to the academic penalty date established by JSU will be considered to have incurred a course failure.
3. A student's nursing practice must meet established standards, as determined by the faculty, in order to continue in clinical nursing courses. A student failing to meet these standards will not be allowed to progress in the curriculum.
4. A student must comply with all policies related to the annual health form in order to meet agency and College requirements. A student failing to meet this standard will not be allowed to progress in the curriculum.
5. Students must complete the College-Based Examination during their senior year.
6. A student admitted on probational status must meet the conditions as specified by the Admission and Progression Committee in order to progress in the curriculum.
7. Completion of the upper division of nursing courses must occur in eight (8) semesters.
8. This policy supersedes all University policies in decisions related to progression and retention in the upper division of nursing.
9. Upper division nursing students must comply with state and federal laws.

4/2006

ATI TESTING POLICY

1. ATI testing will be a required component of each designated clinical course or other courses as applicable (i.e. Leadership).
2. The Test of Essential Academic Skills (TEAS) is completed upon admission to the upper division of nursing and students with low scores are referred to the Learning Skills Center or Academic Center for Excellence as needed for assistance.
3. Students will complete an Entrance ATI Critical Thinking Exam in the NU 311 and Exit ATI Critical Thinking Exam in the NU 428/455 courses.
4. Students are to achieve a Level 2 Proficiency as established by ATI in each of the content mastery examinations given in the clinical courses, pharmacology, and leadership. The minimum composite score correlating to Level 2 Proficiency will be identified in each course syllabus.
5. Remediation is recommended for all students who fail to meet the benchmarks. Students admitted Fall 2006 and thereafter who fail to meet content mastery benchmarks will be required to successfully remediate.
6. For the RN Comprehensive Predictor Exam, students are to achieve a composite score equivalent to 90% (+ or -1%) probability of passing NCLEX. Course syllabi will identify the specific composite score that is equivalent to the benchmark. The score is determined by the Assessment Technologies Institute (ATI) test norming procedures and is subject to change as the test version changes.
7. Students admitted Fall 2006 and thereafter must meet the RN Comprehensive benchmark to graduate.
8. Remediation is conducted through self-study using the ATI modules, textbooks, computer lab and video materials. Students should complete the nonproctored exams with a minimum score of 90 percent prior to retesting on the proctored examinations.
9. Course faculty/designees are responsible for assisting with remediation. Students must contact the ATI coordinator for retesting.
10. ATI content mastery scores may impact course grades up to 2%.
11. The ATI RN Comprehensive Predictor Examination ATI test will be administered in NU 428 Practicum. The score may count 10-20% of the NU 428 grade. Students failing to meet the benchmark may retest one time. The average of the two scores will be used in the course grade calculation.

11/2006

ROUNDING POLICY FOR GRADES

The policy for rounding grades, based on faculty vote is:

No grade will be rounded until the total grade is calculated.

Example: 69.5 = C; 79.5 = B; 89.5 & up = A
 69.49 & below = D; 79.49 – 69.5 = C; 89.49 – 79.5 = B

INTERRUPTION IN CLINICAL SEQUENCE

Generic students who do not complete the nursing sequence on a continual basis as scheduled, must re-apply for admission prior to registering for any nursing course through the academic advisor. (See “Re-application and Request for Change in Nursing Sequence” form.)

Students who have missed a total of two or more regular semesters of coursework during completion of the nursing sequence will be required to validate knowledge from previously completed courses (clinical and non-clinical) prior to readmission into the upper division of nursing. The Admission and Progression Committee is responsible for reviewing students requests for re-admission and advising the students about validation options.

12/1999

PROCEDURE FOR SPECIAL REQUESTS

All requests will be considered on an individual basis. However, recommendations for approval or denial will be contingent upon meeting all special provisions.

1. Students submitting special requests requiring alteration of their tracking sequence will first discuss the request with the faculty advisor and complete "Reapplication and Request for Change in Nursing Sequence" form.
2. The advisor will make recommendations for retracking and submit them to the Chairperson of the Admission and Progression Committee (AP). The retracking must include the student's remaining curriculum sequence.
3. The AP Committee will review the request and the projected impact on the classes involved prior to responding to the student's request.
 - 3.1 If needed, a revision tracking sequence will be specified.
 - 3.2 The recommendation of the AP Committee will be communicated with the student by mail.
 - 3.3 Copies of the letter will be forwarded to the academic advisor, chairperson of A & P, and a copy retained in the individual student's file.

5/2004

CREDIT SYSTEM

The unit of credit at Jacksonville State University is the semester hour. In the nursing courses, the credit allocations are derived as follows:

Didactic:	1:1
Clinical:	4:1

DISMISSAL FROM THE NURSING MAJOR

The Dean and faculty of the College of Nursing and Health Sciences have the authority to request withdrawal of a student from the College of Nursing and Health Sciences, and to refuse re-admission to any student at any time if circumstances of a legal, moral, health, social, or academic nature warrant such action.

5/1991

EDUCATIONAL MOBILITY
STEP Program
RN-BSN
RN-BSN-MSN

The Lurleen B. Wallace College of Nursing and Health Sciences supports the concept of career mobility for individuals holding an associate degree or diploma in nursing. The faculty have developed a quality, flexible, cost effective, and convenient means for registered nurses to obtain the B.S.N. Degree. Strategic Teaching for Enhanced Professional Preparation (STEP) is designed to enable students to achieve their educational goals while fulfilling their personal and occupational responsibilities.

Courses in the professional component of our B.S.N. program are delivered through the Internet. After completion of general studies requirements, nursing courses may be completed in one calendar year on-line.

In Fall 2003, the College initiated a new RN-BSN-MSN option. In this program the student is allowed to register for six (6) hours of MSN level coursework while completing requirements for the BSN degree. The program is individualized to meet your needs and career goals.

REGISTERED NURSE PLAN

The nursing courses for which advanced placement credit may be given are as follows:

1. NU 311 Foundations of Nursing Practice	6 hrs.
2. NU 322 Health Deviations and Clinical Interventions	3 hrs.
3. NU 324 Child and Family Health	5 hrs.
4. NU 325 Adult Health in Secondary and Community Settings	5 hrs.
5. NU 404 Childbearing Families.....	5 hrs.
6. NU 405 Community/Mental Health	5 hrs.
7. NU 428 Practicum	6 hrs.
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 35 hrs.

REQUIRED NURSING COURSES (Beginning Spring 2007)

The required courses can be completed on-line in three semesters (one calendar year). Using Internet, Blackboard, and other distance learning modalities, the program is delivered at a time and place convenient to the individual student. The following courses are required for registered nurses in the STEP program.

Semester I

NU 345 Communicaton of Ethical Issues	3 hrs.
NU 352 Health Assessment Across the Lifespan	3 hrs.
NU 365 Pharmacology for Practicing Nurses	4 hrs.
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 10 hrs.

Semester II

NU 350 Professional Roles and Issues	5 hrs.
NU 400 Research/Outcomes Management.....	2 hrs.
NU 422 Nursing Leadership and Health Policy	3 hrs.
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 10 hrs.

Semester III

Nursing Elective	3 hrs.
Nursing Elective	3 hrs.
NU 456 Population Based Health Care	6 hrs.
	<hr/>
	12 hrs.

Entrance into **STEP Program** requires that the student has

- been admitted to Jacksonville State University with all current transcripts on file
- been individually advised, since each may have different educational needs
- a current Registered Nurse License

12/06

GRADING POLICIES

Grading System

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.

- A - four quality points per hour (90-100)
- B - three quality points per hour (80-89)
- C - two quality points per hour (70-79)
- D - one quality point per hour (60-69). This grade will not be assigned for EH 098, 099, 101, LS 094, 095, 098, 102, and PHS 099.
- NC - No credits (0-69). This grade is assigned only in English 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.
- F - No quality points (0-59). Failing grades may not be removed from the academic record. This grade will not be assigned for EH 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.
- P - Passing. Grade given for selected courses as specified in course descriptions in the catalogue. The grade of P does not affect the G.P.A. The grade of F on a pass or fail course is computed as a regular F grade.
- I - Incomplete - no quality points. See University Catalogue for details.
- W/P - withdrawn passing.
- W/F - withdrawn failing (counts as an F)
- X - Audit - no credit.

