

**LINCOLN MEMORIAL UNIVERSITY**  
**CAYLOR SCHOOL OF NURSING**  
**BACHELOR OF SCIENCE IN NURSING**  
**(BSN)**



**BSN STUDENT HANDBOOK**  
**2020-2021**

**This handbook is designed to serve as a guide to the rules, policies, and services of the University; therefore, it is not intended to establish a contract and the University reserves the right to amend, modify, or change regulations, policies, and financial charges stated in this handbook throughout the year. In such case, the University will make reasonable efforts to notify the University community, in a timely manner, of any changes in policies and regulations. Notification shall be made via MyLMU, the University website, or to University issued e-mail accounts as deemed appropriate.**

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## **UNIVERSITY'S MISSION AND PURPOSE**

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017*

## **THE CAYLOR SCHOOL OF NURSING ACCREDITATION/APPROVALS**

### **TENNESSEE/KENTUCKY Programs:**

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN program offered in Kentucky is approved by the Kentucky Board of Nursing. Furthermore, the ASN, BSN, MSN, and DNP programs in Tennessee are accredited with the Accreditation Commission for Education in Nursing, Inc. (ACEN) which includes the off-campus instructional site in Corbin, Kentucky.

### **FLORIDA Programs:**

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing and accredited by ACEN.

ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by the U.S. Department of Education. ACEN, may be contacted at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326 or call 404-975-5000 or visit [www.acenursing.org](http://www.acenursing.org).

## **PURPOSE**

Responding to the needs of nursing education and health care of the people of the region, Lincoln Memorial University established the Associate of Science in Nursing (ASN) degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, Lincoln Memorial University instituted the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program in

1987. Both undergraduate programs are founded on the belief that nursing is a service which aims to assist individuals to attain, maintain, or regain optimum level of wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the Master of Science in Nursing (MSN) program was initiated in 2006 to educate advanced practice nurses, the generic Bachelor of Science in Nursing (BSN) program commenced in 2010, and the Doctor of Nursing Practice (DNP) in 2015.

### **VISION**

We, the Nursing Faculty of Lincoln Memorial University, Caylor School of Nursing, envision culturally diverse Faculty and students engaged in teaching, education, service, practice, and scholarship. Faculty desire to be excellent nurse educators, adhering to nationally recognized competencies and standards of nursing practice, while assisting undergraduate and graduate students to become qualified nurse professionals capable of adaptation, and promotion of adaptation, in the 21<sup>st</sup> century health care environment. The Caylor School of Nursing will develop, attain, and engage in unique educational programs and services for the surrounding regions and beyond. We desire to be recognized as providing excellent nursing programs that support a career pathway for lifelong learning and that also value high academic, moral, and ethical standards.

### **MISSION**

In agreement with the University's mission and goals, the Faculty of the Caylor School of Nursing strive to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the ASN, BSN, MSN, and DNP degrees, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept, and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities and a global society by preparing nurses at multiple degree levels and by providing continuing education/professional development opportunities rooted in knowledge, research, and other scholarly activities.

### **PHILOSOPHY**

Nursing is a health care profession with a unique body of knowledge. The Caylor School of Nursing is viewed as a place where culturally diverse students and faculty actively engage in a **teaching-learning process** to attain and generate nursing knowledge. Faculty and students are partners in this process, creating unique learning opportunities. This knowledge can be imparted through multiple levels of nursing education, a design which is most responsive to community needs. The teaching-learning process fosters individual growth and goal attainment, which are manifested through changes in thinking and behavior.

The Faculty believes in multiple degree levels of nursing education and encourages the promotion of ongoing/continuing education for nurses. This education is based in an institution of higher learning, consists of both general education courses and nursing courses, and is provided by qualified Faculty on site, or may include alternate delivery methods, such as through distance education. Faculty serve as role models through nursing education, practice, service, and scholarship (as scholarship is defined by the University).

The Faculty acknowledge the ASN graduate's focus is care of persons with adaptive and/or ineffective health responses, whereas, the BSN graduate's focus is care of persons, groups, communities, and society with adaptive and/or ineffective health responses. Graduate education will

prepare nurses to assume advanced practice roles including: practitioner, educator, researcher, advocate, consultant/collaborator, manager, and leader. Additionally, we agree that both undergraduate and graduate nursing education must be consistent with nationally recognized competencies and standards, including the APRN Consensus Model for Advanced Practice.

The Roy Adaptation Model (Roy, 2009) serves, along with national competencies and standards, as a comprehensive framework for the curriculum of the ASN and BSN programs. The Roy Model also provides, to a lesser extent, a conceptual basis for the masters program. The graduate program relies heavily upon national competencies and standards to direct the curriculum and provides the student with a comprehensive appraisal of multiple theoretical frameworks from which they may draw in their personal professional practice.

Fundamental to the Roy Adaptation Model “is the goal of enhancing life processes to promote adaptation” with **adaptation** viewed “as the process and outcome whereby thinking and feeling people, as individual or in groups, use conscious awareness and choice to create human and environmental integration” (Roy, 2009, p. 28).

Human **persons** are the focus of nursing endeavors and are viewed as an adaptive system. “As an adaptive system, the human system is described as a whole with parts that function as a unity for some purpose. Human systems include people as individuals or in groups including families, organizations, communities, and society as a whole” (Roy, 2009, p. 27). Faculty also believe that humans as an adaptive system act to maintain adaptation in the four adaptive modes of the Roy Model: physiologic-physical, self concept-group identity, role function, and interdependence.

**Environment** is defined as “all conditions, circumstances, and influences that surround and affect the development and behavior of humans as adaptive systems, with particular consideration of human and earth resources” (Roy, 2009, p. 28). We believe that human persons interact with the changing environment and make either adaptive or ineffective responses.

**Health** is defined as “a state and a process of being and becoming an integrated and whole human” person (Roy, 2009, p. 27). The Faculty believes that responses by human persons that can be observed in the four adaptive modes are reflective of one’s health state.

**Nursing** is defined “as a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups and the global society” (Roy, 2009, p. 3). We view the goal of **nursing practice** as the promotion of adaptation in each of the four adaptive modes, “thus contributing to health, quality of life and dying with dignity by assessing behaviors and factors that influence adaptive abilities and by intervening to enhance environmental interventions (Roy, 2009, p. 29). The Faculty further believes that nursing practice is both an art and a scientific discipline, rooted in caring, cultural sensitivity/competence, a code of ethics, and standards of care and professional performance/practice. We believe all of these are essential for both provision of holistic, effective, quality nursing care; and for promotion of adaptation in humans across the lifespan, as individuals, or in groups, communities, and society as a whole in the 21<sup>st</sup> century healthcare environment.

Reference:

Roy, C. (2009). *The Roy Adaptation Model* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

# OVERVIEW OF THE ROY ADAPTATION MODEL (RAM) OF NURSING\*

## **I. RAM Definition of Nursing**

Nursing is defined as a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups and the global society.

## **II. RAM Elements**

- A. *Adaptation*: The process and outcome whereby the thinking and feeling person as individuals or groups use conscious awareness and choice to create human and environmental integration.
- B. *Person*: An adaptive system described as a whole comprised of parts. Functions as a unity for some purpose. Includes people as individuals or in groups (families, organizations, communities, and society as a whole).
- C. *Environment*: All conditions, circumstances, and influences surrounding and affecting the development and behavior of persons or groups with particular consideration of mutuality of person and earth resources including focal, contextual, and residual stimuli.
- D. *Health*: A state and process of being and becoming integrated and whole.
- E. *Goal of Nursing*: To promote adaptation for individuals in the four adaptive modes, thus contributing to health, quality of life, and dying with dignity by assessing behaviors and factors that influence adaptive abilities and by intervening to enhance environmental interactions.

## **III. RAM Nursing Process:**

- A. *Assessment of Behavior*: The indicator of how a human adaptive system manages to cope with, or adapt to, changes in health status is behavior. Involves gathering data about the behavior of the human adaptive system and the current state of adaptation.
- B. *Assessment of Stimuli*: Involves the identification of internal and external stimuli that are influencing the behaviors.
- C. *Nursing Diagnosis*: Statements that interpret the collected data.
- D. *Goal Setting*: The establishment of clear statements of behavioral outcomes of nursing care. The general goal of nursing intervention is to maintain and enhance adaptive behavior and to change ineffective behavior to adaptive.
- E. *Intervention*: The selection of nursing approaches to promote adaptation by changing stimuli or strengthening adaptive processes.
- F. *Evaluation*: Involves judging the effectiveness of the nursing intervention in relation to the behavior of the individual or group.

