

**JACKSONVILLE STATE UNIVERSITY  
DEPARTMENT OF NURSING**

**Graduate  
Student Handbook**

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

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**2021-2022**

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The policies and requirements of the Department of Nursing are constantly being reviewed and are subject to revision by the Department. This is necessary in the light of developing technology and changes occurring in the nursing profession. Therefore, the policies and requirements as set out in the latest catalogue and graduate handbook of the Department of Nursing will be applicable to all students, regardless of what the policies were on the date of entry into the Department. It is the intent of this handbook to reflect current academic policies and procedures of the Department of Graduate Studies. In the event of changes, additions, or conflicts, the current policies of the Department of Graduate Studies shall prevail.

## **Background of the Department of Nursing**

The Department of Nursing at Jacksonville State University was created in 1967. Graduates at the entry level earn a Bachelor of Science in Nursing (BSN) degree. The first BSN class graduated in August 1972. The addition of a Master of Science (MSN) degree program with a major in Community Health nursing was approved and implemented in Fall, 1999. The major name for the MSN degree program was revised to Population Health Nursing in Fall 2016 to reflect the current focus of healthcare. The BSN-DNP program and the Post-Master's DNP program were approved in 2016 and implemented in Fall 2017. The Post Master's DNP program is a leadership-focused track. The BSN-DNP tracks include the Family Nurse Practitioner and Adult Gerontology/Acute Care Nurse Practitioner tracks.

## **Accreditation Information**

The baccalaureate degree program in nursing, the master's degree program in nursing, and the Doctor of Nursing Practice program at Jacksonville State University are accredited by the Commission on Collegiate Nursing Education. 655 K Street, NW Suite 750 Washington, DC, 20001 Phone: (202) 887-6791.

Information on Jacksonville State University's regional accreditation can be found at <http://www.jsu.edu/accreditation.html>

## **Mission Statement**

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

## **Vision Statement**

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

## **Core Values**

Professional values serve as a foundation for nursing practice.

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

## **Definitions of Core Values**

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

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

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

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

**Student-centered learning**--Student-centered learning includes multiple learning experiences and instructional approaches, which shift the focus from the instructor to the student. Instructors guide learning, which is designed to address student learning needs, interests, goals, cultural



differences, and career aspirations while effecting desired program outcomes. Student-centered learning allows the individual student to have an active role in the teaching/learning relationship.

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

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

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

### **Reference**

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

## **Department Goals**

To achieve this mission, the Department will:

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

### **Department Learning Outcomes (DLO's):**

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

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

### **MSN Program Goals for Population Health Nursing**

1. Display professionalism in the role of Advanced Population Health Nurse (APHN). (PLOs #1 and #2)
2. Facilitate positive healthcare outcomes for vulnerable populations. (PLOs #1, #2, #6, and #7)
3. Implement professional decision making and effective nursing interventions as an Advanced Population Health Nurse (APHN). (PLOs #1, #2, #3, #4, and #6)
4. Use effective communication and technology within the context of population health nursing. (PLOs #1, #3, #4, #5, #6, and #7)
5. Inspire advanced nursing practice through collaboration and provision of quality healthcare interventions. (PLOs #1, #2, #5, #6 and #7)
6. Integrate evidence-based practice to decrease health disparities within vulnerable populations. (PLOs #2, #5, and #7)
7. Improve the health of vulnerable populations within the community by addressing healthcare issues, trends, and policies. (PLOs #1, #2, #3, #4, #5, #6, and #7)

### **MSN Population Health Program Learning Outcomes**

1. Synthesize theories from the humanities and the natural, behavioral, and applied sciences which support advanced clinical practice and role development. (DLO's I, II, and IV; Critical Thinking, Therapeutic Nursing Interventions, and Professional Behavior); (MSN Essentials I and Essential II)
2. Develop advanced role expertise to affect positive health care outcomes for vulnerable populations. (DLO's I and II; Critical Thinking and Therapeutic Nursing Interventions); (MSN Essential IX)
3. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions. (DLO's I, II, III and IV; Critical Thinking, Therapeutic Nursing Interventions, Effective Communication and Professional Behavior); (MSN Essential VIII)
4. Employ effective communication and technology within the multidisciplinary collaborative context of advanced population health nursing practice. (DLO's II,

III, and IV; Therapeutic Nursing Interventions, Effective Communication, and Professional Behavior); (MSN Essentials V and VII)

5. Design cost-effective interventions/strategies collaboratively with multiple disciplines for the purpose of providing quality health care within the community. (DLO's II and III; Therapeutic Nursing Interventions and Effective Communication); (MSN Essential III)
6. Evaluate research findings for the development and implementation of evidence-based practice guidelines. (DLO's II and III; Therapeutic Nursing Interventions and Effective Communication); (MSN Essential IV)
7. Evaluate health care issues, trends, and policies for application to the health status of communities. (DLO's II, III and IV; Therapeutic Nursing Interventions, Effective Communication and Professional Behavior); (MSN Essential VI)

### **DNP Program Goals**

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

### **DNP Program Learning Outcomes**

1. Practice nursing at the highest level, demonstrating knowledge, skills, and attributes essential to advanced practice in the designated pathway for advanced practice. (*Essential VI, VII, and VIII*; DLOs CT, TNI, PB, and EC)

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

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

**Master of Science in Nursing  
Major: Population Health**

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

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

**Sample Plan of Study**

**Semester 1 (Fall)**

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

**Semester 2 (Spring)**

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

**Semester 3 (Summer)**

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

**Semester 4 (Fall)**

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

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

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

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

**Sample Plan of Study**

**Semester 1 (Fall)**

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

**Semester 2 (Spring)**

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

**Semester 3 (Summer)**

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

**Semester 4 (Fall)**

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

**Semester 5 (Spring)**

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

**Semester 6 (Summer)**

NU 540 Population Health I

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

(254-hour clinical requirement)