Transferred grades are accepted according to the letter grade sent by the issuing institution regardless of numerical scale on which the letter grade was based.

Grade Point Averages

The University computes Grade Point Averages on all students. The GPA system ranges from 0-4. Hours attempted are divided into quality points in order to arrive at the Grade Point Average for students entering the upper division of nursing and for students enrolled in nursing courses.

ACADEMIC FORGIVENESS POLICY AND PROCEDURES

Occasionally, during a particular semester, students encounter personal, emotional, or financial circumstances so devastating that performing academically at a level approximating their usual record of achievement becomes impossible. Normally, these students realize their situations in time to take the advisable course of action and withdraw from the University. If that is not done, however, and a student's grades for the semester are decidedly below that student's normal record, the student can petition for academic forgiveness. All course work taken, even hours completed satisfactorily during the semester for which forgiveness is declared, will be disregarded in the cumulative grade point average and as hours earned toward graduation. Academic forgiveness may be granted one time and is applicable only to JSU undergraduate course work.

Procedure

Students may petition for academic forgiveness for only one semester (any fall, spring, May, or summer term) already completed at the University, provided the student has an overall GPA of 2.0 or higher.

Students cannot receive academic forgiveness for semesters in which they are registered for upper division nursing courses. Only academic forgiveness granted by JSU will be considered in GPA calculations for admission to the upper division.

Forms and details of this policy are available in the Office of the appropriate College Dean. Undecided majors should obtain this form from the Associate Vice President for Academic Affairs, Room 201 Bibb Graves Hall.

After review of the petition by the Dean, the Dean's designee, or the Associate Vice President for Academic Affairs, the Office of the Registrar will adjust the academic record and notify the student.

Once granted, academic forgiveness cannot be reversed. Students should be aware that graduate and professional schools often compute grade point average over all hours attempted when considering applicants for admission. Additionally, students should realize that although a semester may have been academically forgiven for purposes of completing degree requirements, all JSU coursework, including the forgiven semester, will be used in determining honors at graduation.

A petition will not be considered if the student has received a degree subsequent to the semester in question.

Adopted August 1995
Revised 2/27/02

STUDENT GRIEVANCE PROCEDURE

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

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

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

Revised 6/2005

ATTENDANCE POLICY

A student is held responsible for attending all courses for which he/she registers. The policy of the College of Nursing and Health Sciences states there shall be no unexcused absences from any class or clinical. Students with unexcused absences from clinical or scheduled examinations will be given an "unsatisfactory" for clinical and zero for examinations. The faculty will establish the legitimacy of the excuse provided by the student and the right to call the physician's office for verification is reserved. Students are expected to notify the instructor of an intended absence prior to classroom administration of the examination and/or clinical experience.

1/1999

TARDINESS POLICY

The student is expected to be at the appropriate clinical site and prepared to begin clinicals at the designated time. When a student arrives at the clinical site after the designated start time, he/she is said to be tardy. The start time for each clinical is predetermined by the faculty, coordinated with the clinical agency, and provided to the student in writing at the beginning of each semester. A student must notify the clinical agency of his/her tardiness and expected time of arrival at the earliest opportunity. It is the faculty's decision whether the student may complete the clinical day or repeat it at a later time. The faculty will establish the legitimacy of the excuse provided by the student. An unexcused tardiness will result in an unsatisfactory grade for that clinical day. Two unexcused tardies will result in the student receiving an unsatisfactory for the clinical course grade.

4/2002

CLINICAL AGENCIES

Various hospitals and health agencies in the area are used for student nurse experience. Students provide their own transportation to and from the clinical agencies. A student who rides with another is to provide his/her own liability insurance.

SMOKE-FREE ENVIRONMENT POLICY

Considering health risks and factors related to quality of life for smokers and non-smokers, it is the policy of the College of Nursing and Health Sciences (Wallace Hall) that the environment be designated as a smoke-free environment. **NO** smoking will be permitted within the building at any time. This policy applies to faculty, visitors, and students.

Appropriate signage will be displayed on the front and rear entrances to the building. Students shall be advised of the policy upon admission to the upper division of nursing, and shall be held accountable if a policy violation occurs.

Individuals who choose to smoke may do so in a location that is twenty-five feet (or more) from the building. Faculty and staff will be responsible for educating students and visitors of established smoking regulations.

1/1999

AUDIO AND VIDEO TAPING POLICY

It is the policy of the College of Nursing and Health Sciences that audio and/or video taping of lecture content by students is not allowed except in the case where a student has been determined by Disability Support Services (DSS) to need these learning methods to comply with section 504 of the American Disability Act (ADA).

Revised 5/2001

CALCULATOR POLICY

The student will be permitted to use a non-programmable calculator for the calculation of dosage problems in the classroom and clinical area.

8/2002

USE OF CELL PHONES/PAGERS

No cellular phones or pagers are to be used in the classroom or clinical settings. Phones or pagers brought into class or clinical must remain in a nonaudible, vibration mode or the OFF position. Emergency calls may be routed through the College office. Staff will forward all emergency messages when possible.

10/2000

EXPRESSION OF APPRECIATION

Students are discouraged from giving faculty gifts at the end of a course/clinical rotation. However, students may freely express their appreciation verbally or with a written note/card.

LAB POLICIES FOR STUDENTS

1. No food or drink in lab.
2. No adhesives should be placed on beds, overbed tables, or bedside stands.
3. Dispose of all needles/jelcos in proper container.
4. IV arms should only be used on designated tables. Artificial blood **will stain** if leakage occurs.
5. If tape is used on models, please make sure it is removed as soon as demonstration is complete.
6. Students are responsible for returning items to designated location after practicing for checkoffs.
7. All equipment or kits must be signed out. Kits must be returned within one week or course faculty will be notified. If kit is needed for a longer period of time, special arrangements must be made due to needs of other students.
8. NU 424 students must return supplies to crash cart as listed on the clipboard found inside the cart.
9. Always bring nurse pacs to practice and checkoffs. Checkoffs cannot be completed without supplies in pac.
10. Passing equipment on to another student is not recommended. If the equipment becomes delinquent, the person who initially signed for the item will be contacted and held accountable for the delinquency.
11. All students must have a signed disclaimer on file with the clinical associate before participating in checkoffs or practice for checkoffs.
12. All students must assist in maintaining neatness and cleanliness in the lab.

1/2001

DRESS CODE

The College of Nursing and Health Sciences use many different facilities for clinical experiences. In the clinical areas, the student assumes a role as a member of the nursing team, and while in that role must present a professional appearance. The dress code of the College is established to provide a uniform standard for professional appearance of the students. Certain specialty areas of clinical practice, e.g. the Operating Room or the OB/GYN unit, may require a unique uniform that differs from the standard. The clinical instructor, in coordination with the facility, will provide guidance with regards to unique clinical area uniform requirements. The student must assume responsibility for meeting the standards of the College dress code and presenting a professional appearance. Students who fail to meet the dress code standards are subject to removal from the clinical area and may receive an “Unsatisfactory” for meeting the clinical objectives for that day.