#### **IV. The Four Modes in RAM for the Individual (ASN & BSN)**

- A. *Physiologic Mode*: Includes oxygenation; nutrition; elimination; activity and rest; protection; senses; fluid, electrolyte, and acid-base balance; neurologic function, and endocrine function.
- B. *Self-Concept Mode*: Includes things such as body image, sexual function, coping strategies for loss, and self-esteem.
- C. *Role-Function Mode*: Includes things such as role clarity, role transition, role performance, coping with role change, role integration and role mastery.
- D. *Interdependence Mode*: Includes things such as dependency and independency, relationships, relations and communication, learning and maturing in relationships, and giving and receiving love, respect, and value.

#### **V. The Four Modes in RAM for Groups (BSN)**

- A. *Physiologic Mode*: Includes things such as fiscal resources, member capability, physical facilities, number of participants, knowledge and skills of participants, stable membership, physical facilities, and effective planning for the future of the group.
- B. *Group Identity Mode*: Includes things such as interpersonal relationships, milieu and culture, goals and values, expectations, understanding and support, shared leadership, morale, and unity in crisis.
- C. *Role-Function Mode*: Includes things such as role clarity, socialization for role expectations, expectations to accomplish goals of the group, mutual dependence in division of labor, processes for integrating roles, responsibilities and expectations between individuals in complementary and relating roles, carrying out roles to meet group demands, and mentoring for development.
- D. *Interdependence Mode*: Includes relational adequacy, developmental adequacy and resource adequacy.

#### **VI. Selected Key RAM Concepts**

- A. *Adaption Level*: Represents the condition of the life processes described on three levels as integrated, compensatory, and compromised.
  - 1. *Integrated Life Process*: Adaptation level at which the structure and functions of a life process are working as a whole to meet human needs.
  - 2. *Compensatory Process*: Adaptation level at which the cognator and regulator have been activated by a challenge to the integrate life processes.
  - 3. *Compromised Process*: Adaptation level resulting from inadequate integrates and compensatory life processes; an adaptation problem
- B. *Adaptive Responses*: Responses that promote integrity in terms of the goals of human systems.
- C. *Ineffective Responses*: Responses that do not contribute to integrity in terms of the goals of the human system.
- D. *Cognator Subsystem*: For individuals, a major coping process involving the four cognitive-emotive channels: perceptual and information processing, learning, judgment, and emotion.

- E. *Regulator Subsystem*: For individuals, a major coping process involving the neural, chemical, and endocrine systems.
- F. *Stabilizer Subsystem*: For groups, the subsystem associated with system maintenance and involving established structures, values, and daily activities whereby participants accomplish the purpose of the social system.
- G. *Innovator Subsystem*: Related to people in a group, the internal subsystem that involves structures and processes for change and growth.
- H. *Stimulus*: That which provokes a response, or more generally, the point of interaction of the human system and environment.
  - 1. Focal Stimulus: The internal or external stimulus most immediately confronting the adaptive system of the individual or group.
  - 2. Contextual Stimuli: All other stimuli, internal or external, affecting the situation; contribute to the behavior triggered by the focal stimulus.
  - 3. Residual Stimuli: Those stimuli having an indeterminate affect on the behavior of the individual or group; their affect cannot be, or has not been, validated. Their affects in the current situation are unclear.
- I. *Coping Processes*: Innate or acquired ways of responding to the changing environment.
- J. *Humanism*: The broad movement in philosophy and psychology that recognizes the person and subjective dimensions of the human experience as central to knowing and valuing.
- K. *Veritivity*: A principle of human nature that affirms a common purposefulness of human existence.

**\*Reference**

Roy, C. (2009). *The Roy Adaptation Model*. (3<sup>rd</sup> ed.) Upper Saddle River, NJ: Pearson Education, Inc. (pp. 3, 26-27, 29, 56-82)



## **BSN END-OF-PROGRAM STUDENT LEARNING OUTCOMES**

### **The graduate of the Bachelor of Science in Nursing program will:**

1. incorporate knowledge from the humanities, arts, social, and natural sciences into nursing as a basis for decision making in the delivery of care,
2. apply a variety of leadership concepts such as quality improvement, nursing skills, and decision making to provide, coordinate, and oversee safe, quality nursing care,
3. apply evidence-based practice and participate in the evaluation of the most current research,
4. assimilate data from relevant sources which include technology and patient information systems to plan and document care and adhere to the ethical standards related to data security and confidentiality,
5. demonstrate basic knowledge of health care policy including financial and regulatory environments to manage resources and time to achieve patient and organizational outcomes,
6. use effective communication and collaboration as a member of the interprofessional health care team to advocate for and provide high quality and safe patient care,
7. promote health adaptation and disease prevention for individuals, families, groups, and communities,
8. adhere to standards of professional practice and be accountable for his/her own actions and behaviors and provide culturally competent nursing care within legal, ethical, and regulatory bodies,
9. be prepared to deliver safe, effective, and efficient nursing care to individuals, families, support systems, groups, communities, and populations across the lifespan in today's complex health care environment.

### **BSN COURSE DESCRIPTIONS**

Course descriptions for all NURS courses can be found in the current *LMU Undergraduate Catalog*.

### **BSN CORE CURRICULUM**

The core curriculum can be found in the current *LMU Undergraduate Catalog*.

### **BSN NURSING COMPONENT**

The core nursing component can be found in the current *LMU Undergraduate Catalog*.

**BSN ADVISING SHEET**

APPLICANT NAME \_\_\_\_\_ APPLYING FOR FALL \_\_\_\_\_ UNDER \_\_\_\_\_ CATALOG DEGREES PREVIOUSLY AWARDED \_\_\_\_\_ DATE \_\_\_\_\_

PREREQUISITE COURSES				IP	C	R	GRADE	INITIALS
BIOL	100	Introduction to Biology	4					
BIOL	230	Microbiology	4					
BIOL	261	Human Anatomy & Physio I	4					
BIOL	262	Human Anatomy & Physio II	4					
CHEM	100	Introduction to Chemistry	4					
HLTH	210	Nutrition	3					
MATH	270	Statistics	3					
PSYC	221	Developmental Psychology	3					

Additional Prerequisite Courses for those students who do not already hold a Bachelor's Degree

PREREQUISITE COURSES				IP	C	R	GRADE	INITIALS
ISYS	100	Computer Literacy	2					
ENGL	101	Composition I	3					
ENGL	102	Composition II	3					
MATH	110	College Algebra or higher level	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Social/Behavior		Elective	3					
Elective		Tampa – Social/Behavior Elect	3					
Elective			2					

**Total Credits: 60**

UNIVERSITY REQUIREMENTS				IP	C	R	GRADE	INITIALS
LNCN	100	Lincoln's Life and Legacy	1					
LNCN	300	American Citizenship	1					

*IP = In Progress; C = Complete; R = Repeat*

**OVERALL GPA \_\_\_\_\_ as of: \_\_\_\_\_ (SEM/ YEAR)**

INSTITUTIONS ATTENDED	YEARS	GPA

\_\_\_\_\_  
ADVISOR NAME

\_\_\_\_\_  
ADVISOR SIGNATURE

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

**BSN Nursing Courses**

SEMESTER ONE COURSES				SEM/YEAR	INITIALS
NURS	320	Concepts & Fund of Professional Nursing	7		
NURS	330	Health Assessment of Humans as Adaptive Systems	3		
NURS	340	Foundations of Nursing Informatics	3		
NURS	350	Pathophysiology of Ineffective Human Responses	3		

Term 1: \_\_\_\_\_  
 ADVISOR SIGNATURE                                  STUDENT SIGNATURE                                  DATE

SEMESTER TWO COURSES				SEM/YEAR	INITIALS
NURS	310	Pharmacology to Promote Adaptation	3		
NURS	360	Promotion of Adaptation: Care for Young, Middle and Elderly Adults I	8		
NURS	375	Promotion of Adaptation in Groups, Communities and Transcultural Societies	5		

Term 2: \_\_\_\_\_  
 ADVISOR SIGNATURE                                  STUDENT SIGNATURE                                  DATE