6 SH

**Semester 7 (Fall)**

NU 545 Population Health II

**(Prerequisite: NU 540 & NU 522)**

(254-hour clinical requirement)

6 SH



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

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

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

**Sample Plan of Study**

**Semester 1 (Fall)**

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

**Semester 2 (Spring)**

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

**Semester 3 (Summer)**

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

**Semester 4 (Fall)**

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

**Semester 5 (Spring)**

NU 513 Pathophysiology	3 SH
EM Elective – choices will be EM 570, EM 576 or EM 548	3 SH

**Semester 6 (Summer)**

NU 540 Population Health I

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

(254-hour clinical requirement)

6 SH

**Semester 7 (Fall)**

NU 545 Population Health II

**(Prerequisite: NU 540 & NU 522)**

(254-hour clinical requirement)

6 SH

## MSN Course Descriptions

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

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

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

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

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

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

**NU 522. Nursing Research (3)** -This course facilitates the synthesis of the research process, appraisal of research, and implementation of research for an evidence-based practice.

**NU 527. Epidemiology (3)** -This course is designed for the study of various factors as they relate to the occurrence, frequency, and distribution of disease across the lifespan. This includes origin, transmission, host/environmental factors that influence the development of disease, as well as issues related to health planning, policy, and evaluation.

**NU 540. Population Health I (6)** -This course is designed to facilitate the application of advanced specialized knowledge relevant to health promotion/disease prevention issues in select populations. Clinical experiences will be designed to meet the individual learning needs of the MSN student in implementing the multifaceted role of the advanced population health nurse (APHN). 254 practicum hours are required. Prerequisite (s): NU 501, NU 504, NU 507, NU 513, NU 518, NU 527, and NU 544.

**NU 542. Transcultural Nursing and Health Care (3)** -This course is designed to foster an exploration of the theoretical foundations for cultural diversity in health and illness. A focus is placed on increasing self-awareness related to health traditions and the cultural phenomena that affect these traditions. Various issues related to the nurse's role in the delivery of healthcare and the patient's acceptance of healthcare are explored. Assessment and analysis of selected cultures as related to nursing and healthcare practices will be emphasized.

**NU 544. Statistical Methods in Healthcare (3)** -This course provides an overview for the graduate nursing student in understanding sources of data, data management, analysis of data, evaluation of research findings, and an introduction to model building.

**NU 545. Population Health II (6)** -This course is designed to promote application of advanced specialized knowledge relevant to health promotion/disease prevention programs in select populations. Clinical experiences will be designed to meet the individual learning needs of the MSN student in implementing the multifaceted role of the advanced population health nurse (APHN). 254 practicum hours required. Corequisite: NU 520; Prerequisite(s): NU 522 and NU 540.

**NU 550. Developing Instructional Programs in Collegiate Nursing Education (3)** -The course is designed to assist the MSN student in understanding the development of curricular components for nursing instructional programs. The course examines the relationships among philosophy, goals, and outcomes for various learning environments. Prerequisite(s): Admission to the Nurse Educator Certificate Program, MSN Concentration in Nursing Education Program, or admission to MSN Program.

**NU 551. Teaching, Learning, and Evaluation in Collegiate Nursing Education (3)** -This course focuses on teaching-learning theories, processes, strategies, and styles. Evaluation principles in the classroom and clinical setting are examined. Prerequisite(s): Admission to the Nurse Educator Certificate Program, MSN Concentration in Nursing Education Program, or admission to MSN Program.

**NU 552. Practicum in Collegiate Nursing Education (3)** -The course facilitates the application of teaching-learning theories and strategies, assessment and measurement methods, curricular frameworks, and nursing knowledge in an educational context. This includes a 100-hour practicum. Prerequisite(s): NU 550, 551, and 553. Admission to the Nurse Educator Certificate Program, MSN Concentration in Nursing Education Program, or admission to MSN Program.

**NU 553. Issues and Trends in Collegiate Nursing Education (3)** - This course fosters exploration of issues and trends influencing the role of the nursing educator. This includes analysis of technological, legal, economic, political, cultural, ethical, and professional dynamics. Prerequisite(s): Admission to the Nurse Educator Certificate Program, MSN Concentration in Nursing Education Program, or admission to MSN Program.

**NU 554. Introduction to Instructional Design and Online Teaching (3)** - This course is designed to provide the graduate nursing student with the opportunity to explore principles and

best practices in online course design and teaching. Students are encouraged to examine quality standards and course exemplars. Emphasis is placed on instructional design, content organization and scaffolding of content to enhance student learning. The concept of continual engagement is introduced as a method to promote a community of engaged learners. Students will learn how to effectively prepare their online teaching through a systematic instructional planning process and to integrate effective technology to promote learning. Prerequisite(s): Admission to the Nurse Educator Certificate Program, MSN Concentration in Nursing Education Program, or admission to MSN Program.

**NU 581. Independent Study (1)** -This course consists of a special project in nursing. Prerequisite(s): Approval of the advisor.

**NU 582. Independent Study (2)** -This course consists of a special project in nursing. Prerequisite(s): Approval of the advisor.

**NU 583. Independent Study (3)** -This course consists of a special project in nursing. Prerequisite(s): Approval of the advisor.

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

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

**EM 548. Vulnerability and Capacity Building (3).** Individual, social, economic and policy dimensions of vulnerability and client needs for disaster; service delivery strategies, coordination models, resource management and capacity building for nonprofit disaster relief organizations. *Prerequisite: EM 505.*

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

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

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

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

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

The Doctor of Nursing Practice is a terminal degree in nursing that prepares Registered Nurses (RNs) and Nurse Practitioners (NPs) to practice at the highest level of the profession. These include the BSN-DNP Family Nurse Practitioner (FNP) track, Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track, and the Post-Master's Doctor of Nursing Practice (DNP) track.