1. The female’s hair shall be worn off the face and collar or worn up while on duty. Barrettes, or other devices, worn to maintain the hair off the face and collar shall be of the same or similar color of the hair. Devices used to maintain the female’s hair shall be conservative and non-obtrusive. Ponytails must be pinned in place. Make-up should be natural looking.
2. The male’s hair shall be neatly trimmed and off the collar. Beard and mustache shall be neatly trimmed and covered when in specialty areas, otherwise male students shall be clean-shaven.
3. Fingernails for both men and women must be clean, short, and without polish. Acrylic nails are not permitted.
4. Jewelry shall be limited to wedding band: plain gold or silver. Earrings or any other rings, pins or other jewelry either clipped to the body or attached through pierced body parts, visible to the eye during the normal wear of the uniform are prohibited.
5. A watch is a required uniform item. Watches shall be of the analog type and must have a sweep second hand. Watchbands that are gold, silver, brown, white or black will be acceptable in the clinical area. The instructor will determine the appropriateness of a watch.
6. The uniform top for women is a Landau’s royal blue unisex V-neck scrub top with two lower patch pockets. JSU shall be monogrammed diagonally in white thread on the left upper front of the top. Women’s royal blue scrub pants can be unisex drawstring or women’s elastic waist scrub pants. Cuffed pants and pants with cargo pockets are not permissible. Socks shall be crew length, solid white socks, and without stripes or logos of any kind.
7. The uniform top for men is either the Landau’s royal blue unisex V-neck scrub top with two lower patch pockets or the unisex V-neck scrub top with a left breast pocket. JSU shall be monogrammed diagonally in white thread on the left upper front of the top. Men’s royal blue scrub pants can be unisex drawstring or men’s elastic waist scrub pants. Socks must be solid white without stripes or logos of any kind.
8. If tee shirts are worn underneath, they should be solid white and sleeveless.
9. The uniform, for both men and women, shall be clean and neatly pressed. Students will be held accountable for the appearance of their uniforms. The clinical instructor has the final authority to determine if a uniform is excessively worn, stained, or otherwise no longer serviceable.
10. The lab coat for women is a short white jacket with two pockets located on each side of the lower front of the jacket.
11. The lab coat for men is a short white jacket with a pocket on the upper left front and two pockets located on each side of the lower front of the jacket.
12. The school insignia patch is located on the left sleeve two inches below the shoulder in the midline on lab coat for both men and women.
13. A white cardigan style sweater or the white lab coat, are the only cover-ups that are appropriate with the uniform.
14. The nursing shoe shall be a closed, conservatively styled, white shoe with leather uppers. The shoe’s upper shall not be suede, patent leather, canvas or any other artificial fabric. The entire shoe shall be no less than 99% white including the visible edge of the sole. Shoelaces shall be 100% white. The heel of the shoe should be one inch or less. Shoes with open toes or open heels are specifically prohibited. Shoes should be kept clean and white at all times, including shoelaces.
15. Students may wear their nursing school pin after it is officially presented at Honors Day.
16. Students entering clinical agencies on school-related business should wear appropriate street clothes (i.e. dress or dress pants), covered by the lab coat and wearing the picture ID issued by the College. Inappropriate street clothes include but are not limited to: blue jeans, shorts, tee shirts, sandals, tennis shoes, or tattered, dirty attire.
17. Students shall not wear scents, colognes, aftershave, or perfumes.

18. Students must wear the picture ID card issued by the College on all uniforms.
19. School attire, as defined in this policy, is only to be worn when functioning in the role of a student nurse. Students must at all times behave in a manner that reflects positively on both the College and the nursing profession at all times while wearing the uniform.

11/2003

STUDENT RESPONSIBILITY FOR MEDICAL 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.

BLOOD AND BODY FLUID EXPOSURE POLICY

Philosophy

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

Prevention

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

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

Post-Exposure Protocol

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

1. Immediately wash the affected area with soap and water, or in the case of mucous membrane exposure, flush copiously with water or saline.
2. The student must promptly notify the clinical instructor or preceptor.

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

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

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

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

**POSSIBLE EXPOSURE TO BLOOD BORNE PATHOGENS
RELEASE OF LIABILITY**

I _____ am aware that the Lurleen B. Wallace College of Nursing and Health Sciences 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 College of Nursing and Health Sciences 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.

HEALTH INSURANCE POLICY

All students are required to have health insurance while attending clinicals. Verification of health insurance is due on the first day of class.

1. The student will complete and submit the "Health Insurance Form" to the Course Coordinator. At this time, the Course Coordinator will collect the forms and view the Health Insurance Card or a copy of the check submitted to the insurance company for validation.
2. The Course Coordinator will maintain a record of the forms collected the first day of class.
3. Prior to onset of clinicals, the forms will be submitted to the College Secretary for filing in the student's permanent record.

9/2000

HEALTH INSURANCE FORM

Verification of Medical Insurance for _____ (Semester) _____ (Year)

Student's Name (print): _____

Insurance Company: _____

Name of Insured (name on card): _____

Contract #: _____

Group #: _____

Effective date: _____

I certify that the above information is accurate and true. I am fully covered with medical insurance that extends through the end of this semester. If this insurance status changes before the end of the semester, I will notify my Course Coordinator and will purchase additional insurance immediately. **I**

understand I cannot attend clinicals unless I am covered with medical insurance.

Signature of student: _____

Date: _____ Faculty's Initial: _____

12/1999

PROCEDURE FOR STUDENT HEALTH APPRAISALS

In accordance with affiliate agencies and College requirements, all students are to have a physical examination upon admission to the nursing major and annually. The findings are to be reported on the appropriate health forms. The following procedure outlines student, staff, and faculty responsibilities.

1. The "Health Appraisal Form" will be mailed to the student along with the letter of admission. Thereafter, the "Annual Health Appraisal Form" is to be obtained from the College of Nursing and Health Sciences website.
2. The "Health Appraisal Form" is to be returned on the first day of class.
3. Subsequent "Annual Health Appraisal Forms" will be due the first day of class.
4. The completed forms will be reviewed. If questions or concerns are identified, the student may be asked to obtain a health care provider statement of explanation/clarification.
5. Upon approval, completed Health Appraisal Forms will be submitted to the secretary of the College.
6. The secretary of the College will maintain a database that specifies the date of the initial and subsequent physical examinations. Any student who does not comply with the policy stated herein will not be allowed to function in the clinical area until the completed health form is submitted.
8. Once reviewed, all forms are placed in the student's permanent file.

8/2006

REQUIREMENTS FOR MMR BOOSTER

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

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

Revised 2/2005

REQUIREMENTS FOR HEPATITIS B VACCINE

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

Vaccine is available through many private physicians and clinics. Students must assume financial responsibility for receipt of the vaccine.

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

6/2006

REQUIREMENTS FOR VARICELLA (CHICKENPOX) VACCINE

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

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

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

8/2006

REQUIREMENTS FOR TB SKIN TEST

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

The College does require this test prior to entering the clinical setting due to regulations stipulated by the clinical sites, as well as the CDC guidelines. Students that have received BCG, or have had a positive TB skin test in the past will be required to get a chest x-ray. Clearance from a physician reading the chest x-ray will be required. The physician will need to make recommendations regarding the need for a chest x-ray on an annual basis, or for further need for testing unless the person becomes symptomatic.

8/2006

REQUIREMENTS FOR BASIC LIFE SUPPORT (BLS) CERTIFICATION

All students enrolled in the upper division of nursing must maintain and show proof of Basic Life Support certification. Acceptable proof is a valid and current card issued by a Cardiopulmonary Resuscitation (CPR) certification provider. This card is also referred to as a CPR card. Upon entry into the program and at the beginning of each semester, students must show the CPR card to the instructor on the first day of class.

The American Red Cross certifies for one (1) year and calls this class, "CPR for the Professional." The American Heart Association certifies for two (2) years and calls this class, "BCLS for the Healthcare Professional." Agencies typically charge around \$50 or more for initial certification and \$35 or more for recertification if the student already has a valid CPR card. When inquiring about the class, be sure the class covers:

- *Adult*: one and two rescuer CPR
- *Adult*: conscious and unconscious foreign body airway obstruction
- *Child*: CPR
- *Child*: conscious and unconscious foreign body airway obstruction
- *Infant*: CPR
- *Infant*: conscious and unconscious foreign body airway obstruction
- Use of pocket mask
- Use of a bag valve mask
- Automatic External Defibrillator

Acceptable CPR training must include hands-on training and skills verification! Acceptable CPR cards must be issued through an approved American Heart Association or American Red Cross training agency! Internet based training that provides a CPR "card" that is downloaded from the web is NOT acceptable. If you have questions call Mr. Hofland at 782-5276

PREGNANCY IN CLINICAL COURSES

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

1. Upon learning of the pregnancy, the student will provide the College with a statement from her attending health care provider concerning the expected date of delivery and her ability to perform in the clinical setting.
2. The student will provide a copy of the statement from her attending physician to the student's clinical Course Coordinator. If enrolled in two (2) concurrent clinical courses, both clinical Course Coordinators must be notified.
3. As long as the student remains pregnant, at the beginning of every semester, each clinical Course Coordinator will be provided with a current (within 30 days) statement from the student's attending physician clearing the student to participate in the clinical setting.
4. A student will not be permitted to enroll in or remain in clinical nursing courses if the pregnancy will unduly interfere with the performance of her clinical assignments. The student is responsible for immediately notifying the clinical Course Coordinator of any significant changes in her pregnancy status that might affect her ability to perform clinical assignments or might endanger herself, her expected child, or the patients in the clinical setting.
5. A more stringent policy may be put into effect if experience shows that the implementation of this announced policy is hazardous to the health of the student, her expected child, or the patients served in the clinical courses.