REMAINING COURSES				SEM/YEAR	INITIALS
NURS	415	Promotion of Adaptation: Women and Childbearing Families	5		
NURS	425	Promotion of Adaptation in Infants, Children & Adolescents	5		
NURS	430	Nursing Research	3		
NURS	435	Promotion of Psychosocial Adaptation	5		
NURS	460	Promotion of Adaptation: Care for Young, Middle and Elderly Adults II	5		
NURS	470	Professional Nursing Role Development/Preceptorship	4		
NURS	480	Senior Seminar	1		

**Total Credits: 60**

Term 3: \_\_\_\_\_  
 ADVISOR SIGNATURE                                  STUDENT SIGNATURE                                  DATE

Term 4: \_\_\_\_\_  
 ADVISOR SIGNATURE                                  STUDENT SIGNATURE                                  DATE

NOTES:	

## RN-BSN ADVISING SHEET

APPLICANT NAME \_\_\_\_\_ APPLYING FOR \_\_\_\_\_ UNDER \_\_\_\_\_ CATALOG

PRIOR COLLEGE(S) \_\_\_\_\_ DEGREES AWARDED \_\_\_\_\_

GENERAL EDUCATION				IP	C	R	GRADE	INITIALS
BIOL	230	Microbiology	4					
BIOL	261	Human Anatomy & Physiology I	4					
BIOL	262	Human Anatomy & Physiology II	4					
MATH	270	Statistics	3					
PSYC	221	Developmental Psychology	3					

Additional Prerequisite Courses for those students who do not already hold a Bachelor's Degree

GENERAL EDUCATION				IP	C	R	GRADE	INITIALS
ISYS	100	Computer Literacy	2					
COMM	200	Fund of Speech Communication	3					
ENGL	101	Composition I	3					
ENGL	102	Composition II	3					
MATH	110	College Algebra or higher level	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Humanities		Requirement	3					
Social/Behavior		Elective	3					

*IP = In Progress; C = Complete; R = Repeat*

UNIVERSITY REQUIREMENTS				IP	C	R	GRADE	INITIALS
LNCN	100	Lincoln's Life and Legacy	1					
LNCN	300	American Citizenship	1					

\_\_\_\_\_  
**ADVISOR NAME**                      **ADVISOR SIGNATURE**                      **STUDENT SIGNATURE**                      **DATE**

### RN-BSN Nursing Courses

						SEM/YEAR	INITIALS
NURS	300	Transitions to Professional Nursing				2	
NURS	310	Pharmacology to Promote Adaption				3	
NURS	330	Health Assessment of Humans as Adaptive Systems				3	
NURS	340	Foundations of Nursing Informatics				3	
NURS	350	Pathophysiology of Ineffective Human Response				3	
NURS	375	Groups, Communities, and Transcultural Societies				5	
NURS	390	Promotion of Adaptation in Elderly				2	
NURS	430	Nursing Research				3	
NURS	470	Professional Nursing Role Development/Preceptorship				4	
NURS	490	Senior Seminar for Registered Nurses				1	

\*\*\*Can include 31 upper-level NURS credit hours for Proficiency validated by licensure. See Catalog\*\*\*

Term 2: \_\_\_\_\_  
**ADVISOR SIGNATURE**                      **STUDENT SIGNATURE**                      **DATE**

Term 3: \_\_\_\_\_  
**ADVISOR SIGNATURE**                      **STUDENT SIGNATURE**                      **DATE**

## **BSN ADMISSION REQUIREMENTS**

Refer to the current *LMU Undergraduate Catalog*.

## **LMU SITE ASSIGNMENT POLICY**

1. Admission to the nursing program is made to a specific LMU site. This site shall be the permanent location for the duration of the program. Requests for site reassignment will be considered for individual/family relocation. A request for site reassignment must be submitted in writing and will be reviewed by the BSN Admission, Progression, and Retention Committee.
2. Reassignments will be approved to take place at the end of a semester. No reassignments will be allowed to occur during any semester.

## **ACADEMIC ADVISEMENT INFORMATION**

Good academic advisement may make the difference between just going to college and obtaining a sound, well-rounded education; therefore, each student is assigned an academic advisor. Students should take full advantage of the knowledge, counsel, and personal concern available from academic advisors. The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree.

## **GRADE REPORTS AND ACADEMIC TRANSCRIPTS**

Instructors report final grades to the Registrar at the end of the course. The Office of the Registrar releases the grades online and students can access them through WebAdvisor. The grades will be mailed only if the student requests grades from the Registrar.  
(See current *LMU Undergraduate Catalog*)

## **STANDARDS OF ACADEMIC PROGRESS**

See current *LMU Undergraduate Catalog* for official process.

## **WITHDRAWAL FROM THE UNIVERSITY**

See current *LMU Undergraduate Catalog* for official process.

## **HONORS PROGRAM**

See current *LMU Undergraduate Catalog* for official process.

## **BSN PROGRESSION, READMISSION, AND GRADUATION REQUIREMENTS**

1. **Nursing Orientation** - Attendance at a nursing orientation session prior to beginning the BSN Option is **mandatory**. An online orientation is **mandatory** for students enrolled in the RN-BSN Option. Attendance on the first day of all nursing courses is also **mandatory**. Any student who fails to attend the first day of class may forfeit their space in the program, unless extenuating circumstances warrant the absence.

2. **NURS Course Credit** - The student must attain an overall average of 80 % (B) for an exam average in nursing courses in order to have other assignment grades applied. Grades will be rounded to the nearest whole number based on Math principles. Any student not achieving an 80% (B) will not be allowed to progress. (See grading scale below)

### **Grading Scale:**

90 – 100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67–69	D+
60–66	D
Below 60	F

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means students are required to earn a letter grade of “B” or better (which means a cumulative number score of 80% or better) in each NURS course and a satisfactory in the clinical component of the course to continue in the BSN program. An unsatisfactory grade in clinical will result in an “F” for the NURS course. The student will not be allowed to remain in the NURS course for the remainder of the semester once an unsatisfactory grade is received in the clinical area.

3. **Withdrawal from NURS Course** - If a student withdraws having a WD on his/her transcript and is in good academic standing (passing with an 80 average) in the NURS course(s), it will not count as an attempt in the nursing course(s). Should a student have <80 average in the NURS course(s) at the time of withdrawal, it will count as an attempt in the nursing course(s), and may affect the potential for readmission. If a student withdraws from NURS 360 or NURS 460 and is enrolled in a specialty course (NURS 415, NURS 425, and/or NURS 435), they must also withdraw from the specialty course. If the student is readmitted to the nursing program, the student cannot progress in the program until they are readmitted to said nursing course and successfully complete that course.

4. **General Education Transfer of Credit** - General education courses may be transferred into the BSN program from accredited institutions. All transferred course work must carry a grade of “C” or better. Credit for Biology, Chemistry, Anatomy & Physiology I and II, and/or Microbiology (including the labs for these 3 courses) earned more than eight years ago must be approved by the BSN Program Chair.

**5. Readmission Policy – Readmission to the B.S.N. program is NOT guaranteed.**

a. If a student earns below a “B” in an NURS course, a readmission application for that course must be submitted to nursing. This means, the student cannot progress in the BSN program until they are readmitted and successfully complete said nursing course. Students re-entering the nursing program may not have a lapse of more than 18 months. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a B is earned in an NURS course. If two grades below a “B” are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the BSN program.

b. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Students re-entering the nursing program may not have a lapse of more than 18 months.

c. Students who are readmitted must repeat all class and clinical portions of the course. All portions of courses in which students are repeating must be completed before the student will be allowed to progress (take other NURS courses) within the nursing program.

d. The student will be considered for readmission by the BSN Admission, Progression, and Retention Committee on an individual basis guided by the following criteria:

1. Completion of admission criteria
2. Evidence of extenuating circumstances at the time of termination
3. Evidence of academic success, e.g.:
  - Successful remediation of a specified course/s is/are required to continue in the BSN program if the student is readmitted to any failed BSN NURS course or if the student withdraws from the program/course for a period of less than 18 months.
  - Successful completion of general education courses at LMU or other institution of higher education.
  - Completion of an academic degree in another field and/or successful completion with certification in health-related training program.
  - Number of times enrolled/admitted in this or other nursing programs and span of time since enrolled in nursing.

e. A 2.75 or higher cumulative GPA, including the nursing course in which the student was unsuccessful.

f. Readmission students are considered on a space available basis.

g. Readmission forms should be obtained from the Administrative Assistant in the CSON or online and returned to the Nursing office on the Harrogate campus.

h. A student who is unsuccessful in any BSN NURS course or withdraws from the program/course for a period of less than 18 months will be required to successfully remediate designated nursing course. (If a student is out of the program longer than 18 months and is

readmitted, the student will have to complete the program from the beginning.) Please see academic advisor for specific details.

