

Lurleen B. Wallace
College of Nursing and
Health Sciences

STEP

Student Handbook

2012-2013

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

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2012-2013

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

2/21/2011

PROGRAM OBJECTIVES

Graduates of the baccalaureate nursing program will be able to:

1. Synthesizes knowledge, skills, and values from the arts and sciences to provide safe and quality care to diverse populations.
2. Integrates knowledge and skills in leadership, quality improvement, and safety in providing high quality health care.
3. Synthesizes evidence-based practice to improve patient outcomes and identify practice issues.
4. Synthesizes knowledge and skills related to information management systems and patient care technology to deliver safe and effective evidence-based care.
5. Examines the role of financial and regulatory health policies and their effects on health care systems.
6. Synthesizes effective communication and collaboration as an interprofessional team member to deliver high quality, safe patient care.
7. Analyzes programs for health promotion, disease and injury prevention across the lifespan to improve individual, family, and population health
8. Emulates core values associated with professionalism to ensure responsibility and accountability to the nursing profession.
9. Synthesizes knowledge, skills, and values that ensure high quality, patient centered care.

06/2010

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. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

THE PROFESSIONAL SCHOLARS' CODE

I. Professional Scholars' Code

A. Introduction

The academic community of student, faculty and staff at the College of Nursing and Health Sciences (CNHS) strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of academic dishonesty and unprofessional behavior. The Professional Scholar's Code demands that students act with integrity and professionalism in all of their endeavors. Exhibiting honesty and professionalism in academic pursuits and reporting violations of the Professional Scholar's Code will encourage others to emulate professional behavior and integrity in the nursing profession. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage through academic dishonesty and/or unprofessional behavior. Most importantly, the safety of patients is jeopardized when students are dishonest in completing program requirements (The University of Florida, 2006, p. 5).

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

B. Dissemination and Clarification

1. All students, faculty, and staff in the College of Nursing and Health Sciences shall be informed of the Professional Scholar's Code upon registration and/or employment in the college and thereby assume the responsibility of abiding by the spirit of honesty and professionalism in their academic pursuits. The establishment of a Professional Scholars' Code is not intended to be an indication that academic dishonesty and unprofessional behavior is commonplace at this institution. The Professional Scholars' Code is a method of reaffirming the existing code of honor and professionalism which has prevailed at this college since its inception.
 - a. The Scholars' Code shall be part of the Student and Faculty Handbooks. It is the responsibility of students, faculty, and staff to be familiar with this policy.
 - b. It shall be the responsibility of each faculty member to inform students of the Professional Scholars' Code as part of the course orientation at the beginning of every semester, through the course syllabus/notebook or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.
 - c. The appropriate officials and offices shall conduct an orientation for all upper division nursing students, incoming nursing faculty and staff to familiarize these individuals with the provisions of the Scholars' Code prior to attending classes or teaching.
2. Unprofessional behavior is the improper conduct by a student which infringes on the reasonable freedom of others or which is otherwise detrimental to the proper conduct of the University. Violations within these areas will be processed appropriately without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

II. Violation of Professional Scholar's Code

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

A. Violations of Academic Honesty

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

1. Dishonesty on an examination, problem solution, exercise, or assignment which is offered by the student in satisfaction of course requirements or as extra credit is a violation of the Professional Scholars' Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using notes or cheat sheets, copying another individual's work, having another person take an examination for the student, giving false reasons for absence or tardiness, or improper use of electronic equipment. These actions violate the principles of the Professional Scholars' Code.
2. Plagiarism is the act of passing off the ideas, works, and writings of another as one's own. It's most blatant form consists of copying verbatim the work of another without citation. This most obvious type of plagiarism requires a degree of premeditation and careful planning, but plagiarism can be the result of carelessness, negligence, or ignorance of acceptable forms of citation. An act of plagiarism includes copying of another person's ideas or words, interspersing one's own words within another's work, paraphrasing another's work (using ideas or theory but rewriting the words), fabricating sources of data, and other uses of another's ideas or words without acknowledgement (A.T. Still University, Student Handbook, 2008). It is incumbent on each student to learn the proper forms of citation and to exercise due caution in the preparation of papers and assignments. If there are questions regarding how to apply the Professional Scholars' Code in a particular situation, the student should request immediate clarification from the instructor.
3. The submission of commercially prepared papers, reports, or themes in satisfaction of course requirements is prohibited. The use of another's academic work wholly, or in part, as a means of satisfying course requirements is also prohibited. Falsifying or misrepresenting the results of a research project or study is a violation of the Professional Scholars' Code.
4. Examinations, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form should be the work of the individual who submits them. Unless it is intended to be a take home test, the exercises shall not be removed from the classroom/lab/computer lab. **STUDENTS SHALL NOT SHARE TEST INFORMATION/EXAM QUESTIONS WITH ANY OTHER STUDENTS DURING OR AFTER THE ADMINISTRATION OF AN EXAMINATION.**
5. Group work and other forms of collaboration may be authorized by an instructor for a specific assignment. The presumption remains, however, that unless otherwise permitted and specified by the instructor, all academic work is to be an individual effort. In this spirit, the Professional Scholars' Code prohibits both the giving and receiving of unauthorized assistance.