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.

HIPAA STATEMENT OF UNDERSTANDING

I have read and understand the HIPAA privacy policy. I understand that I am legally responsible for the implementation of these rules in class and clinical areas. I also understand that the College of Nursing and Health Sciences or the federal government may enforce disciplinary action for any infraction of these rules.

Student Name

Date

REQUIREMENT FOR CRIMINAL BACKGROUND CHECK

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

As of September 1, 2004, all upper division nursing students must be successfully cleared through a criminal background check prior to enrolling in NU 311 Foundations of Nursing Practice. Further, as of September 1, 2004, all students enrolled in higher-level clinical courses must be cleared via a criminal background check prior to engaging in any clinical activities. Participation in clinical activities is mandatory for completion of course requirements. Students barred from participation in clinical activities will not be able to meet course requirements, and will therefore be unable to successfully progress in the nursing curriculum.

Procedure:

1. Students will sign the appropriate permission form for the criminal background check.
2. All criminal background checks must be completed through the contracted source of the College of Nursing and Health Sciences.
3. Specific information obtained through criminal background checks will be shared with Jacksonville State University faculty and appropriate staff. Specific information obtained through criminal background checks will not be shared with affiliate clinical agencies.
4. The Jacksonville State University College of Nursing and Health Sciences will provide appropriate documentation to affiliate clinical agencies confirming that all students participating in clinical activities have been cleared through an approved criminal background check.

CONSENT TO AND PERMISSION FOR CRIMINAL BACKGROUND CHECK

I _____ acknowledge and am aware that the Jacksonville State University College of Nursing and Health Sciences requires participation in clinical activities during the course of nursing classes. I am also aware that policies of affiliate agencies require that all students are to be cleared through a criminal background check prior to engaging in clinical activities. (*JCAHO Standard HR.1.20 requires a criminal background check for staff and students as well as volunteers who work in the same capacity as staff who provide care, treatment, and services.*)

I therefore consent to and give permission for Jacksonville State University College of Nursing and Health Sciences to conduct a criminal background check on me.

I understand that specific information obtained on the criminal background check will be shared with the Jacksonville State University College of Nursing and Health Sciences faculty and appropriate staff. I understand that specific information on the criminal background check will not be shared with clinical agencies. I also understand that participation in clinical activities is mandatory for completion of the Lurleen B. Wallace College of Nursing and Health Sciences course requirements. Students barred from participation in clinical activities will not be able to meet course requirements and will therefore be unable to successfully progress in the nursing curriculum at Jacksonville State University.

Student's Signature

Date

Print Full Name (Include middle and/or maiden, if applicable)

Student SS#

Date of Birth

Last revision 11/2004

Substance Abuse Policy

I. Philosophy

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

II. Purpose

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

III. Licensure Implications

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

IV. Substance Abuse Screening

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

A. Pre-Clinical Screening Process

1. All students will be notified of the drug screening guidelines in writing prior to admission to the College of Nursing and Health Sciences.
2. The College of Nursing and Health Sciences will maintain on file a photocopy signed consent to drug screening from each student.
3. Pre-clinical drug screening will be conducted by a designated agency determined by the school. The fee for testing is to be paid by the student. Proper identification, consisting of a photo ID and Social Security Card or other form of I.D. with SSN will be required. If SSN is indicated on the photo I.D., such as AL Driver's License, then the single I.D. is sufficient. Collection procedures, chain of custody, and monitoring of specimen collection will be in accordance with the designating agency's standard operating procedures and will be explained to the student at the time of specimen collection.
5. Failure to complete drug screening, as required, will prohibit the student from participating in the clinical component of required nursing courses.
6. Specimens will be screened, at a minimum, for the following classes of drugs:
 - a. Amphetamines
 - b. Barbiturates
 - c. Benzodiazepines
 - d. Cocaine
 - e. Methadone

- f. Tetrahydrocannabinol (THC)
 - g. Phencyclidines (PCP)
 - h. Propoxyphene
 - i. Opiates
7. Positive drug screens shall be confirmed by Gas Chromatography/Mass Spectrometry (GCMS).
 8. Positive drug screens shall be reviewed by a Medical Review Officer (MRO) appointed by the College of Nursing and Health Sciences. If the student tests positive for one or more of the above drugs, and asserts that the positive test is a result of taking a drug prescribed to them by a physician, the MRO will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be required to contact the prescribing physician and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.
 9. If the student tests positive for one or more of the above listed drugs, and if, following review by the MRO the conclusion of the MRO is that the test is positive, the student has the option to request confirmation testing (“Bottle B”) by a separate independent laboratory. All expenses and fees associated with the additional confirmation testing will be paid for by the student.
 10. A student who is unable to complete the clinical component of required courses due to a positive drug screen may apply for readmission to the nursing program. The student will be considered for readmission according to the criteria established in section VI.

B. Substance Abuse Verification Process

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

1. Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, noticeable change in grooming habits, impaired physical coordination, inappropriate comments or behaviors, or pupillary changes.
2. Abnormal conduct or erratic behavior, absenteeism, tardiness or deterioration in performance.
3. A report of drug use provided by credible sources.
4. Evidence of tampering with a drug test.
5. Information that the individual has caused or contributed to harm of self, visitors, other staff, or patient while under the influence of drugs as identified in item B.1.
6. Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while in the educational setting.

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

If a decision is made to test the student, the Dean, or the Director of Student Services will direct the faculty member to make arrangements to have the testing performed **immediately**. If a drug

use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency; the student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be tested before the specimen is collected at the designated testing agency. The student's failure to consent to the substance abuse test shall result in immediate termination from the nursing program.

C. Substance Abuse Screening Procedure

1. Students must pay the screening fee at the time of specimen collection.
2. Students must submit a photo I.D. and some form of verification of social security number, such as Social Security Card, if SSN is not indicated on the photo I.D.
3. Collection procedures, chain of custody, and monitoring of specimen collection; will be in accordance with the designating collection agency's standard operating procedures and will be explained to the student at the time of specimen collection.
4. When screening is initiated due to suspicion of abuse, specimens will be screened, at a minimum, for the following classes of drugs:
 - a. Amphetamines
 - b. Barbiturates
 - c. Benzodiazepines
 - d. Cocaine
 - e. Methadone
 - f. Tetrahydrocannabinol (THC)
 - g. Phencyclidines (PCP)
 - h. Propoxyphene
 - i. Opiates
5. Additional testing for the following substances may be required based on "Reasonable Cause" according to the criteria established in section IV, part B.
 - a. 3, 4 – Methylenedioxymethamphetamine (MDMA)
 - b. Methaqualone
 - c. Ethanol
6. If the initial drug screen is positive for one or more of the listed drugs, the positive finding will be confirmed by Gas Chromatography/Mass Spectrometry (GCMS).
7. Positive drug screens shall be reviewed by a Medical Review Officer (MRO) appointed by the College of Nursing and Health Sciences. If the student tests positive for one or more of the above drugs, and asserts that the positive test is a result of taking a drug prescribed to them by a physician, the MRO will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be required to contact the prescribing physician and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.
8. If the student tests positive for one or more of the above listed drugs, and if, following review by the MRO the conclusion of the MRO is that the test is positive, the student has the option to request confirmation testing ("Bottle B") by a separate independent laboratory. All expenses and fees associated with the additional confirmation testing will be paid for by the student.