**If a student is readmitted, the Student Medical Profile, Background Check, and Drug Screen must be completed if there is a lapse in attendance of one semester or more.**

6. **Incomplete Policy** - Any student with an Incomplete “I” in any nursing course(s) will not be allowed to enroll in subsequent nursing courses until the Incomplete “I” has been removed from the transcript.

7. **Dosage Calculation Quiz** - A dosage calculation quiz will be administered at the beginning of each semester to validate drug calculation competency. Students must score at least an 80%. The student will have three opportunities to achieve an 80%. If the student does not achieve an 80% after three attempts, they will be withdrawn from all NURS courses.

8. **ATI Exams** - An ATI exam will be administered at the end of each semester for selected courses. The student must pass the ATI exam at a level 2 each semester to progress in the program. The student must also pass the comprehensive RN Predictor ATI Exam in the last semester in order to graduate. See appropriate syllabi for ATI course policy.

9. **Medical Withdrawal** - The didactic portions of a course with a clinical component provides the theoretical basis for evidence based nursing practices applied in a clinical setting. The practical application of academic theory in a clinical setting reinforces the theoretical knowledge base needed to make evidence based clinical decisions. In order to master the academic theory and the clinical competencies that are the learning outcomes in this class, students must take the clinical and the didactic portions of the class simultaneously.

If at any time during the term the student is unable to perform all of the student essential functions listed in the LMU CSON student handbook for a period exceeding two weeks, the appropriate course of action is to medically withdraw from the class. As an alternative to withdrawal, within two weeks of becoming unable to perform the essential student function, a student must produce documentation from a medical provider that the student is able to perform all of the student essential functions listed in the LMU CSON student handbooks.

**STUDENTS WITH DISABILITIES POLICY**

LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531



(800-325-0900 ext. 6531).

### **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

### **HAZING**

Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

### COUNSELING

LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

### DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES

**POLICIES** can be found in the LMU student handbook and catalog published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

### INCLEMENT WEATHER

Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

### CSON STUDENT COMPLAINT and APPEALS PROCESS

**If a problem should arise involving a course, clinical, or campus lab, or simulation, the student should first consult the faculty member involved regarding the complaint. If the complaint is not resolved, then the student must follow the appropriate appeal process.**

The appeal process is student driven. The student must initiate the appeal and each subsequent step of the process. The student has the right to stop the process at any time. The student has 5 business days in which to initiate the process and then 5 business days in which to proceed with each step.

Faculty response at each step of the appeal will be within approximately 2 weeks, except during those times when the university offices are closed. Failure of the student to comply with the time frame will result in termination of the appeal process and failure of the appeal.

#### **Channel of Communication:**

The following outlines the steps (in order) of the appeal process to be followed by the student. This **channel of communication** must be followed for the appeal to proceed.

1. Complete and file a Student Appeals Request form (located in the degree appropriate CSON Student Handbook) and submit the form to the CSON, Harrogate campus, as directed on the form.
2. Contact and/or meet with the Course Coordinator.
3. Contact and/or meet with the appropriate Program Chair (ASN, BSN) or Director (Graduate Nursing).
4. Contact and/or meet with the Student Appeals Review Committee.

- The Student Appeals Review Committee will review all written information pertaining to the case. The responsibility of the committee is to determine if CSON policies and procedures relating to the case were followed and make a decision regarding the appeal.
- If desired, the student has the option to meet with the Student Appeals Review Committee.
- If the student chooses the option of meeting with the Student Appeals Review Committee, only the student will be present during the meeting with the committee.
- If a faculty member is involved, the faculty member has the right to meet with the committee.
- The Students Appeals Review Committee Chair will send a certified letter notifying the student of the committee decision. Failure to pick up the certified letter within 5 business days of the first attempted delivery date will result in the termination of the appeal process and failure of the appeal.

5. Meet with the Vice President and Dean, CSON.

\* Complaints involving ADA accommodations or any type of discrimination should be filed in accordance with the appropriate complaint procedure as outlined in the LMU Student Handbook.

If there are any conflicts of departmental or school policy with university policy then university policy supersedes.

**LINCOLN MEMORIAL UNIVERSITY  
CAYLOR SCHOOL OF NURSING  
STUDENT APPEAL REQUEST FORM**

**PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.**

Date \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ LMU ID # \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

1. Appeal request for: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Year \_\_\_\_\_

2. Course to which appeal is requested:  
\_\_\_\_\_

3. LMU campus last attended:  
\_\_\_\_\_

4. Situation which you are requesting an appeal: (Be specific regarding your request.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Supporting evidence for the appeal: (You may use back of request form if needed.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Any additional comments: (Limit to the space provided below.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Signature of Student:  
\_\_\_\_\_

**PLEASE RETURN THIS REQUEST TO: LMU CAYLOR SCHOOL OF  
NURSING, 6965 CUMBERLAND GAP PKWY, HARROGATE, TN 37752**

**FOR CAYLOR SCHOOL OF NURSING**

**USE ONLY:**

**Committee decision:**

## NURSING CODE OF ETHICS

As reflected in our philosophy, the faculty and students of Lincoln Memorial University Caylor School of Nursing (LMU CSON) regard nursing as an “art and scientific discipline, rooted in caring, cultural sensitivity/competence, a code of ethics, and standards of care and professional performance/practice.” We believe all of these are essential for both provision of holistic, effective, quality nursing care and for “promotion of adaptation in humans across the lifespan, as individuals, or in groups, communities, and society as a whole in the 21<sup>st</sup> century healthcare environment.” (LMU, Caylor School of Nursing Philosophy). Therefore, high standards of conduct are expected and must be adhered to by those associated with the Caylor School of Nursing. These standards must relate to all areas of activity, including academic and clinical experiences, relationships between faculty and other students and maintenance of conduct, which reflects credit upon nursing and Lincoln Memorial University.

With this in mind, the LMU CSON) has developed its own code of ethics integrating basic concepts of both the philosophy of the LMU nursing program and the ANA Code of Ethics for Nurses. Students who fail to adhere to these established criteria (code, standards) are held accountable for such violations and may be subject to immediate dismissal from the nursing program. Decisions regarding the appropriateness of discipline for such violations are at the discretion of the faculty of the CSON.

- A. Nursing care is provided on the basis of need rather than status or background. Each individual is regarded as a unique and valuable being with physical, psychological, and sociological needs. The provision of health care must be granted on an individual basis without discrimination or prejudice. The focus of care must be to maintain the patient at his/her optimum level of functioning.
  
- B. The privacy right of all individuals must be honored. Confidential information shall remain confidential and be communicated only within the professional situation. Useless and mischievous gossip related to the health care setting must be avoided. Informed consent must be granted by the persons involved for any research or non-clinical purposes.
  
- C. Each individual must accept full responsibility and accountability for his/her own judgments and actions. Knowledge and/or performance of any incompetent, illegal, or unethical practice requires (mandates) immediate action. Such practices include reporting activities with potential harm for the patient (e.g., alcohol or drug use), questioning of potentially dangerous orders, and confronting and/or reporting cheating. Cheating shall include the use of any material belonging to another and represented as his/her own. Thus cheating on tests, care plans/maps, projects, etc. are considered equal infractions. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided. Such conduct includes, but is not limited to, legal infraction (example, misdemeanor or felony), falsification of any records, or violation of any social norm, including written or unwritten laws.

Further, any action or behavior which violates any regulation of the Tennessee, Kentucky, or Florida Board of Nursing or any Tennessee, Kentucky, or Florida state statute relative

to the nursing professions will be grounds for consideration for dismissal from the nursing program.

- D. An LMU CSON student is a representative of the University and his or her profession whether engaged in academic, research, or purely social pursuits, on or off of LMU's campus. As stated above, "any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided."
- Should any student admitted to LMU CSON be arrested or formally charged with any infraction of the law other than minor traffic violations, the student shall report such arrest or charges to the appropriate LMU CSON Program Chair as soon as possible **in no case later than one week after the arrest or charge.**

Further, as noted in the LMU CSON handbook, state law provides for denial or revocation of a nursing license upon proof that a person is guilty of a crime. The protection of vulnerable patient populations is of utmost importance to LMU CSON and the sites where students complete the clinical requirements for the student's academic program. LMU CSON must be informed of any violations of the law or school policy in order to take appropriate punitive or corrective action when students are involved in conduct or activities that could tarnish LMU CSON's reputation.