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

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

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

### **Requirements for admission to the BSN-DNP program:**

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

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

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

**Graduation requirements are as follows:**

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

**Doctor of Nursing Practice**

**Track: Adult-Gerontology Acute Care Nurse Practitioner**

**Required Courses (69 semester hours): \*Individualized "Plan of Study" for each student**

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

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

**Required Courses (69 semester hours): \*Individualized “Plan of Study” for each student**

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



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

**Required Courses (36 semester hours): \*Individualized “Plan of Study” for each student**

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

## Doctor of NURSING Practice Core COURSES (NU)

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

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

biostatistical analyses with the primary focus on correct interpretation and use of quantitative methods in advanced nursing practice.

- 712. Clinical Prevention and Population Health (3).** The purpose of this course for the DNP student is to explore the complex issues surrounding population health at the local, regional, national, and global level. Students focus on current health issues and trends by utilizing foundation knowledge and theoretical approaches to identifying strategies to eliminate health disparities in diverse organizational cultures and select populations of interest. Students develop and evaluate approaches to health care delivery that address and support the needs of diverse populations while focusing on health promotion, illness prevention, quality/safety and diversity. Leading Health Indicators from Healthy People 2020 serve as a guide for the identification of at-risk groups and are incorporated into the completion of projects geared toward improving the health of individuals, aggregates and populations.
- 713. Organizational and Systems Leadership for the Advanced Practice Nurse (APN) (3).** The purpose of this course for the DNP student is to explore the use of innovative leadership initiatives to build an organizational culture that will support the future of healthcare. Desirable attributes and traits of effective leaders in complex, ever-changing healthcare organizations are discussed. The ideas of organizational and systems leadership are appraised. Content assists students in identifying the knowledge, skills and abilities for successful transition as leaders in high reliability organizations. The importance of self-awareness and self-reflection are highlighted. Effective communication techniques, successful conflict resolution and effective problem solving practices within high reliability organizations are explored. Emphasis is placed on shared governance, maximizing teamwork and inspiring team members to share in organizational visions and goals. Strategic planning is discussed as an avenue to measure leadership and organizational success. \*pre-req for NU 715
- 715. Innovative Leadership and Collaboration in Healthcare (3).** The purpose of this course for the DNP student is to explore key concepts of innovative leadership as students develop an appreciation for the knowledge, skills and attributes required to engage teams in creative, evidence-based initiatives. In-depth exploration of the leader's primary role in successful organizational change is emphasized. Students cultivate the knowledge, skills and abilities to apply to authentic, innovative leadership to an identified practice issue. The ideas of collaborative partnerships and teamwork are explored as effective strategies to improve healthcare outcomes for individuals and aggregates. Organizational culture and the influence of values are closely examined as factors influencing successful change. Students discover the importance of effective communication, successful collaboration, and team building to the process of change. Models of quality improvement and project planning, implementation, and evaluation are also examined. **\*(Pre-requisite: NU 713)**
- 716. Interprofessional Health Care and Informatics (3).** The purpose of this course is to prepare the DNP student to be proficient in the evaluation and use of technology and information systems appropriate to specialized areas of advanced nursing practice. The course focuses on information systems and current technology in the management of healthcare outcomes. Within the course, emphasis is placed on the use of information systems and technology based resources to support clinical and administrative decision making.

## Supporting Courses for BSN-DNP Specialty Tracks

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

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

**\*NU 607, NU613, and NU620 are pre-requisites to all FNP or ANP specialty track courses.**

## Family Nurse Practitioner Specialty Courses (FNP)

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

- 668. Advanced Family NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and elderly populations. **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 669, FNP 671) \*If one or both of the corequisite courses is not passed, the student must retake all co-requisite courses together.**

- 669. Advanced Family NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to pediatric, adult, obstetric and elderly populations. The focus of this course is on the delivery of health care services to the family. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role. (70 Simulation Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 668, FNP 671) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 671. Health Promotion/Disease Prevention and Issues for FNP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of health and illness pediatric, adult, obstetric and geriatric populations. The focus of this course is application of health promotion lifestyle changes, disease prevention concepts and genetic screening options in pediatric, adult, obstetric and geriatric populations. The emphasis of this course is to examine clinical preventive services and health promotion in pediatric, adult and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607) (Co-requisites: FNP 668, FNP 669) (Co-requisites: FNP 668, FNP 671) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 672. Advanced Family NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, & FNP 671) (Co-requisite: FNP 773) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 673. Advanced Family NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatrics, adult, obstetric, and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, & FNP 671) (Co-requisite: FNP 772) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 674. Advanced Family NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric populations. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the

acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, & FNP 673) (Co-requisite: FNP 675) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**

- 675. Advanced Family NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatric, adult, obstetric and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, & FNP 673) (Co-requisite: FNP 674) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 676. Advanced Family NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations. **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, FNP 673, FNP 674, & FNP 675) (Co-requisite: FNP677) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 677. Advanced Family NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric, adult, obstetric and geriatric populations. (210 Practicum Hours) **(Prerequisites: NU 613, NU 620, NU 607, FNP 668, FNP 669, FNP 671, FNP 672, FNP 673, FNP 674, & FNP 675) (Co-requisite: FNP 676) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 796. FNP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the DNP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the DNP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served. **\*(Due to circumstances that may arise in the student's progression through the program, the student may be required to retake this course.)**

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

#### **Adult Gerontology Acute Care Nurse Practitioner Specialty Courses (ANP)**

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

- 668. Advanced Adult Gerontology Acute NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric populations. **(Prerequisites: NU607, NU613, NU620) (Co-requisites: ANP 669, ANP 671) (Co-requisites: FNP 668, FNP 671) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**