If questionable behavior is observed by a preceptor or other agency personnel overseeing a student's clinical experience performed in conjunction with, or as a component of, meeting the requirements of a course of study in the College of Nursing and Health Sciences, such preceptor or other agency personnel and a member of the nursing supervisory staff, in the interest of patient

safety, shall have the authority to take action in the same manner as an assigned faculty in accordance with paragraph B. above.

D. Confidentiality

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

V. **Penalties**

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

VI. **Readmission**

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

1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
2. Prior to readmission, submit to an unannounced substance abuse screening at the student's expense. A positive screen will result in ineligibility for readmission.

Consent to and Permission for Drug Screening

I have read, understand, and agree to the drug screening guidelines.

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

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

Student Signature

Date

Print Name

Witness Signature

Date

Print Name

Date

FINANCIAL ASSISTANCE

Several types of assistance are available to students in the College of Nursing and Health Sciences. These include:

- Federal Pell Grant
- Alabama State Grant Program
- Federal Supplemental Educational Opportunity Grant
- Federal Perkins Loan
- Federal Direct Student Loan Programs
- Federal Direct Subsidized Student Loan
- Federal Direct PLUS
- Campus Employment
- General Scholarships

Other programs may be available. Information concerning assistance programs, eligibility and application procedure can be obtained by contacting the Financial Aid Office.

NURSING SCHOLARSHIPS

Nursing scholarships are awarded to junior or senior students enrolled in the upper division of Lurleen B. Wallace College of Nursing and Health Sciences. These awards are based on merit, and where merit is equal, consideration is given to need. Information concerning nursing scholarships may be obtained through the Office of Student Services. These scholarships are awarded each spring.

SPECIAL NURSING COSTS

TRAVEL EXPENSES

The student nurse is responsible for all travel associated with clinical nursing requirements.

PROFESSIONAL APPAREL

Student nurse apparel is ordered at the time of acceptance into the upper division of nursing. Complete information concerning the uniform and dress code is available in the College of Nursing and Health Sciences. The approximate cost is \$75.00.

TESTING AND EVALUATION

Students in the upper division of nursing are required to take selected standardized competency examinations. A one-time payment of \$475.00 clinical requirements and testing package is assessed upon entering the first clinical nursing course. This includes 3 yrs. Professional Liability Insurance, criminal background check, drug screen, Drexel Standardized Test-Taking Workshop, and 5 semester ATI Testing and Evaluation Package.

HEALTH INSURANCE

Health insurance coverage is mandatory for all upper division students. Each student must present official proof of coverage on the first day of class. If you do not have health insurance, you may purchase it through Midwest National Life Insurance Company of Tennessee. Payment must be handled directly through the insurance company.

MALPRACTICE INSURANCE

Hospitals and health agencies cooperating with the College of Nursing and Health Sciences require student nurses to carry malpractice insurance. A one-time payment of \$475.00 for Professional Liability Insurance and Student Evaluation Testing is assessed upon entering the first clinical nursing course. This provides for malpractice insurance coverage for the entire clinical course sequence.

NURSING SKILLS PACK

Supplies and equipment must be purchased. Cost is approximately \$45.00 - \$80.00 per semester.

SENIOR EXPENSES

Composite Pictures	Approximately \$30.00 (Additional pictures may be purchased)
College of Nursing and Health Sciences Graduate Pin	Approximately \$45.00 - \$225.00
At the beginning of the Fall semester prior to graduation, senior students may purchase the College of Nursing and Health Sciences Graduate Pin. Orders are placed in the College of Nursing and Health Sciences through the Office of Student Services.	
Application for Degree	Approximately \$ 20.00
Cap and Gown	Approximately \$ 35.00
NCLEX Review Course (optional)	Approximately \$ 400.00
State Board Fees	Approximately \$ 135.00
NCLEX Testing Fees	Approximately \$ 200.00

REQUIREMENTS FOR GRADUATION

To be considered a candidate for the degree of Bachelor of Science in Nursing the student must:

1. Fulfill the specific requirements for this degree as set forth in the University Catalogue.
2. Earn a minimum of 64 semester hours from a four-year college or university, 32 semester hours of which must be resident work at JSU. This requirement must be met, even if a student has been admitted to advance standing or has transferred credits.
3. Have no more than 12 semester hours in correspondence work.
4. Be expected to complete general subject requirements for graduation during the freshman and sophomore years in so far as this is possible.
5. Complete 129 semester hours of university work, and must earn a minimum "C" average, 2.0 G.P.A. and attain other standards approved by the faculty.
 - a. A student must earn a minimum "C" or better in each prerequisite and upper division nursing course.
 - b. At least 52 semester hours of the credit presented for a degree must be in courses numbered 300 and above.
 - c. The student must successfully complete the English Competency. The College BASE Examination must be taken. See Tests and Examinations Section of the University Catalogue.
 - d. The student must, before each registration, make an appointment for advisement with the faculty of the College of Nursing and Health Sciences to secure approval of the choice of courses and the sequence of such courses.

LICENSURE INFORMATION

Completion of the B.S.N. degree fulfills one of the qualifications for licensure by examination as listed below. The student is advised to review qualifications for licensure as well as grounds for denial of licensure before beginning the nursing major.

ELIGIBILITY FOR RN LICENSURE BY EXAMINATION

Qualifications for licensure by examination include:

- high school graduation or equivalent
- good moral character
- successful completion of requirements for graduation from a Board approved registered nursing program (for RN licensure).
- not in violation of Code of Alabama, 1975 Section 34-21-25, or Alabama Board of Nursing Administrative Code 610-x-8-.01 and 610-X-8-.05

While an applicant may meet the above qualifications, final approval to take the licensure examination and become licensed in Alabama is subject to action by the Board of Nursing.

GROUND FOR DENIAL OF LICENSE

Grounds for denial of a RN license by examination include but are not limited to:

- conviction of a felony
- conviction of a misdemeanor or felony involving moral turpitude or gross immorality
- conviction of a state or federal law relating to controlled substances (may be misdemeanor or felony)
- failure to show good moral character as pertains to nursing
- abuse of or addiction to alcohol or other drugs
- being mentally incompetent
- unprofessional conduct
- false representation of facts on application for licensure

(*Code of Alabama*, 1975, Section 34-21-25; Alabama Board of Nursing Administrative Code 610-X-8.01; 610-X-8-.05)

Applicants should also be aware that they must disclose (on application to take the licensure exam) arrests that did not result in convictions, if they have ever been on a state and/or federal abuse registry, or been court martialled/disciplined or administratively discharged by the military and attach those court records (to the application). Misdemeanors must also be disclosed. (memorandum: ABN: 1-20-94, 6-21-99)

STUDENT AFFAIRS

Students in the College of Nursing and Health Sciences are eligible to participate in all University student affairs. Student nurses are active in the University Student Government Association, sororities, fraternities, ballerinas, athletics, and the religious life of the campus.

JACKSONVILLE ASSOCIATION OF NURSING STUDENTS

The Jacksonville Association of Nursing Students (JANS) is a constituent of the National Student Nurses' Association (NSNA). JANS/NSNA's collaborative leadership activities can provide opportunities to meet and network with other nursing students, participation in local, state, regional, and national conventions, educational offerings, and opportunities to hold office at the local, state, and national level. In addition, JANS sponsors various activities through the year which are directed toward university, community and state projects. Membership information and meeting schedules are available at the JANS office.

SIGMA THETA TAU

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

Sigma Theta Tau endeavors to seek out and reward students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement. Undergraduate candidates must have completed at least one-half of the required nursing curriculum, have at least a 3.0 GPA, and be in the upper 35% of their class. Graduate candidates must have completed one-fourth of the Master's curriculum and have at least a 3.5 GPA. Other criteria for invitation to join are stated in the Sigma Theta Tau By-laws.

STUDENT SERVICES

COUNSELING AND CAREER SERVICE

Counseling and Career 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 and Career Services features a comprehensive career library, on-line computer resources for making vocational and educational decisions, and is the registration site for CLEP, ACT, GRE, MAT, and other examinations.

Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information, and individual counseling. In addition, Counseling and Career Services coordinates programs for part-time, off-campus employment, internships, and cooperative education experiences. For information, call (256) 782-5475.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. DSS does provide additional programming for students who have sensory disabilities. DSS works with faculty and staff to facilitate the student's integration into the academic community. For information, call (256) 782-8380.

MULTICULTURAL SERVICES

Multicultural Services promotes cultural diversity within the University community. The office enhances the University environment through programs and activities to develop leadership and academic skills, as well as to increase awareness of diverse cultures and backgrounds. For information, call (256) 782-5886.

STUDENT HEALTH CENTER

The Williams Student Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures. Services include health education, health screening, treatment of short-term illnesses, emergency first aid, physical examinations, allergy injections, and family planning. Medications are available through physicians dispensing.

The Student Health Center is located between Sparkman Hall and Mason Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Call for an appointment at (256) 782-5310.

INCLEMENT WEATHER

The following guidelines have been adopted by the faculty to be used in the event of inclement weather (such as snow, ice, or hurricane) which may affect student's attendance in class/clinical. The purpose of this policy is to provide a mechanism for deciding whether clinical travel is expected, since official University closings may not be announced until later in the morning.

1. The clinical Course Coordinator is responsible for contacting clinical instructors to discuss inclement weather conditions. By faculty consensus, a decision shall be made regarding class/clinical attendance. It is suggested that contacts be initiated early for example, at 05:00 if clinicals begin at 07:00.
2. Clinical instructors will notify students in their groups of cancelled clinicals. A telephone tree calling system may be used for notification. Clinical instructors should maintain a list of students' phone numbers for this purpose.
3. Students are responsible for evaluating the safety of travel in their vicinity, using information from news reports, the Highway Patrol, or other valid sources. Students should not travel if conditions are unsafe, even if clinicals have not been canceled. Students should not, for example, travel over iced bridges, closed roads, or flooded areas. Students are responsible for notifying faculty if they are unable to attend clinicals because of weather and road conditions.
4. If the University officially closes due to inclement weather, canceled clinical days do not need to be rescheduled. If the University does not close, all missed clinical days must be made up.
5. The Course Coordinator shall be responsible for notifying the Dean of cancelled classes/clinicals.

SEVERE WEATHER WARNING PREPAREDNESS GUIDELINES

The following procedure is to be used when severe weather procedures are implemented by the Jacksonville State University Director of Safety. The Dean's office will be notified to implement the severe weather preparedness plan. All students, clients, visitors, faculty, and staff will seek shelter in the following sheltered locations of the ground floor of Wallace Hall: Room 106, lobby men's and women's rest rooms, xerox room, and the administrative hallway.

1. Dean's Secretary will notify the College secretaries and the Media Specialist/Designee of all severe weather warnings. For severe thunderstorm warnings and tornado watches, classes and staff should be notified and reminded of the evacuation procedure. Tornado warnings will warrant evacuation to sheltered rooms on the ground floor.
2. Media Specialist/Designee will be responsible for checking every room and office on the second floor and notifying all present of the need to seek shelter on the first floor. The Media Specialist/Designee will also check the fire extinguishers monthly and keep a supply of flashlights stocked in the cabinet of the front counter of the administrative area. It is the Media Specialist's responsibility to make sure that each classroom has a copy of the "Severe Weather Warning Preparedness Guidelines" posted with suggested evacuation route. The Designee will prepare the annual report by September 30th of each year.
3. College Secretary will be responsible for checking all rooms and offices on the first floor and notifying all present of the need to seek shelter in secure areas.
4. Faculty (who are in class) will be responsible for lining their students up in single file. Classrooms on the West Side of the building will evacuate down the stairwell and turn to the right (men's room). Classrooms on the East Side of the building will evacuate down the stairwell and turn left (women's room). If additional areas for students are needed they can evacuate to the administrative work room (122) and/or the hallway in front of the Dean's Office. Faculty in downstairs offices are to go to room 106. Faculty in the upstairs offices who are not in class will evacuate down the stairwell to the administrative workroom (122). Administrative staff should exit to the administrative workroom (122).

5. Student Services Director and Secretary will schedule a severe weather drill each semester or at appropriate intervals.

8/2006

FIRE SAFETY PROCEDURE

Purpose:

- To inform the employee of appropriate precautions in the event of a fire.
- To provide guidelines for employees during a fire.
- To provide a mechanism that will enable the employee to prioritize in the event of an emergency situation.

Fire Safety Procedure:

1. Alert others in the building of immediate danger.
2. Pull the nearest fire alarm and give exact location of fire.
3. Evacuate all students and visitors in a single file to a fire protected area, shut off all lights and close all windows.
4. Make every possible effort to extinguish the fire and/or contain it to its immediate area.

EVACUATION AREAS

Upstairs

1. If fire is downstairs, evacuate through back door to grassy area to the right of the College.
2. If fire is upstairs, evacuate to nearest exit in a single file away from fire.

Downstairs

1. Lobby fire - administrative staff exit through Dean's office around building to front parking lot across the street from the College.
2. Faculty exit building through left side door to front parking lot across from the College.
3. Kitchen fire - exit through front door to parking lot across the street from the College.

**NEVER GO THROUGH A FIRE AREA WHEN THERE IS AN
ALTERNATE ESCAPE.**

Method of Operation of Fire Extinguishers:

Obtain the fire extinguisher closest to you. Take to the scene of the fire.

- Remove the locking pin by pulling straight out
- Aim the nozzle at the base of the flame and squeeze trigger
- Fan the nozzle slowly back and forth to provide a smothering blanket of powder at base of flame.

Water is a conductor of electricity and should never be used in extinguishing a grease fire, an electrical fire, or in close conjunction with electrical equipment.

General Rules:

1. Avoid PANIC.
2. Never alarm students or visitors by unnecessary and exciting motions.
3. Know your responsibilities and act with reassurance.
4. A fire drill should be conducted biannually by the Director of Student Services.

Bomb Threat Evacuation Procedure

1. After receiving a bomb threat, pull the nearest fire alarm.
2. The Dean's office is to be notified of the bomb threat so that the appropriate agencies may be notified.
3. Evacuation procedures will be the same as stated in the Fire Safety Procedure.
4. Remain calm and alert.
5. If the threat is by telephone, keep the caller on the line as long as possible. Ask the caller to repeat the message.
6. Listen for distinguishing background noises such as music, voices, aircraft, church bells, motors, etc. that might give an indication to the caller's location.
7. Listen carefully to the voice of the caller - note whether male or female, has an accent or speech impediment.
8. Ask about the location of the bomb, type, and time of detonation. Tell the caller the building is occupied and innocent people could be hurt.
9. Take note about the caller's knowledge of the building by the descriptions given of locations.

GUIDELINES FOR SCHOLARLY PAPERS

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

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

I. Assumptions:

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

II. Specific Guidelines:

A. Typing

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

B. Title Page:

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

III. APA Guidelines**A. Headings:**

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

B. Quotations:

1. Direct quotations of less than 40 words are incorporated into the text and enclosed in double quotation marks. The author, year, and specific page citation are presented in the text, and a complete reference is included in the reference list. (See APA manual, pp. 117-119 for more detail). Lengthy quotations should be avoided. The majority of the work in the paper should be the student's.
2. Direct quotations of 40 or more words are displayed in a double-spaced block of typewritten lines. The entire block quote is indented five spaces from the left margin. Quotation marks are omitted, but reference citation (author, year, and page) is required.
3. In a "run-in" quotation (one that is incorporated into the text), lowercase the first letter regardless of how it appeared in the original source.
4. Indicate omission of an internal part of a direct quotation with three ellipsis points (. . .), separated from the text and from each other by one space. Ellipsis points are not needed at the beginning of a "run-in" quotation. The beginning of a quotation is to be marked with quotation marks (e.g., "The profession . . . should not expect the public to support the argument.")