### **ACADEMIC INTEGRITY**

It is the aim of the faculty of Lincoln Memorial University to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his/her own, any work which he/she has not honestly performed, is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension (See current *LMU Student Handbook Online*).

Any nursing student who participates in cheating or plagiarism will receive a zero on the assignment, exam, or paper, and may also receive an "F" in the course; and/or may be expelled from the nursing program.

**Cheating:** LMU prohibits dishonesty of any kind on examinations or written assignments. Dishonesty includes, but is not limited to, unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or entering any campus office without permission. Violations will subject the students to disciplinary action (See current *LMU Student Handbook Online*).

**Plagiarism:** LMU prohibits offering the work of another as one's own without proper acknowledgement. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from themes, reports, or other writing of a fellow student has committed plagiarism (See current *LMU Student Handbook Online*).

### **EXAM ADMINISTRATION AND REVIEW POLICY**

1. **Violation of ANY of the following policies will result in a zero (0) for that exam.**
2. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email (see Faculty Contact Information) prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office and talk to the Nursing Administrative Assistant or leave a message on the voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name, and the site you attend. **Any student that does not notify the appropriate faculty may receive a zero for the exam.**
3. The faculty will determine the date, time, and method of any alternate make-up exam. A pattern of missing exams in a specific course or throughout the BSN program will not be tolerated. A counseling record will be written with each missed exam and specific consequences of another missed exam will be provided. **If the student does not make up the exam on the scheduled date and time, the student will get a zero on the exam.**
4. All electronic devices (smart watches, pagers, cell phones, PDA's, etc), personal belongings (book bags, purses, coats) are prohibited during examination times. Students may only bring into the exam room pencils and a simple calculator. Students must make arrangements for their other personal belongings during test time.
5. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.
6. No clear beverage containers allowed during an exam.
7. No blankets, throws, etc allowed around a student or in a student's lap during the exam.
8. Pencils are the ONLY writing instrument allowed during test time.
9. Simple calculators are the ONLY calculators allowed during test time. Scientific calculators or those combined with cell phones, PDA's, or other electronic devices are not permitted. If a student presents to an exam with any calculator other than a simple calculator the faculty will collect the calculator and the student will be required to do mathematic calculations by hand only. Calculators collected prior to the exam will be returned after the exam is completed.
10. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction and also write it on the board.
11. Faculty will not answer student questions related to exam content during the exam.
12. Students are not to talk or communicate in any way between themselves during the exam. If talking/communication occurs the students involved will be subject to the cheating policy of the University.
13. The student must not leave his/her seat until the exam is finished, except for emergencies.
14. The exam will be timed. The time for exam booklets to be turned in and for class to

- resume will be written on the board. Any student entering late will be required to turn his/her exam at the stated time.
15. After the exam is finished, the student has the following options:
    - a. Return to his/her seat, and remain quiet until class resumes or
    - b. Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
  16. Nursing Faculty will have one week to review and score exams. Individual student grades will be available and posted on Blackboard by one week after the exam has been given.
  17. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
  18. The students' scantron/answer sheet is the official document to be graded (not the exam booklet). Exam booklets will be shredded following the exam.
  19. Post-exam reviews will be scheduled. Attendance at these reviews is strongly recommended. No books, pencils electronic devices or taping are allowed during the post-exam review.
  20. Students have one calendar week after the test review to meet with their instructor for clarification of any exam related issue. For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue.

### **STUDENT REVIEW OF TESTS**

A student may review his/her test answer sheet and a test booklet on an **individual basis** and **by appointment** with faculty. At no time will a student be left alone to review a previous test and no note taking will be allowed. Previous course tests may be reviewed one week before the final course examination but no closer to the final course examination.

### **CELL PHONE POLICY**

**Cell phone usage is NOT permitted in the classroom or clinical area.** Usage includes, but not limited to, talking on the phone, checking or sending text messages, checking email, and using apps or the internet. If a student uses a cell phone during class or clinical, they will be asked to leave and counted absent for that day. In some agencies, if a student is found to have a cell phone in their possession, the student will not be allowed back in that facility to complete any clinical experience. If this occurs, it may necessitate the student withdraw from the NURS course due to inability to complete the clinical component of the course.

If a student brings a cell phone to class on exam day, the student may receive a zero for that exam if the student is found to have the cell phone, the cell phone rings, or the cell phone vibrates. This will hold true if the cell phone vibrates or rings and it is in the student's backpack or possession in the classroom.

### **PERMISSION TO AUDIO RECORD LECTURE**

Audio recording of lectures is a privilege, which may be granted by the individual faculty member, but it is up to students who wish to record lectures to ask permission, and not simply assume permission. Students should ask for permission at the beginning of the semester with each individual faculty member. Video recording in the classroom or lab setting is prohibited.



### CAYLOR SCHOOL OF NURSING ALCOHOL AND DRUG POLICY

- A. LMU CSON believes that in order to maintain a safe effective learning environment for students; and for the safe and effective care of patients while students are in the clinical area, a student must be alcohol and drug free.
- B. To that end, the following policies and procedures will be followed for students admitted to the CSON at LMU:
1. A Chain of Custody 10 panel urine drug screen with extended opiates must be performed within 60 days of the start of the nursing program and will be at the student's expense. A positive screen will result in dismissal from the program.
  2. If, during the course of the program, the student appears to be under the influence of alcohol or drugs or is functioning in an impaired manner, the faculty shall have the responsibility for dismissing that student from the clinical experience and/or class that day and the student will be required to submit to drug screen.
  3. A student's consent to submit to a drug screen, if requested by the Dean, Associate Dean, Chair, or faculty at any time during the program, is required as a condition of acceptance and continued enrollment in the nursing program. The cost of the screen will be the responsibility of the student. The facility for conducting the screen will be designated by Lincoln Memorial University. A student's refusal to submit to such tests may result in disciplinary action, including dismissal from the program. A positive drug test is grounds for dismissal.
  4. An affiliate used for student clinical experience can require screening without cause if such screenings are in the policy for employees of that affiliate.
  5. Positive results of screen testing on students can be reported by the affiliate to the CSON. Positive results can be shared by the CSON with employers of students.

### ATTENDANCE, ABSENTEEISM, AND TARDINESS POLICIES UNDERGRADUATE ATTENDANCE POLICY

Can be found in each course syllabus and Undergraduate catalog.

#### **CSON ATTENDANCE POLICY**

1. Students are expected to attend class. Attendance will be taken each class period. To be counted present, the student must be present for the ENTIRE class period.
2. Clinical and campus laboratory attendance (including clinical orientation) is **required**. The student who is going to be late or absent from a clinical experience (clinical or campus laboratory) must notify the clinical supervisor/campus lab instructor at least one hour before the start of the assignment. The student must also notify the assigned clinical unit at least one hour before the start of a clinical experience if the student is going to be late or absent. **Any student who misses a clinical day due to illness will need to bring a physician's statement of release before the student can return to clinical.**
3. After two (2) clinical/campus lab/SIM absences (excused and/or unexcused) in one semester, it may be necessary that the student withdraw from any NURS course in which the student is enrolled. The student is to contact the course coordinator to arrange for withdrawal from this course/courses. If the student is enrolled in both this course and a specialty NURS course the policy of two (2) clinical/campus lab/SIM absences relates to the combined number of absences between these two NURS courses.

4. A tardy is defined as arriving to the clinical facility ANY time after the scheduled start time. If a student is more than 15 minutes late to a clinical area, the clinical supervisor has the right to inform the student to go home and the absence may be counted as an unexcused absence.
5. All clinical/lab/SIM absences will be made up. If a student is absent from a SIM lab they will make up a full clinical day in the clinical area.
6. Make-up hours will be scheduled by the Lead Faculty and may be completed in any clinical facility with any instructor at any given time. Due to the complexity of arranging clinical make-ups, personal student schedules cannot be accommodated.
7. Failure to attend an approved make-up clinical experience as scheduled will result in clinical failure and an “F” in the NURS course.