- 669. Advanced Adult Gerontology Acute NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is on the delivery of health care services to the defined population. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role. (70 Simulation Practicum Hours) **(Prerequisites: NU607, NU613, NU620) (Co-requisites: ANP 668, ANP 671) (Co-requisites: FNP 668, FNP 671) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 671. Health Promotion/Disease Prevention and Issues for AGANP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnosis and management of health and illness in late adolescent, adult, and geriatric clients. The focus of this course is application of health promotion lifestyle changes and disease prevention concepts for acute and chronic conditions affecting late adolescent, adult, and geriatric clients. The emphasis of this course is to identify needs and examine clinical preventive services and health promotion in the late adolescent, adult, and geriatric clients. **(Prerequisites: NU607, NU613, NU620) (Co-requisites ANP 668, ANP 669) (Co-requisites: FNP 668, FNP 671) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 672. Advanced Adult Gerontology Acute NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients. **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671. (Co-requisite: ANP 773) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 673. Advanced Adult Gerontology Acute NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671) (Co-requisite: ANP 772) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 674. Advanced Adult Gerontology Acute NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to



deliver safe and effective care to late adolescent, adult, and geriatric clients.  
**(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673) (Co-requisite: ANP675) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**

- 675. Advanced Adult Gerontology Acute NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. (210 Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673) (Co-requisite: ANP 674) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 676. Advanced Adult Gerontology Acute NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients.  
**(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673, ANP 674, ANP 675) (Co-requisite: ANP 677) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 677. Advanced Adult Gerontology Acute NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status and/or provide palliative care for late adolescent, adult, and geriatric clients. (210 Practicum Hours) **(Prerequisites: NU 607, NU 613, NU 620, ANP 668, ANP 669, ANP 671, ANP 672, ANP 673, ANP 674, ANP 675) (Co-requisite: ANP676) \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together.**
- 796. Adult Gerontology Acute NP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the DNP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the DNP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served. **\*(Due to circumstances that may arise in the student's progression through the program, the student may be required to retake this course.)**

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

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

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

- 796. DNP Project Planning and Development (3).** The purpose of this course is to synthesize previous learning in the DNP program which will provide a foundation for the DNP Clinical Residency courses. The focus of this course is on the development of a practice-focused problem, issue or process that will be pursued during the DNP Clinical Residency. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship impacting the healthcare system to decrease risk and improve health care outcomes for the population served. **\*(Due to circumstances that may arise in the student's progression through the program, the student may be required to retake this course.)**

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

## **Academic Regulations and Procedures**

### **Grading System for Graduate Nursing Program**

The following represents the grading system used by the University and the basis upon which quality points are earned. The grade point average (GPA) may be determined by dividing the quality points earned by the number of hours attempted. The University computes the GPA on all students based on a 0 – 4 point scale.

- A = Four quality points per hour (90-100)
- B = Three quality points per hour (80-89)
- C = Two quality points per hour (70-79)
- F = Zero quality points per hour (0- 69)

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

I = Incomplete (see Graduate Catalogue for details)  
A grade of D is not issued in JSU graduate programs.

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

### **Graduate Nursing Program Grading of Student Submissions**

It is the policy of the Graduate Nursing Program for student submissions to be graded and posted within 10-14 days of the due date/time.

### **Nursing Rounding Policy for Grades**

Grades will be rounded to the nearest whole number.

Example: 59.49 and below = F  
59.5 to 69.49 = D; (D grades are not assigned in the graduate program)  
69.5 to 79.49 = C;  
79.5 to 89.49 = B  
89.5-90 & above = A

This policy applies to all graduate nursing programs.

Grading: All final grades will be taken to the tenth decimal place, with no rounding. Only the final course grade will be rounded.

A grade of less than 70% in any nursing course constitutes a failure. There will be no rounding on unit exams. The final grade will be rounded to the ones place only. To round to the ones place, look to the number in the tenths place. If the number is 5 or greater, the number in the ones place will round up. No other numbers will be rounded. Example: 69.495 rounds to a 69 and Example: 69.5 rounds to a 70.

### **Graduate Nursing Programs Late Assignment Policy**

Late assignments will not be accepted unless an assignment extension is requested and approved by course faculty. Request to course faculty for an extension on an assignment must be completed prior to the established due date and time for submission as outlined on the course calendar. Request granted after the due date/time as in the case of emergent situations require submission of verification to course faculty.

If an extension is granted by course faculty, a new due date and time will be communicated in writing to the student via email. Failure to submit the assignment by the new, established due date may result in a zero for the assignment.

### **Graduate Student Plan for Improvement**

This plan is to be instituted by faculty when a student is NOT meeting expectations at any point (for example, may be used at midterm to document deficiencies) during the course. If outcomes are not met by the end of the course, the student will fail the course. This student plan for improvement must be reviewed with the student and signed by both faculty and student in a timely manner of the unsatisfactory behavior occurrence.

The intent of the student plan for improvement is to clearly identify the problem areas and outline a remedial plan of action for the student to follow. The student must be reevaluated, and progress (or lack of) documented with both the faculty's and the student's signatures. Failure of the student to keep the evaluation appointment will be documented.