C. Tables/Figures

1. Brief, clear, explanatory titles and headings should be given for tables and figures. Standard abbreviations may be used in table/figure headings without explanation (e.g., no. for number or % for percent). Non-standard abbreviations require an explanation.
2. An informative table/figure supplements, not duplicates, the text. The text should refer to each table/figure and its data, but discuss only the high points.
3. Tables/figures should be referred to in text by their numbers rather than as "the table above". Tables/figures should be incorporated into text as closely as possible to the first textual reference.

D. Numbers

1. As a general rule, numbers less than ten are usually written in word form in the text. Numbers ten and over are usually written in numerals. Refer to APA (pp. 122-128) for examples and exceptions.
2. Numbers with decimal points and percentages are written in Arabic numerals. The symbol for percent (%) accompanies the number. Without a numeral, the word “percentage” is used. Sentences should never start with numerals.
3. References to tables and figures numbers are to appear in Arabic numerals. References in text to numbers taken from figures and tables should also be in numerical form, even if the numbers are small.

E. Reference Citations in Text

1. All reference listings must be mentioned in the text. Refer to APA (pp. 201-214) for further clarification and examples.
2. Citation of an author’s work in text identifies the source for readers, and enables readers to locate the source of information in the alphabetical reference list at the end of the paper.
3. APA uses the author-date method of citation; that is, the surname of the author and year of publication are inserted in the text at the appropriate point.

Examples:

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

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

Example:

White and Green (2001) concluded.....

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

Example:

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

6. If a reference has six or more authors, cite surname of first author followed by the year and “et al.” in the first citation and give the full citation in the reference list.
7. Join names in a multiple-author citations with “and” if cited in text and with an ampersand (&) in parenthetical comments and reference list.

Example:

Jones, Smith, and White (2001) concluded.....
 A recent study (Jones, Smith, & White, 2001) focused on

F. Reference List Format

1. The reference list is alphabetized by authors' last names. Multiple references by a particular author are ordered by publication data (oldest to newest). APA format uses "&" instead of "and" when listing multiple authors of a single work.
2. Each reference should have a hanging indent (first line is flush with the left margin; subsequent lines are indented 5 spaces). Single space each reference; double space between references.
3. Only the first word in the title of a nonperiodical or article is capitalized. Titles of periodicals (journals) are capitalized. Title of books and journals are italicized.
4. If a periodical has consecutively numbered pages, no issue number is required. If each issue begins with page 1, an issue number is essential for clarification. Refer to APA (p. 227) for examples.
5. The APA publication manual contains numerous examples and explanations of different reference types (pp. 215-281). A few examples of commonly used formats are presented below.

Periodicals:

Steinert, T., Wiebe, C., & Gebhardt, R.P. (1999). Aggressive behavior against self and others among first-admission patients with schizophrenia. *Psychiatric Services, 50*, 85-89.

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

Books:

Polit, D. F. (1996). *Data analysis & statistics for nursing research*. Stamford, CT: Appleton & Lange.

Edited Book:

Stanhope, M., & Lancaster, J. (Eds.). (1996). *Community health nursing: Promoting health of aggregates, families, and individuals* (4th ed.). St. Louis, MO: Mosby.

Article or Chapter in an Edited Book:

Nowland, L. (1999). Ethical issues in nursing practice. In J. Lancaster (Ed.), *Nursing issues in leading and managing change* (pp. 337-364). St. Louis, MO: Mosby.

Electronic Media:

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

2. At a minimum, a reference of an Internet source should provide a title or description, a date (either the date of publication or update, or the date of retrieval), and an address (URL). Whenever possible, the authors of the document should be identified.
3. APA (pp. 268-281) provides examples of reference citations from numerous types of electronic medical sources. Some examples include

- Internet articles based on a print source:

Clarkson, G., & Mitchell, M. (2001). Relationship between personality type and declared major in college freshman [Electronic version]. *Journal of Psychological Research*, 3, 120-123.

- Article in an Internet-only journal:

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000 from <http://journals.apa.org/prevention/volume3/pre003001a.html>

- Multipage document created by private organization, no date

Greater New Milford (Ct) Area Healthy Community 2000. Task Force on Teen and Adolescent Issues. (n.d.). *Who has time for a family meal? You do!* Retrieved October 5, 2000 from <http://www.familymealtime.org>

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

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

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

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

United States Sentencing Commission. (n.d.). *1997 sourcebook of federal sentencing statistics*. Retrieved December 8, 2001, from <http://www.ussc.gov/annrpt/1997/sbtoc97.htm>

TITLE IN CAPS – IF LONGER THAN ONE LINE

MAKE INVERTED PYRAMID

Your Name

A paper
Submitted in partial fulfillment of the requirements for NU 307 Psychosocial Concepts in Nursing in
the College of Nursing and Health Sciences, Jacksonville State University

JACKSONVILLE, ALABAMA

2007

Jacksonville State University
Lurleen B. Wallace College of Nursing and Health Sciences

I. LETTER OF UNDERSTANDING

I have in my possession a copy of the Student Handbook of the Lurleen B. Wallace College of Nursing and Health Sciences. This handbook explains the policies and procedures governing the College.

I hereby testify that I will adhere to the ethical standards of the nursing profession, including the Scholars' Code of the College.

I understand that I am responsible for seeking clarification through established channels within the College and University on any point that is not clear to me.

5/98

**II. STATEMENT OF UNDERSTANDING REGARDING
DROPPING OF NURSING COURSES**

In the event that I voluntarily choose to drop any nursing course(s), I understand that I am not guaranteed resequencing or placement in the course(s) the following semester, therefore, lengthening my program of study. To request resequencing in the upper division of nursing, I understand it is my responsibility to initiate a written request through my advisor. *I understand that it is my responsibility to drop a course. CNHS faculty cannot register/add/drop courses for students.*

III. STATEMENT OF UNDERSTANDING REGARDING ENGLISH COMPETENCY EXAM AND C-BASE

I have been advised and fully understand that I must *successfully complete* the University English Competency Exam *no later than the semester prior to my scheduled graduation*. In the nursing curriculum, I must successfully pass the ECE by the end of the fourth semester of the upper division of nursing. **I have been advised that the exam is now given once per semester and there will no longer be special testing dates for graduating seniors.** Application for Degree will not be released until successful completion.

I have also been advised and fully understand that I must complete the College BASE Examination and complete a Graduating Senior Questionnaire prior to graduation. This may be completed anytime after I have obtained Senior status, however, it is preferred that it be taken during my last semester.

Failure to comply with these guidelines may prevent my graduating as scheduled.

9/98

IV. RELEASE OF LIABILITY

In the event of sickness or injury in the clinical setting, I realize that I am responsible for all costs related to the provision of medical care. I have been advised that hospital/accident insurance is required by many of the clinical agencies utilized in the nursing program and that I should carry evidence of current insurance coverage at all times. Furthermore, I understand that I am responsible for all expenses associated with sickness/injury irrespective of insurance coverage or lack thereof.

I release and hold harmless Jacksonville State University and any employee, affiliate, or associated clinical agency of Jacksonville State University. My signature below certifies that I have been properly advised of my responsibilities in relation to medical expenses.

Student's Name (Print)

Student's Signature

Date

Jacksonville State University
Lurleen B. Wallace College of Nursing and Health Sciences

CONSENT TO RELEASE NAME TO HEALTH CARE AGENCIES

If you would like to have your name and address released to health care agencies for the purpose of recruitment, please complete the form below and sign.

Permission to Release Name and Address

I hereby consent to the release of my name and address to health care agencies for the purpose of recruitment. If I wish to withdraw my name at any time, I may do so by written request.

(Please print)

Name: _____

Permanent Address: _____

Phone Number: _____

Expected Graduation Date: _____

 Student's Name (Print)

 Student's Signature

 Date

**JACKSONVILLE STATE UNIVERSITY
LURLEEN B. WALLACE COLLEGE OF NURSING
AND HEALTH SCIENCES
JACKSONVILLE ALABAMA 36265-1602
Phone # (256) 782-5425**

AUTHORIZATION FOR RELEASE OF INFORMATION TO CLINICAL AGENCIES

I hereby give my permission for the release of my medical/student records as requested by any of the clinical agencies affiliated with the CNHS. I understand the purpose of the release of this information is to comply with the agency's requirements and is necessary for my participation in patient/client care in the clinical setting.