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

B. Violations of Professional Behavior

Any behavior or action by students revealing dishonesty, lack of integrity, or unprofessional behavior is considered a violation of the Professional Scholar's Code. Such violations can occur in the classroom, clinical setting or community and include, but are not limited to, breach of confidentiality; clinical tardiness; clinical absence without notification to assigned clinical faculty; violation of patient rights; disrespect of faculty, staff, or patients; clinical practices deemed unsafe by faculty; falsifying documentation; fraudulently reporting information; substance abuse or, any other act or behavior deemed unprofessional or dishonest by faculty. A student of the College of Nursing and Health Sciences who engages in unprofessional behavior will be subject to enforcement of the Professional Scholar's Code.

C. Suspected Violations of Professional Scholar's Code

1. Students suspected of violating the Professional Scholar's Code will be notified verbally and in writing.
2. The student has the right to seek advice from his/her Academic Advisor or the Director of Student Services.
3. The student may admit the offense or deny it and offer written evidence supporting the denial. Faculty will employ due diligence in assuring due process.
4. Faculty will consider the nature of the offense, evidence presented by the student and make recommendations.
5. Consequences for students found guilty of violation of the Professional Scholar's Code may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
6. Should the student wish to appeal the faculty recommendations, the Dean or Associate Dean of the CNHS may be contacted.

References

- University of Florida. (2006). Academic Honesty Guidelines. Retrieved from the internet
December 7, 2009 at: www.dso.ufl.edu/judicial/academic.php
- A.T. Still University (ATSU). (2009). Student Handbook. Retrieved from the internet
December 7, 2009 at: www.atsu.edu/student_services/handbook/pdf

Professional Scholars Code Agreement

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

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

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

Student Signature

Date

09/2011

**COURSE REQUIREMENTS IN NURSING CURRICULUM
BACHELOR OF SCIENCE in NURSING
(RN-BSN)**

For Students Entering Spring 2007 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 105/107 Gen. 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
Pre-Professional Elective	3
Pre-Professional Elective	3
Pre-Professional Elective	3

STEP Program RN-BSN

The College of Nursing and Health Sciences offers an online educational mobility program for students holding an unencumbered license as a registered nurse in the United States. The Strategic Teaching for Enhanced Professional Preparation (STEP) Program offers upper division nursing courses through the use of Internet and clinical projects. Registered nurses should seek individual advisement to determine a specific educational plan. For more information, please contact Dr. Phyllis Waits, RN, MSN, EdD, Director of STEP Program, College of Nursing and Health Sciences at (256) 782-5423, or (800) 231-5291, or e-mail pwais@jsu.edu. STEP Program information is also available by contacting Ms. Tammy Johnson, BS, MPA, Director of Student Services for the STEP and MSN Programs at (256) 782-8489 or (800) 231-5291 or e-mail at tjohnson@jsu.edu.

Application Deadlines

- August 1st for Fall admission
- December 1st for Spring admission
- April 1st for Summer admission

REQUIRED NURSING COURSES

The required courses can be completed on-line in three semesters (one calendar year). Completion of the upper division STEP nursing courses must occur in ten (10) semesters. Using Internet, Blackboard, and other distance learning modalities, the program is delivered at a time and place convenient to the individual student. STEP recognizes the past academic and experiential knowledge of the Registered Nurse. RN students are awarded 35 hours of STEP Nursing Credit after successful completion of the first semester courses. The nursing courses for which credit may be given are as follows:

NU 311	Foundations in Nursing Practice	6	
NU 322	Health Deviations and Clinical Interventions	3	
NU 324	Child and Family Health	5	
NU 325	Adult Health in Secondary and Community Settings	5	
NU 340	Professional Practice and Care of the Aging Population	3	
NU 404	Childbearing Families	5	
NU 405	Community/Mental Health	5	
NU 433	Advanced Health Deviations and Clinical Interventions	3	
TOTAL			35 hours

The following courses are required for registered nurses in the STEP program:

Semester I

NU 345	Communication of Ethical Issues	3 hrs.
NU 352	Health Assessment Across the Lifespan	3 hrs.
NU 365	Pharmacology for Practicing Nurses	<u>4 hrs.</u>
		10 hrs.

Semester II

NU 350	Professional Roles and Issues	5 hrs.
NU 400	Research/Outcomes Management	2 hrs.
NU 423	Nursing Management and Leadership	<u>3 hrs.</u>
		10 hrs.