### **Retention and Progression in the Graduate Nursing Programs**

1. In accordance with university policy, graduate students must maintain an overall GPA of 3.0 on a 4.0 scale in all graduate courses attempted. A student whose GPA falls below the required minimum of 3.0 will be placed on probation and will receive notification from the Department of Graduate Studies of the requirements to reestablish good standing. Any student who does not attain good standing, as specified in their notification letter, will be dropped from graduate study.
2. The maximum number of hours of "C" grades permitted to count toward the doctoral degree or master's degree educator certification programs, or graduate non-education certificates is six semester hours.
3. All "C" grades are factored into a student's GPA.
4. If a student earns a grade of "C" or below on more than six semester hours of coursework, the student should consult his or her academic advisor and the Director of Graduate Studies for advisement.
5. All grades below a "C" must be repeated. A student must achieve an "A" or "B" in the repeat course and is only allowed to repeat the course once. A student's progression in the program may be impacted.
6. Failure to resolve an incomplete by the end of the next semester may result in an inability to progress in the program.
7. All graduate coursework and degree requirements toward a master's degree, education specialist degree, or a graduate certificate (including credit transferred from another university or graduate program) must be completed within a period of six calendar years, which would include the summer term. All graduate coursework and degree requirements

toward a doctoral degree (including credit transferred from another university) must be completed within a period of seven calendar years, which would include the summer term. Any exceptions will be made by the Director of Graduate Studies, upon written request of the student.

8. The 3 P's (NU 613 Advanced Pathophysiology, NU 607 Advanced Health Assessment or NU 620 Advanced Pharmacology) must be completed within two years of beginning NP Specialty Track coursework.

**NOTE: regarding Co-requisites courses: \*If one or both of the co-requisite courses is not passed, the student must retake all co-requisite courses together**

### **Graduate Nursing Program Appeals/Reapplication Process**

Any student who has been dismissed from a graduate nursing program may appeal for readmission to the Office of Graduate Studies. Admission decisions are based on a review of the applicant's academic history as it relates to potential for satisfactory performance in graduate courses. It is the responsibility of the student to present convincing evidence of a significant improvement in potential for success. Procedures for the process of petitioning for readmission are available in the Office of Graduate Studies, Bibb Graves Hall.

### **Time Limit on Degree Completion**

All graduate coursework and degree requirements toward a master's degree, education specialist degree, or a graduate certificate (including credit transferred from another university or graduate program) must be completed within a period of six calendar years, which would include the summer term. All graduate coursework and degree requirements toward a doctoral degree (including credit transferred from another university) must be completed within a period of seven calendar years, which would include the summer term. Any exceptions will be made by the Director of Graduate Studies, upon written request of the student.

### **Transfer of Graduate Credit**

#### **MSN Program**

The maximum of 12 semester hours of graduate credit may be transferred to JSU from another accredited graduate school for application to the MSN Population Health degree program. Evaluation of transfer credit is made by the MSN Program Coordinator and/or Director of Graduate Nursing Programs and is approved by the Department of Graduate Studies. Only graduate courses with grades of A, B, P, and S may be transferred to JSU. Department of Graduate Studies policies stipulate that grades of "C" or below will not be eligible for transfer. Transfer credit must meet the six-year time limit requirement.

There are two steps in the procedure for transferring credit. First, a student must complete a Transfer Credit Request Form listing the transfer course(s) and return the form to the Department of Graduate Studies. Second, students should request that official transcripts from other

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

### **BSN to DNP and Post-Master's DNP Tracks**

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

### **Course Participation Expectations**

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

### **DNP Student Track Change**

A graduate student can only submit **one** Change of Concentration (COC) while in the program and should continue in their current program until approved or denied. He/she must be in good academic standing and have been in their present concentration for at least one term prior to requesting a COC.

### **Graduate Nursing Student Leave of Absence**

Graduate nursing students may request a leave of absence of national service, serious illness, or for personal or financial reasons. A student considering a voluntary leave of absence should discuss this option with his or her advisor. A leave of absence should be requested prior to the semester in which the leave is requested, if possible. A student on a leave of absence may not enroll in another academic institution during the period of leave without prior approval.

A student who is granted a voluntary leave is still required to complete all degree requirements outlined in JSU's Graduate Catalog.

A student should contact JSU's Financial Aid Office to discuss any impact the leave of absence may have on financial aid. Additionally, the student should contact the Office of Graduate Nursing Studies to discuss the impact that a leave of absence will have on special tuition arrangements (i.e. scholarships, discounted tuition, fixed-tuition).

Except where leave is mandated by compulsory national service, the duration of the leave of absence will be a minimum of one academic semester, to a maximum of two academic semesters. Any extension or reduction of the leave period may be granted by the Dean or designee. Students cannot be reinstated for a particular semester after the registration deadline for that semester has passed.

## **Withdrawing from Courses**

Students should seek advisement from the Program Coordinator or Director of Graduate Nursing Programs and the Director of Academic Advisement and Certification prior to withdrawing from any course for which they are registered.

## **Remote Proctoring**

Examinations in the programs may be proctored. The University policy for online assessments and proctoring is that any assessment equivalent to 15% or more of a student's final course grade may require utilization of online authentication and proctoring services. Examinations are proctored using a remote proctoring system. Students taking online examinations may be required to use remote proctoring. Online examinations will not be available to students unless the remote proctoring is required.

The remote proctor system will be used with online examinations as instructed by faculty members. Students are required to take online examinations using a Windows or Mac based computer that meets the minimum requirements as outlined in the instructions on the remote proctoring system.

## **Comprehensive Examinations**

### **BSN to DNP (AGACNP/FNP Tracks) Nurse Practitioner Comprehensive Examination**

A written comprehensive examination is required of all candidates in the BSN to DNP Graduate Nursing Programs. The examination will focus on a synthesis of concepts presented throughout the curriculum. The examination will be scheduled during the semester in which the student is enrolled in the last course(s) needed to complete the specialty track. If the student does not pass the comprehensive exam on the first attempt, the student must meet with the appropriate Nurse Practitioner Track Coordinator to schedule arrangements to retake the comprehensive examination (it is recommended that the student retake the exam within the same semester). A student will not be able to receive their MSN degree (FNP, AGACNP) until they successfully pass the comprehensive examination.