INFORMATION REQUESTED:

- TB Skin Test
- CPR Verification
- Immunization Records
- Evidence of Health Insurance
- Other _____

I understand that this waives my right to privacy under the provisions of the Family Educational Rights & Privacy Act of 1974 (Public Law 93-380) commonly known as the Buckley Amendment. Information contained in the student's file may not be transferred to a third party without the written authorization of the student concerned.

Student's Signature **Date**

Please print the following:

Student's Name	DOB
Street	Sex
City State Zip Code	SSN

LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH SCIENCES

CONSENT TO AND PERMISSION FOR CRIMINAL BACKGROUND CHECK

I _____ acknowledge and am aware that the Jacksonville State University College of Nursing and Health Sciences requires participation in clinical activities during the course of nursing classes. I am also aware that policies of affiliate agencies require that all students are to be cleared through a criminal background check prior to engaging in clinical activities. (*JCAHO Standard HR.1.20 requires a criminal background check for staff and students as well as volunteers who work in the same capacity as staff who provide care, treatment, and services.*)

I therefore consent to and give permission for Jacksonville State University Police Department to conduct a criminal background check on me. I understand that that I am responsible for costs associated with this check.

I understand that specific information obtained on the criminal background check will be shared with the Jacksonville State University College of Nursing and Health Sciences faculty and appropriate staff. I understand that specific information on the criminal background check will not be shared with clinical agencies. I also understand that participation in clinical activities is mandatory for completion of the Lurleen B. Wallace College of Nursing and Health Sciences course requirements. Students barred from participation in clinical activities will not be able to meet course requirements and will therefore be unable to successfully progress in the nursing curriculum at Jacksonville State University.

Student's Signature

Date

Print Full Name (Include middle and/or maiden, if applicable)

Student SS#

Date of Birth

LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH SCIENCES
CONSENT TO AND PERMISSION FOR DRUG SCREENING

I have read, understand, and agree to the drug screening guidelines.

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

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

Student Signature _____
Date

Print Name

Witness Signature _____
Date

Print Name _____
Date

**LURLEEN B. WALLACE COLLEGE OF NURSING
AND HEALTH SCIENCES**
700 Pelham Road North
Jacksonville, AL 36265-1602

(256) 782-5425
1-800-231-5291
MAIN FAX - (256) 782-5406
RN-BSN (STEP) and MSN FAX (256) 782-5430
www.jsu.edu/depart/nursing/

DEAN

Latham, Sarah V. (1982) BSN, MSN, and DSN, University of Alabama at Birmingham
Professor/Dean
782-5428 E-Mail - slatham@jsu.edu

FACULTY OF THE COLLEGE OF NURSING

Beam, Kristi (2003) BS and MSN, Jacksonville State University
Instructor of Nursing
782-5891 E-Mail - kbeam@jsu.edu

Bertalan, Rebecca (2004) BSN, Mount Saint Mary's College – Doheny; MSN, University of Wyoming
Instructor of Nursing
782-5161 E-Mail – bertalan@jsu.edu

Bonds, Amanda (2004) BS and MSN, Jacksonville State University
Instructor of Nursing
782-5436 E-Mail – asbonds@jsu.edu

Bone, Peggy (2006) BSN, University of South Alabama – Mobile; MSN, Jacksonville State University
Instructor of Nursing
782-5442 E-Mail – pbone@jsu.edu

Bougere, Marilyn (1994) BS, Jacksonville State University; MSN, University of Alabama at Birmingham
Instructor of Nursing
782-5433 E-Mail - mbougere@jsu.edu

Buckner, Sumer Gaymon (2005) BSN. AND MSN., Jacksonville State University
Instructor of Nursing
782-5960 E-Mail – sgaymon@jsu.edu

Crawford, Janel (2006) BS, Winona State University; MS, Western Illinois University;
AD, Chippewa Valley Technical College; MSN, University of Iowa
Instructor of Nursing
782-8295 E-Mail – jcrawford@jsu.edu

Curry, Deborah L. (1994) BS, Jacksonville State University; MSN, University of Alabama at Birmingham;
ND, Rush University
Assistant Professor of Nursing
782-8163 E-Mail - dcurry@jsu.edu

Deweese, Sherron (1998) BSN and MSN, University of Alabama at Birmingham
Instructor of Nursing
782-5957 E-Mail - sdeweese@jsu.edu

- Elkins, Carrie (2004) BS and MSN, Jacksonville State University
Instructor of Nursing
782-8162 E-Mail – celkins@jsu.edu
- Frank, Jennifer (2004) BSN and MSN, Jacksonville State University
Instructor of Nursing
782-5434 E-Mail – jfrank@jsu.edu
- Garcia, Michelle (2004) BS and MSN, Jacksonville State University
Instructor of Nursing
782-8286 E-Mail – mgarcia@jsu.edu
- Gulledge, Elizabeth (2006) BSN and MSN, Jacksonville State University
Instructor of Nursing
782-8129 E-Mail – gulledge@jsu.edu
- Hembree, Beth (1982) BS, Jacksonville State University; MSN and DSN, University of Alabama at Birmingham
Professor/Director of Graduate Studies
782-5431 E-Mail - bhembree@jsu.edu
- Hollingsworth, Kim (2007) BSN and MSN, Georgia State University
Instructor of Nursing
782-5934 E-Mail - TBA
- Holman, Honey (2006) BSN, Troy State University; MSN, University of Phoenix
Instructor of Nursing
782-5270 E-Mail - hholman
- Morrow, Tammy (2005) BS and MSN, Jacksonville State University
Instructor of Nursing
782-5435 E-Mail – tmorrow@jsu.edu
- Payne, Shari (2006) BSN, University of Alabama at Birmingham; MSN, Jacksonville State University
Instructor of Nursing
782-8426 E-Mail – spayne@jsu.edu
- Shelton, Christie (2000) BS and MSN, Jacksonville State University
Instructor of Nursing/ Project Director, Anniston Environmental Research Consortium
782-8427 E-Mail – cshelton@jsu.edu
- Waits, Phyllis (2005) BSN, Jacksonville State University; MSN, University of Alabama at Birmingham;
Ed.D. University of Alabama
Assistant Professor of Nursing/Director of STEP Program
782-5423 E-Mail – pwaits@jsu.edu
- Williams, Kay (2002) BS, Jacksonville State University; MSN and DSN, University of Alabama at Birmingham
Assistant Professor of Nursing
782-5909 E-Mail - awilliams@jsu.edu
- Wilson, Shawn (2005) BS and MSN, Jacksonville State University
Instructor of Nursing
782-5824 E-Mail – swilson@jsu.edu
- Wright, Mendy (2003) BS and MSN, Jacksonville State University
Instructor of Nursing
782-5671 E-Mail – mwright@jsu.edu

STAFF OF THE COLLEGE OF NURSING

Brim, Jan (1991)

Secretary, Student Services - BSN

782-5258

E-Mail - jbrim@jsu.edu

Frazier, Linda (1993)

Secretary to the Dean

782-5428

E-Mail – lfrazier@jsu.edu

Haspel, Rainer (1998) BS, University of the State of New York

Instructional Media Specialist

782-5427

E-Mail - rhaspel@jsu.edu

Hofland, David, (2004) BS, West Texas State University; MSN, East Carolina University, Greensboro

Director, Office of Student Services - BSN

782-5276

E-Mail - dhofland@jsu.edu

Johnson, Tammy (2006)

Director, Office of Student Services – RN- BSN (STEP), MSN

782-8489

E-Mail – tjohnson@jsu.edu

Pass, Tammy (2005)

Project Manager, Anniston Environmental Research Consortium

237-7920

E-Mail – tpass@jsu.edu

Pritchard, Peggy (2006)

Secretary, Student Services, RN-BSN (STEP), MSN

782-5423

E-Mail – pritchard@jsu.edu

Willingham, Carla (2000)

Secretary

782-5425

E-Mail – cwilling@jsu.edu