### CLINICAL INFORMATION

1. Prior to beginning the nursing program the student must submit:
  - A completed **physical examination form**;
  - Evidence of a negative **10 panel chain of custody urine drug screen** which includes testing for Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Codeine\*, Hydrocodone\*, Hydromorphone\*, Marijuana Methadone, Morphine\*, Opiates (expanded panel), Phencyclidine (PCP), and Oxycodone;
  - **Criminal Background Check**;
  - **Tuberculosis**— Tuberculin Skin Test (TST, formally PPD) within last 12 months documented **prior to beginning** any nursing coursework. The two-step TST is required and a series of 2 TSTs must be administered 7-21 days apart. The TB skin test must be read and documented by medical personnel. A blood assay for Mycobac. Tuberc. may be submitted rather than a two-step TST. Additionally a TB Risk Assessment must accompany the initial two-step TST. This TB Risk Assessment form may be obtained from your health care provider. **NOTE: All students attending the Harrogate campus must specifically complete the Kentucky TB Risk Assessment as you may be attending clinical sites located in the state of Kentucky. All other students may complete the CDC TB Risk Assessment Form.** In addition, each student is responsible for providing documentation of annual TST screenings and a completed TB Risk Assessment to the appropriate faculty at his/her campus.  
If you have had a positive reaction to the TST, results from a previous chest x-ray, with written statement indicating you are negative for clinical disease, is required and must be submitted with your Medical Profile. Your health care provider should indicate what treatment, if any, has been prescribed for you as a result of your positive skin test or chest x-ray. After having a positive skin reaction to the TB skin test, no further testing is required on an annual basis unless symptoms of TB are present. **A TB Risk Assessment must accompany the written statement indicating you are negative for clinical disease. A TB Risk Assessment must be submitted annually;**
  - **Rubella, Rubeola and Mumps Immunity** - Provide proof of immunity by one of the following:
    - Documentation of two measles, mumps, and rubella (MMR) vaccines,

- Documentation by a physician that you have had rubella, rubeola, and mumps (All 3 conditions), or
- Documentation of positive rubella, rubeola, and mumps titers (All 3 titers required);
- **Varicella** - varicella titer or immunization with varicella vaccine;
- **Annual flu vaccination** (the only exception is a documented allergy to the vaccine – no declination form will be allowed);
- **Hepatitis B** immunization series or signed declination form;
- **Tetanus**— Proof of Tdap booster received within the past 10 years. If you have never received a Tdap booster you **MUST** receive one prior to entering the program. A Td booster is required every 10 years;
- Proof of **medical insurance coverage** (valid insurance card and printed summary of benefits showing coverage dates);
- Current **CPR certification** (must include adult, child and infant training); and
- **Student Essential Functions Form** signed by healthcare provider.

**If this documentation is not on file before the first day of the semester, the student will not be allowed to attend class/clinical and the clinical absence(s) will be made up as described above.**

Additional tests or screenings may be required by clinical agencies.

- If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information.
  - The specifications for the background check are at the discretion of the clinical affiliate. Should the affiliate not require a specific vendor for the check, the Program Chair will provide a list of available vendors to purchase the required criminal background check. A student will not be allowed access to a clinical facility for any student experience until the clinical facility has authorized the student's presence.
  - In certain situations, investigative background reports are ongoing and may be conducted at any time. **Access to the facility may be denied at any time by the agency or LMU.**
2. Students are allowed in the facility at the clinical affiliate's, other affiliate agencies, organizations, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.
  3. **Students may not work the eight hours before clinical practice.** Any violation of this policy will result in the student being administratively withdrawn from the nursing program.
  4. If an occurrence/incident or exposure occurs with a student during a clinical experience, the Post Occurrence/Exposure Report form is to be completed and submitted within 24 hours after the occurrence to the Program Chair.
  5. In order to receive a satisfactory grade in clinical, the student must perform the critical behaviors identified in the *Clinical Outcomes Tool*. **An unsatisfactory rating on any**

**clinical objective that has been identified as critical for that semester or prior semesters will result in a clinical grade of unsatisfactory.**

6. Students may be given clinical credit hours per week for preplanning in clinical courses. If a student comes to clinical and is not prepared, they will be sent home and counted as absent.
7. Students are reminded that any time they are in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, they are to adhere to the Caylor School of Nursing uniform policy.
8. Transportation to and from clinical agencies is at the expense of the student. Parking fees, when applicable, are also at the expense of the student. Car-pooling is encouraged. Any student who violates parking assignments at any clinical agency may be dismissed from clinical which would result in failure of the course and dismissal from the program.

#### **STANDARD PRECAUTIONS/TRANSMISSION-BASED PRECAUTIONS**

The 2007 guidelines from the Centers for Disease Control and Prevention (CDC) focus on transmission mechanisms and the precautions needed to prevent the spread of infection. Students receive instruction on the use of these precautions and are expected to adhere to these Standard Precautions in the care of all patients. Students are required to follow the policies of each clinical facility regarding preventing transmission of infectious diseases. Any student who has an exposure of blood or body fluids to mucous membranes or broken skin shall follow the guidelines of the facility in which the incident occurs. It is the student's responsibility to report the occurrence to the appropriate clinical instructor and complete the Post Occurrence/Exposure Report Form (see following page).

## POST OCCURRENCE/EXPOSURE REPORT FORM

(Complete and forward to the Program Chair within 24 hours)

Date of Report \_\_\_\_\_ Time of Report \_\_\_\_\_

Name \_\_\_\_\_ SS# \_\_\_\_\_ Phone \_\_\_\_\_

Date of Occurrence \_\_\_\_\_ Time of Occurrence \_\_\_\_\_

Facility \_\_\_\_\_ Location of Occurrence \_\_\_\_\_

Date of last tetanus \_\_\_\_\_ Hepatitis B Vaccination Record \_\_\_\_\_

Type of Occurrence: (please check or complete)

Possible Injury \_\_\_\_\_ No injury \_\_\_\_\_ Property Damage \_\_\_\_\_ Complaint \_\_\_\_\_

Confidentiality Breach \_\_\_\_\_ Missing Article \_\_\_\_\_ Medication Error \_\_\_\_\_

Potential Hazard \_\_\_\_\_ Other \_\_\_\_\_

Exposure to blood born communicable diseases \_\_\_\_\_

Description of occurrence or exposure: (Use separate page if necessary and include the following information if applicable: Part of body affected, possible causes, both immediate and long term measures to prevent re-occurrence, witness(es) name and phone number).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student responsibilities:

1. Notified supervising faculty: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name of supervising faculty: \_\_\_\_\_

2. Completed incident report as required by facility: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

3. Reported for testing/treatment: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Physician on site \_\_\_\_\_

Facility ER \_\_\_\_\_

Student's PCP \_\_\_\_\_

4. Name/Signature of attending physician/health care provider:

\_\_\_\_\_

(Print Name)

(Signature)

5. Student refused examination and/or treatment Yes \_\_\_\_\_ No \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Program Chair Signature: \_\_\_\_\_

## BSN UNIFORM POLICY

While in uniform, the student is a representative of the Caylor School of Nursing, of Lincoln Memorial University, and of the profession of nursing and will be expected to portray professionalism while abiding by this uniform policy.

**NOTE: these policies apply to ALL clinical hours – lab in any NURS course, SIM lab, and clinical hours in any type of clinical facility.**

1. All BSN students giving patient care in a clinical area must be in full uniform. Full uniform is defined as:

A.	<u>Female</u>	<u>Male</u>
<ul style="list-style-type: none"> <li>• Navy Scrub Cherokee Infinity Uniform (Embroidered in navy with 1 inch block letters on upper left chest of scrub top “LMU”)</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• White Lab Jacket (Embroidered in navy with 1 inch block letters on upper left chest of jacket “LMU”)</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Navy Scrub Skirt (if preferred)</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Black, Navy, or Nude Hose (with Skirt)</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Black, Navy, or Nude Socks or compression socks (with Pants)</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Appropriate Undergarments</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Black Professional Shoes</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Bandage Scissors</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Watch with a Second Hand (No smart watches allowed in clinical)</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• LMU Picture Identification</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Stethoscope</li> </ul>	X	X
<ul style="list-style-type: none"> <li>• Penlight</li> </ul>	X	X

- B. Lab jackets may be worn over scrub uniform when entering or leaving a clinical facility. Lab jackets are to be worn over street clothes (no jeans) when direct patient care is not involved (pre-planning, touring, etc). LMU picture identification must be worn while in all clinical facilities.
- C. The student scrub uniform including shoes is intended for clinical laboratory practice. It should not be worn for other purposes.
- D. Students appearing in a clinical area inappropriately dressed (as determined by the instructor or facility personnel) may be asked to leave. This will constitute one unexcused clinical absence. Some clinical facilities may require different attire. The student will be responsible for abiding by facility requirements.
- E. Anytime a student is in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, adherence to the uniform policy is required.
- F. All LMU campuses and clinical agencies are smoke-free.