### **Post Master's DNP Track**

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

### **MSN Population Health Track**

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

## **Application for Graduation**

All graduate nursing students completing their programs of study will apply for graduation. Students must apply for graduation before the given deadline of the semester in which they plan to complete their program and graduate. These deadlines are always noted on the JSU



Academic Calendar. It is the responsibility of the graduate student to complete the graduate application process.

### **Student Appeal and/or Grievance Procedure**

A graduate student may initiate an appeal or grievance. An appeal challenges a decision that has been made; a grievance is a complaint seeking a resolution to a specific problem. The same procedure is followed for either.

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

#### **Informal Phase.**

1. A student wishing to appeal a decision or discuss a grievance or complaint shall, within three (3) working days of the event/issue, arrange to speak with the faculty member(s) and Course Coordinator involved in the issue. If the issue cannot be resolved at this level, the student may initiate an appeal and the resolution procedure then enters the Formal Phase. The faculty member(s) and Course Coordinator shall compile a written report of the issue or issues presented, a summary of the facts, a summary of any attempts to resolve the issue and the ultimate decision made, and submit this report to the appropriate Track Coordinator, Department Head and Associate Dean. If delivered electronically, a paper copy of the record shall be provided forthwith.

#### **Formal Phase.**

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

3. If the appeal or grievance is pursued, the student will meet with the Dean. The Dean may, but is not required to, include members of the faculty and staff of the Department of Nursing and the University Attorney. Information from the student, faculty, Course Coordinator, Track Coordinator, Department Head, and Associate Dean will be reviewed. Only information provided in the student's written account and information from the review by the Faculty/Course Coordinator, Director and Associate Dean will be allowed. The decision of the Dean shall be final.

### **SHPW Professional Scholars' Code and Standards for Professional Behavior**

The academic community of student, faculty, and staff at the Department of Nursing (DON) 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 the highest distinctions that promote honesty and integrity. The DON 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 Master's Education, the American Nurses Association's Code of Ethics, as well as those delineated in the Standards for Professional Behavior and Professional Scholars' Code of the Department of Nursing.

1. Students are responsible for being in compliance with the Professional Scholars' Code.
2. Students are responsible for being in compliance with the Standards for Professional Behaviors.
3. Students are required to review the professional scholar's code and the professional behaviors policy each semester.

### **Graduate Cheating and Plagiarism Policy**

Jacksonville State University (JSU) will not condone academic cheating or plagiarism in any form. Students enrolled in any graduate program are expected to follow the Professional Scholars' Code and the Professional Behaviors Policy. Students are expected to maintain professionalism in writing and assignments. Students are expected to produce original works and are subject to a penalty for plagiarism and cheating. See the Appendix A for definitions of plagiarism, self-plagiarism, and cheating.

## **Plagiarism**

1. **Plagiarism: 1<sup>st</sup> Offense** - A student who plagiarizes may receive a failing grade ("F") on the assignment. In addition, the student may be required to complete a Graduate Student Plan of Improvement. Failure to complete the Graduate Student Plan of Improvement may result in a course failure.
2. **Plagiarism: 2<sup>nd</sup> Offense** - A student who plagiarizes a second time may be dismissed from the program of study and may not be allowed to enroll in any other program in the Department of Nursing at Jacksonville State University.

## **Cheating**

1. **Cheating: 1<sup>st</sup> Offense** - A student who cheats or assists another student with cheating on an examination (or any other graded work), may receive a failing grade ("F") in the course.
2. **Cheating: 2<sup>nd</sup> Offense** - A student who cheats or assists another student on an examination (or any other graded work) may be dismissed from the program of study and may not be allowed to enroll in any other program of study in the Department of Nursing at Jacksonville State University.

### **NOTE:**

It should be noted the occurrence of cheating or plagiarizing is cumulative (i.e., it carries over to any other course taught in the Department of Nursing). For Example, the student may have a first offense in a course in first semester and the second offense occur in the final semester.

## **Sigma Theta Tau**

Sigma Theta Tau is the International Honor Society of Nursing. The Zeta Xi Chapter of the Department of Nursing is chartered by Sigma Theta Tau. The purposes of this organization are to recognize superior achievements and leadership, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Sigma Theta Tau endeavors to seek out and reward students in baccalaureate or higher degree nursing programs that have demonstrated ability in nursing as evidenced by superior academic achievement. Students in graduate nursing programs are required to achieve a 3.5 GPA on a 4.0 scale and complete one-fourth of the program of study to be considered for membership.

## **Graduate Student Services**

### **Counseling Services**

Counseling Services offers personal, educational, and career counseling for JSU students. Counseling Services also provides testing services, outreach programs, and resources for students. The Counseling Services office is located in the old student health center building (between

Sparkman Hall and Mason Hall) and more information can be located at [www.jsu.edu/ccservices](http://www.jsu.edu/ccservices). Their phone number is 256-782-5475.

## **Career Services**

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

## **Disability Resources**

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with Disability Resource staff and the instructor, as early in the semester as possible. All discussions will remain confidential. Disability Resources is located in Student Success Center, 2<sup>nd</sup> floor HCL or students can call or email at (256) 782.8380, <http://www.jsu.edu/dss/>. It is the goal of DSS to ensure that students with disabilities have equal opportunity to achieve their personal academic goals while maintaining the integrity of JSU's academic program requirements. DSS provides reasonable accommodations through a variety of services and programs.

## **Military-Connected Student Statement**

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services, please contact (265) 782-8838, [veterans@jsu.edu](mailto:veterans@jsu.edu), or the physical location in Doughty Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

## **Title IX Statement**

JSU does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. Questions regarding Title IX and the implementing regulations should be referred to JSU's Title IX Coordinator, to the Assistant Secretary of Education for Civil Rights, or to both.