Semester III

NU 343	Concepts of Emergency/Disaster Nursing	3 hrs.
Nursing Elective		3 hrs.
NU 456	Population Based Health Care	<u>6 hrs.</u>
		12 hrs.

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.
- 343. Concepts of Emergency/Disaster Nursing (3).** *Prerequisite: Acceptance to STEP Program for RN students only.* 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).** *Prerequisite: Acceptance to STEP Program for RN students only.* 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.
- 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 first and second semester upper division courses for traditional BSN students. Acceptance to STEP Program for RN students only.* 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.
- 423. Nursing Management and Leadership (3).** *Prerequisite: Acceptance to STEP Program for RN students only.* Provides an overview of concepts of professional leadership and management and their use in the practice setting for the practicing nurse. Emphasizes organizational structure, management, professional and leadership issues.
- 442. Transcultural Nursing and Healthcare (3).** *Prerequisite: Acceptance to STEP Program for RN students only.* 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).** 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.
- 456. Population-Based Health Care (6).** *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.

ADMISSION TO THE UPPER DIVISION OF NURSING FOR STUDENTS ENTERING SPRING 2007 AND THEREAFTER

1. Requirements in Prerequisite Courses:

- 1.1 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.
- 1.2 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.
- 1.3 All prerequisites must be completed prior to entering the upper division or as approved by the Admission and Progression Committee (A&P).

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 three times per year. The upper division normally requires three (3) semesters 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 1.1 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 A&P Committee.
- 3.4 A student who has been enrolled in any mobility or RN to BSN program and was unsuccessful in progressing satisfactorily in that program is ineligible to apply.

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.

03/2010

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 and those indicative of infection, fires, and chemical spills.
8. physical, mental, and emotional behaviors and skills reflective of professional standards.

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.

9/2011

RETENTION IN THE UPPER DIVISION OF NURSING FOR STUDENTS ENTERING FALL 2008 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.
3. A student's nursing practice must meet established standards, as determined by the faculty, in order to continue in the nursing courses. A student failing to meet these standards will not be allowed to progress in the curriculum.
4. 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.
5. Completion of the upper division of nursing courses must occur in ten (10) semesters.

6. This policy supersedes all University policies in decisions related to progression and retention in the upper division of nursing.
7. Upper division nursing students must comply with state and federal laws.

5/2008

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

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

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 AND SECOND CHANCE POLICIES

Upper division nursing courses are not eligible for academic forgiveness and/or second chance.

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(s) 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, Program Directors and/or Associate Dean. 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.
4. Should the problem not be resolved through the procedures outlined, the student may request to meet with the Dean. The decision of the Dean is final.

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

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.

Failure to abide by the HIPAA Privacy Act of 1996 is a violation of the Professional Scholar's Code and is subject to disciplinary action. 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

05/2009

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

SENIOR EXPENSES

College of Nursing and Health Sciences Graduate Pin	Approximately \$47.00 - \$467.00
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At the beginning of the 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 \$ 40.00

REQUIREMENTS FOR GRADUATION

See JSU Catalogue.

LICENSURE REQUIREMENTS

All STEP students must have and maintain throughout the program an unencumbered United States nursing license.

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. There are opportunities to participate in local, state, regional, and national conventions, educational offerings, as well as 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.

NURSES CHRISTIAN FELLOWSHIP

The Nurses Christian Fellowship was founded in 1940 when small groups of nurses got together, began to pray, and support each other. Meetings include: fellowship, bible study, and prayer. Students take the leadership role in this organization, but activities are over seen by a faculty member.

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 SERVICES

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

CAREER SERVICES

Career Services provides cooperative education to undergraduate and graduate students as well as employment assistance to all students, graduating seniors and alumni. These services consist of employability skills workshops, on-campus interviews, job listings at <https://jsu-csm.symplicity.com>, career fairs, corporate information, resume' editing, and individual counseling concerning job search strategies. Career Services is located in Room 207 Merrill Hall. Call (256) 782-5482 to schedule an appointment or visit the website at www.jsu.edu/careerservices to learn more about our services.

DISABILITY SUPPORT SERVICES

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 awareness, as well as to increase awareness of diverse cultures and backgrounds. For information, call (256) 782-5490.

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.

Jacksonville State University

Lurleen B. Wallace College of Nursing and Health Sciences

I. LETTER OF UNDERSTANDING

I am aware that the Student Handbook for the College of Nursing and Health Sciences specific to my entering class is available online at: http://www.jsu.edu/nursing/step_info.html

During the online orientation to upper division I was provided instructions on how to access the Student Handbook online. 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 Professional 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.

08/2010

II. PROFESSIONAL SCHOLARS CODE AGREEMENT

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

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

III. STATEMENT OF UNDERSTANDING REGARDING ENGLISH COMPETENCY EXAM

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.*** **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.

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

9/98

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