2. The following are **prohibited** when in uniform or representing the LMU CSON:

- A. Wearing excessive jewelry, dangling earrings, body jewelry (tongue, lip, nose, eyebrow).

- B. Excessive makeup.
  - C. The use of all scented products, such as perfume, cologne, after-shave, hairspray, or lotions, are prohibited as they may have adverse effects on patients, visitors, and other employees.
  - D. Extreme hair colors.
  - E. While in uniform, the uniform should not smell of tobacco products.
  - F. Decorative barrettes, decorative combs or ribbons, or elaborate hairstyles.
  - G. Artificial nails will not be worn. Artificial nails are defined as substances or devices applied to the natural nail to augment or enhance the nails. They include, but are not limited to: bonding, tips, wrapping or acrylic overlay.
  - H. Lanyard around the neck
  - I. Stethoscope around the neck.
  - J. Cell phone use is **NOT** permitted in the clinical area. This includes, but not limited to, talking on the phone, checking or sending messages, checking or sending email, and using apps of the internet. **Cell phones or other electronic devices are not allowed in the uniform or lab jacket pocket during clinical hours.** If a student uses a cell phone during clinical, they will be asked to leave and be counted absent for that day.
  - K. Chewing gum is prohibited while in uniform.
3. General appearance and professional appearance in uniform:
- A. Shoes and uniforms must be clean and neat. Shoes may be black professional nursing shoes or black leather tennis shoes with no color markings. No open-toed, open-backed, or mesh-type leather shoes may be worn.
  - B. If a skirt is worn, it must be of modest length to the kneecap or below.
  - C. Hair must be neatly groomed and be worn so that it does not interfere with performance of clinical duties.
    - 1. If the hair is long, it should be arranged above the collar and secured, so as not to fall. At no time in the clinical area should the hair touch the collar, shoulders, uniform top, or jacket. The hair must be secured before entering the hospital and must stay up until after leaving the hospital.
    - 2. Facial hair should be short and neatly groomed. Facial stubble is not permitted.
    - 3. For cultural or religious purposes, a solid navy blue, black, or white head-covering may be worn with the uniform scrubs.
  - D. Fingernails should be short and clean at all times. Facility policy will be followed. If clear or light-colored polish is worn, it must be free of cracks, chips, or peeling.
  - E. When in the clinical area, because of the potential for spread of infection and injury to patients' and/or students', it is recommended jewelry be kept to a minimum.
    - 1. **ONLY** one small post earring in each ear is allowed.
    - 2. **ONLY** flat, plain-band rings are allowed.
    - 3. If a religious medal or neck chain is worn, it may not be visible under the uniform.
  - F. Students must maintain a clean body that is free from odors.
  - G. Tattoos must be covered at all times with clothing, band-aid, or make up.

### **FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access.
2. The right to request the amendment of the student’s education records which the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
3. The right to provide written consent before LMU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

For more information on FERPA see the University Registrar’s website:  
<https://www.lmunet.edu/academics/registrar/ferpa>

### **STUDENT RESOURCES**

#### **The Tagge Center for Academic Excellence**

The Tagge Center for Academic Excellence is a service of Lincoln Memorial University providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring; lecture note-taking assistance; computer and printer availability; writing assistance; vocabulary development; and training in test preparation and test-taking. To receive assistance or to schedule an appointment the student should phone campus extension 6213 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the student’s individual needs.

#### **Student Support Services Program**

The Student Support Services Program is a federally funded program to assist the student seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advisement, career planning, personal growth, tutoring, and mentoring.

Following federal guidelines, students interested in participating in the Student Support Services Program must apply for acceptance. The accepted student may utilize all services free of charge. Applications are available in the Student Support Services Office.



## **WebAdvisor**

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account, and Financial Aid. The student's account with the Finance Office must be paid in full and Perkins student loans must be in current non-defaulted status in order for the student to gain access to WebAdvisor. To access WebAdvisor on the Internet from LMU's website go to <https://webadvisor.lmunet.edu>.

## **Information Literacy/Technological Resources**

*Blackboard* will be used for all NURS courses to post announcements and individual course grades. In addition, the student's LMU email address will be used for all correspondences. Students are required to check their LMU email account on a daily basis and respond to faculty communication within 24 hours. Students must have computer skills necessary to participate. Each student is assigned a unique username and temporary password (which must be changed upon first log in to WebAdvisor). **It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security. The student has the option to decline the assignment of a username and password to access WebAdvisor.**

## **Career Planning**

The Office of Career Services assists students with several aspects of career planning, ranging from selection of an appropriate major for career aspiration to techniques and methods of securing desired positions. Interest surveys are available to students needing assistance in selecting a college major or choosing a career path. Services include career planning procedures, career field information, job listings, student credential files, and various workshops. Topics such as resume preparation, cover letter writing, interviewing skills, campus interviews with potential employers, and other career related services are addressed as the needed. A course (two credit hours) is available, focusing on career planning issues. LMU offers access to [MonsterTRAK.com](http://MonsterTRAK.com), a computer bank listing of qualified candidates for specialized positions, free of charge to all interested students. Potential employers use this data bank to locate graduates and students concerning over 500,000 available job opportunities throughout the United States. A wide selection of materials related to graduate and professional schools is maintained and made available to students seeking assistance through this office. The Career Services web site includes "What can I do with this major" program to assist students.

## **Change of Name or Address**

A student who changes name, residence, or mailing address is expected to immediately notify in writing, the Office of the Registrar regarding the change. Any communication from the University which is mailed to the name and address on record is considered to have been properly delivered.

## **Committees**

The CSON provides for student input through Focus Groups with the Dean or Associate Dean of the Caylor School of Nursing.

**Organizations**

The Tennessee Association of Student Nurses, the Kentucky Association of Student Nurses, and the Florida Nursing Students Association are the official pre-professional organizations. All nursing students are encouraged to join.

Lincoln Memorial University encourages participation in campus organizations. For information concerning membership or meeting times contact the Office of Student Services. If your needs are not met by the existing organizations, you may form your own under guidelines provided by the Office of Student Services. For details see the current *LMU Student Handbook* online.

**Other Specific Opportunities and Services**

Lincoln Memorial University affords many opportunities for student involvement in campus life, including social fraternities and sororities, honorary societies, religious organizations, academic groups, and other organizations supported through the Student Organization Council. Convocation series, athletic events, commencement exercises, Student Services activities, Student Government Association (SGA), intramural sports, and the yearbook publication are examples of events sponsored by the University. A more complete listing of student privileges is provided in the current *LMU Undergraduate Student Handbook* online.

## LMU Undergraduate Academic Calendar 2020-20201

### Fall Semester 2020 – 76 class days – 5 exam days

Final Registration before classes begin .....	August 14
Welcome Weekend .....	August 15
Matriculation Ceremony (2 p.m.) .....	August 15
Residence halls open (8 a.m.) .....	August 15
Classes begin .....	August 17
Last day to complete registration/add classes .....	August 26
Labor Day (no classes, residence halls remain open) .....	September 7
<b>Last day to drop course without “WD”</b> .....	September 15
Mid-term .....	October 5 - 9
Homecoming (classes held as scheduled) .....	October 8-11
<b>Last day to drop course without “F”</b> .....	October 23
Early registration begins .....	October 26
Thanksgiving holiday (no classes) .....	November 25 - 27
Residence halls open (1 p.m.) .....	November 30
Classes end .....	December 4
Final exams .....	December 7 - 11
Commencement (10 a.m.) .....	December 12
Residence halls close (2 p.m.) .....	December 12

### Spring Semester 2021 – 75 class days – 5 exam days

Final Registration before classes begin .....	January 9
Residence halls open (8 a.m.) .....	January 10
Classes begin .....	January 11
Martin Luther King Day (special activities) .....	January 18
Last day to complete registration/add classes .....	January 20
<b>Last day to drop course without “WD”</b> .....	February 8
Lincoln Day/Founders Day (special activities).....	February 12
Mid-term .....	March 1 - 5
<b>Last day to drop course without “F”</b> .....	March 12
Residence halls close (5 p.m.) .....	March 19
Spring break (no classes) .....	March 22 - 26
Residence halls open (1 p.m.) .....	March 28
Early registration begins .....	March 29
Good Friday (no classes).....	April 2
Classes end .....	April 30
Final exams .....	May 3 - 7
Commencement (10 a.m.) .....	May 8
Residence halls close (2 p.m.) .....	May 8