For more information about the Title IX grievance procedure, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment

and how JSU will respond to such complaints, please visit our Title IX website at [www.jsu.edu/titleix](http://www.jsu.edu/titleix) or contact our Title IX Coordinator:

Jennifer Argo, Title IX Coordinator  
Bibb Graves Hall, Suite 301-A  
(256) 782-5769  
[jlargo@jsu.edu](mailto:jlargo@jsu.edu) or [titleix@jsu.edu](mailto:titleix@jsu.edu)

### **RMC/University Health Center**

The RMC/University Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures operating via a joint partnership with Northeast Alabama Regional Medical Center. The Health Center provides outpatient medical services as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU alumni. Clients are encouraged to make an appointment but walk-ins are welcome. The Health Center is located in the JSU South Complex. Services include Primary Care, Urgent Care, Women's Health Care, Men's Health Care, Mental Health Screening, Physicals, Immunizations, Allergy Injections, Medication Management, Laboratory, Attention Deficit Hyperactivity Disorder (ADHD) Treatment, Wellness Check-ups, Health Fairs, Radiology Services (off site), Rehab Services (off site), Referrals

### **Health Insurance Portability and Accountability Act of 1996**

The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was originally enacted as a means to allow employees to maintain their healthcare coverage when changing jobs, but has grown into regulations for the healthcare industry.

Certain types of patient information are referred to as Protected Health Information and are legally protected under the HIPAA Privacy Regulations and must be treated in a special way.

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

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

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

## **Impairment and Substance Abuse Testing Policy for Faculty and Students**

Jacksonville State University (JSU) Department of Nursing (DON) is committed to maintaining a drug-free workplace and academic environment. In compliance with Federal law, the University has adopted a University Drug-Free Workplace Policy that prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. All DON students must become familiar with and comply with this university-wide policy, which applies to behavior that not only occurs on the University campus but also on property owned or controlled by the University and/or a University-sponsored or University-supervised activity at other locations.

**Alabama Board of Nursing Requirements:** Department of Graduate Nursing clinical faculty and nursing students shall comply with legal, moral, and legislative standards in accordance with the Alabama Law Regulating Practice of Registered Nursing (Alabama Board of Nursing, 2009). Nursing students must understand the Alabama Board of Nursing's regulations concerning candidate review of eligibility for initial and continuing licensure.

### **Student Responsibilities**

#### **Documentation Requirements in Graduate Nursing**

An approved secure service will be used by Graduate Nursing for tracking of specific requirements for engaging in learning experiences in Graduate Nursing course work. Students are required upon admission to establish an account with the approved secure service, and they are responsible for maintaining compliance while enrolled in their specific track of study.

The secure, tracking system will be used for the uploading and sharing of identified, required documentation which is program/track specific. The secure tracking method will ensure that all students are compliant and meet the graduate program expectations for enrollment in course work/learning experiences.

Students may be prohibited from progressing in the program (i.e. registering for courses) if the required documentation is not submitted by the established due date.

#### **Required documentation may include, but is not limited to:**

- Current Health Insurance (annual proof of coverage)
- Malpractice Insurance
- Health Appraisal Requirements (annual physical examination)
- Annual Influenza Vaccine
- Annual Documentation of 2-step TB Skin Testing
- T-dap Documentation in past 10 years
- Varicella Documentation
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Background Checks

- Drug Screening
- Clinical documentation related to current health status and immunization status, including required titers.

### **Health Insurance**

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

### **Student Responsibility for Health Care**

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

### **Payment of Preceptors**

The Jacksonville State University (JSU) Department of Nursing (DON) will not pay, be responsible, or agree to pay for any precepting experience for a student enrolled in any program or track. This includes preceptors, mentors or residency/practicum advisors.

A student may pay a preceptor; however, JSU will not pay or endorse payment of a preceptor, mentor or residency/practicum advisor.

### **State of Residence, Employment, and Projected Clinical Experience Policy**

Each student upon enrollment in graduate nursing program must sign and complete an out of state residence statement. It is the responsibility of the student to notify the faculty, program coordinator, and the Administrative Coordinator, Graduate Programs of any changes in state of residence, state of employment, and projected clinical experience. Approval of request of change in residency must be approved and progression in the program is not guaranteed.

### **Malpractice Insurance**

All Graduate Nursing students are required to purchase malpractice insurance through Jacksonville State University, Department of Nursing. Proof of this purchase must be uploaded to the Graduate Nursing Student Tracker System and approved prior to initiating any contact with practicum or residency sites. Students must maintain malpractice insurance throughout the entire program/track of study. Students must maintain malpractice insurance coverage throughout the entire program of study. Malpractice insurance must be renewed yearly.

## **Health Appraisal Requirements**

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

## **Requirements for Influenza Vaccine**

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

## **Requirements for TB Skin Test**

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

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

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

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

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

## **Requirements for Measles, Mumps, Rubella (MMR)**

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

- 2 vaccinations OR



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

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

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

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

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

### **Requirements for Hepatitis B Vaccine**

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

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

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

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

### **Requirements for Varicella Vaccine**

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

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

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

### **Illness, Injury, Pregnancy, or Other Health Condition**

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

### **Professional Apparel**

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

### **License**

Each student is required to provide proof of current, unencumbered registered nurse licensure throughout the graduate nursing programs in which they are enrolled. If any change occurs in the status of a student's licensure while in the program, the student should contact the academic and faculty advisor immediately.

### **CPR Certification**

Graduate students enrolled in clinical nursing courses must maintain certification in American Heart Association CPR for healthcare providers. When registering for a clinical course, students must present documentation that CPR certification will be valid throughout the semester.

### **Requirement for Drug Screening**

All students are expected to abide by the Impairment and Substance Abuse Testing Policy and any subsequent revisions to the policy, in order to participate or continue in the Jacksonville State University Department of Nursing programs. This policy requires all students enrolled in clinical courses in the Department of Nursing to submit to pre-clinical testing, random testing,

and mandatory drug testing based upon reasonable suspicion of substance abuse. Drug screening is conducted in accordance with the Impairment and Substance Abuse Testing Policy.

### **Criminal Background Check for Students**

All nursing students must have a background check completed prior to acceptance. In the case of students, the information obtained from the Department of Nursing investigation will be shared with the Dean/Assoc. Dean in the School of Health Professions and Wellness, and with the administrative personnel at any/all assigned clinical sites or agencies as required by the policies of these agencies or institutions. The information obtained in the reports rendered to the University shall be kept confidential except to the extent necessary in making admission and clinical assignment decisions. Nursing students must be successfully cleared through criminal background checks, healthcare licensing or certification registries and state boards of nursing prior to engaging in patient contact.

### **Graduate Nursing Blood, Body Fluid, Biological Agent, Infectious and Communicable Disease Exposure**

#### **Philosophy**

The Department of Nursing Graduate faculty, professional staff, clinical adjuncts and nursing students will adhere to the Standard Blood, Body Fluid, Biological Agent, Infectious and Communicable Disease Precautions. These groups will be referred to collectively as 'individuals' for this policy. One principle of these precautions is to assume that all patients are potential carriers of blood borne, body fluid, biological agents, infectious or communicable 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, body fluids, biological agents, infectious and communicable diseases.

Individuals are responsible for adhering to the established accidental exposure policies, procedures of the clinical agency, and the Department of Nursing with respect to reporting and documentation of the incident. This may involve self-reporting to JSU.

#### **Prevention**

Individuals are required to provide evidence of current immunity from infectious and communicable diseases prevalent in the healthcare setting.

Individuals who request an exemption due to present reactions or life-threatening complications must provide written documentation from their health care provider.

Before entering the clinical setting, all individuals are instructed on standard blood, body fluid, infectious and communicable diseases precautions and post-exposure procedures.

#### **Post-Exposure Protocol**

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

1. If the potential exposure involves a needle stick, puncture injury, cut, or fluid contact, wash the area with soap and water for at least 20 seconds. In the case of a mucous membrane exposure, rinse the site with copious amounts of water or normal saline solution. Irrigate the eyes with commercially prepared isotonic solution in eye wash stations, if available, or with saline solution or clean water. Flush splashes to the nose, mouth, or skin with water. Individuals concerned about a potential exposure to an infectious or communicable disease should reach out to his/her health professional immediately for guidance prior to potentially exposing others.

### **Nursing Student and Faculty/Professional Staff/Clinical Adjunct Exposure**

1. In the event of exposure to blood, body fluids, biological agents, infectious or communicable diseases, the JSU nursing student must immediately consult his/her clinical faculty/preceptor and follow the facility's post-exposure protocol. The student should comply with the facility's management plan for post-exposure of bloodborne pathogens, infectious and communicable diseases. In addition, the student should immediately follow up with or his/her own health care provider, emergency health care provider, regarding the advisability of post-exposure prophylaxis. The student must then report the incident to the preceptor, course faculty, course coordinator, and appropriate agency staff.
2. In the event of exposure to blood, body fluids, biological agents, infectious or communicable diseases, the JSU Faculty/Professional Staff/Clinical Adjunct must immediately consult his/her own health care provider, emergency health care provider, or infectious disease specialist regarding the advisability of post-exposure prophylaxis. Clinical faculty/preceptor will report the incident to the course coordinator and appropriate agency staff.
3. **The health care provider will make the judgment as to whether the exposure warrants prophylaxis.** Coordination of the individual's plan of care and follow-up will be the responsibility of the individual exposed and the health care provider. The student may be required to provide a medical release to faculty prior to returning to clinicals.
4. In the event of exposure, an incident (exposure) report should be completed following the hospital policy. 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. The Course Coordinator will notify the Director of Graduate Nursing within three (3) days that an incident has occurred.
5. 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.
6. The exposed individuals' own health care provider, emergency health care provider, or infectious disease specialist or agencies occupational health and safety clinic will manage the individual's post-exposure baseline and follow-up laboratory tests for bloodborne pathogens,

infectious or communicable diseases. Individuals are responsible for coordinating the release of their initial test results to the health care provider of their choice, if needed. JSU is not responsible for ensuring compliance with post-exposure care.

7. The exposed individual will be responsible for all costs with regards to their post exposure medical care.

### **Student Financial Aid**

Jacksonville State University offers a broad program of financial aid to assist as many qualified students as possible. Since the University cannot meet the financial needs of all applicants, students are also urged to investigate outside sources of aid. Most aid programs are based on the individual need of the applicant. Demonstrated financial need is determined by completing an independent, standardized need analysis form called the Free Application for Federal Student Aid (FAFSA) on the web at [www.fafsa.gov](http://www.fafsa.gov). The JSU Title IV Code is 001020. Those interested in detailed information on federal financial aid should request The Student Guide by writing the Federal Student Aid Information Center, P.O. Box 84, Washington DC 20044. Additional information may also be secured from the JSU Office of Student Financial Services or from the internet at [www.nasfaa.org](http://www.nasfaa.org).

### **Loans**

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

### **Alabama Board of Nursing Scholarships**

The status of Alabama Board of Nursing scholarships is determined annually based on funding from the Alabama Legislature. Candidate qualifications, scholarship conditions, and other information may be obtained through the Board at (334) 293-5200.

## **Faculty and Staff of the Department of Nursing Graduate Program**

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