**Summer Term 2021 .....** Dates TBA

**Lincoln Memorial University  
Caylor School of Nursing (CSON)  
Consent Form  
(TO BE PRINTED AND SIGNED BY EACH NURSING STUDENT)**

**I HAVE READ AND AGREE TO ABIDE BY THE FOLLOWING  
LMU CSON POLICIES:**

**Student Name:** (*print please*) \_\_\_\_\_

**I. Code of Ethics**

I have read and agree to abide by the CSON Code of Ethics while I am a student within this program. \_\_\_\_\_ (Initial here)

**II. Academic Integrity**

I have read the CSON policies regarding cheating and plagiarism and agree to follow these policies while enrolled in this program. \_\_\_\_\_ (Initial here)

**III. Failure to Abide by Code of Ethics and/or Academic Integrity Policies**

I understand the failure to abide by the Nursing Code of Ethics and/or the policy on Academic Integrity may subject me to immediate dismissal from the nursing program. \_\_\_\_\_ (Initial here)

**IV. Reporting Infractions of the Law**

I understand should I be arrested or formally charged with any infraction of the law other than minor traffic violations, I shall report such arrest or charges to the appropriate CSON Program Chair as soon as possible **in no case later than one week after the arrest or charge.** \_\_\_\_\_ (Initial here)

**V. Work Prior to a Clinical Experience Policy**

I understand the failure to abide by the nursing policy prohibiting work eight hours prior to clinical practice will result in being administratively withdrawn from the nursing program. \_\_\_\_\_ (Initial here)

**VI. Policy Regarding Alcohol and Drugs on Campus and Prior to Clinical**

In order to encourage chemical-free activities and support people who choose not to use alcohol and other drugs, and to enforce university, local and state codes, ordinances, and statutes which govern alcohol and other drug use, LMU prohibits students from possessing, consuming, or using alcoholic beverages and non-medically prescribed drugs and narcotics while on campus or while participating in University-sponsored events on or off campus. I acknowledge that I will not consume alcohol in the eight hours prior to a clinical experience. Enforcement and penalties regarding this policy are outlined in the Current *BSN Student Handbook*. \_\_\_\_\_ (Initial here)

**VII. Permission to Release Medical Information**

I hereby give permission for the CSON of LMU to release medical information according to the policies of clinical agencies. \_\_\_\_\_ (Initial here)

**VIII. Caylor School of Nursing Student Handbook**

I have viewed the online copy of the current *BSN Student Handbook* for the CSON. I agree by my signature to abide by the contents within. Failure to abide with the requirements stated herein will result in appropriate action by nursing faculty.  
\_\_\_\_\_ (Initial here)

**IX. Student Essential Functions**

I have read the Student Essential Functions for the CSON. I can meet the:

- Physical and Psychomotor Essential Functions,
- Communication, Reading, and Writing Essential Functions,
- Cognitive/Psychological/Affective Essential Functions, and
- Professional Behaviors as stated.

If I can no longer meet the Student Essential Functions, I agree to notify the BSN Chair immediately. \_\_\_\_\_ (Initial here)

**X. Permission to Photocopy**

I hereby give my permission for photocopying of my written work. I understand that this material is to be utilized by the faculty for curriculum evaluation and development. Further, I understand that my name will not appear on the copy. \_\_\_\_\_ (Initial here)

**XI. Permission to Release Name and Address**

I hereby give permission for the CSON to release my name and address for professional purposes, i.e., employment. \_\_\_\_\_ (Initial here)

**XII. Acknowledgement of receipt of drug/alcohol use/abuse policy**

I hereby acknowledge receipt of LMU CSON policy governing the use and/or abuse of drugs and alcohol, its intention to test for such substances, and the possible penalties for violation of that policy.

I understand the purpose of the policy is to provide a safe working environment for persons (patients, students, hospital staff, and school staff) and property. Accordingly, I understand that prior to participation in a clinical experience, I will be required by the CSON, and may be required by the clinical agency to undergo drug screening of my blood and/or urine. I further understand that I am subject to subsequent testing based on reasonable suspicion that I am using or under the influence of drugs or alcohol such that it impairs my ability to perform competently the tasks required of me.

I agree to be bound by this policy and understand that refusal to submit to testing or a positive result from testing under this policy will affect my ability to participate in a clinical experience and may also result in dismissal from the program.

I hereby release LMU from any claim or liability arising from such tests, including, but not limited to the testing procedure, the analysis, and the accuracy of the analysis or the disclosure of the results. \_\_\_\_\_ (Initial here)

**XIII. Student Appeals Process/Procedure**

I hereby acknowledge I have viewed the Student Appeals Process/Procedure in the online copy of the current *BSN Student Handbook* for the CSON. I agree by my signature to abide by the contents within. Failure to abide with the requirements stated herein will result in appropriate action by nursing faculty. \_\_\_\_\_ (Initial here)

**XIV. The National Council Licensure Examination for Registered Nurses**

The student will be eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN) upon completion of this program. The Board of Nursing has the power to deny license to practice nursing upon certain grounds, such as commission of a crime, alcohol or drug addiction, mental incompetence, unprofessional conduct, etc. Questions regarding eligibility to take the NCLEX-RN should be directed to the Board of Nursing in which the student wishes to be registered.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Lincoln Memorial University  
Caylor School of Nursing  
Student Essential Functions Form**

With job duties that can change by the minute, nurses must be ready to perform a variety of tasks. Below are the essential functional abilities necessary for success (in addition to academic requirements) in the Lincoln Memorial University Nursing Program. All students are required to meet these essential functions, which include the ability to perform a variety of interventions impacting patient care and safety, as well as interactions necessary in the clinical and classroom setting. The School of Nursing will work with students with documented disabilities to explore whether a reasonable accommodation exists which will allow them to perform essential functions without undue burden. Contact the Vice President for Enrollment Management and Student Services for more information. Also see the “Students with Disabilities Policy” information in the current *LMU Undergraduate Catalog*.

**Physical and Psychomotor- The student must be able to:**

1. Accurately and reliably, visually inspect and observe the skin, facial expression, anatomical structures, postures and movement of others, and color differentiation of fluids;
2. Detect and distinguish odors from patients and environment;
3. Examine and evaluate/assess blood pressure, and lung and heart sounds;
4. Accurately and reliably read and/or manipulate equipment dials and monitors;
5. Exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc; provide support and resistances as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
6. Feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
7. Negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
8. Lead patients through a variety of examinations and treatments, typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
9. React effectively and respond quickly to sudden or unexpected movements of patients/classmates;
10. Transport self/patients from one room to another, from one floor to another;
11. Manipulate another person’s body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques;
12. Lift at least 30 pounds on a regular basis and, on occasion, move real/simulated patients generating lifting forces of up to 75 pounds.
13. Maintain patient care activities, and other essential functions, throughout a twelve (12) hour work day for ASN and BSN students and up to a sixteen (16) hour work day for MSN and DNP students.

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**Provider’s Name (Print)**

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**Provider’s Signature**

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**Date**

**Communication, Reading, and Writing- The student must be able to:**

1. Attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
2. Relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and
3. Read English (typed and hand-written in a minimum of 12 font size) and read graphs and digital printouts.

**Cognitive/Psychological/Affective Functions- The student must be able to:**

1. Recall, interpret, extrapolate and apply information from a variety of sources (i.e. reading material, lecture, discussion, patient observation, examination and evaluation/assessment);
2. Collect, analyze and evaluate relevant data from a variety of sources (i.e. reading material, lecture, discussion, and patient evaluation/assessment);
3. Demonstrate emotional maturity, stability, and flexibility needed to perform nursing care functions, engage in therapeutic communications, provide patient education, and function effectively in stressful clinical situations;
4. Adapt to changing situations;
5. Exercise critical thinking skills to solve problems;
6. Organize, prioritize, and assume responsibility for one's work;
7. Always maintain a level of consciousness and alertness that ensures patient safety: refrain from the use of illegal drugs at any time while enrolled as a student; refrain from performing clinical duties while impaired by alcohol, legally prescribed medications, or excessive fatigue which affect your ability to safely perform these functions;
8. Accept persons whose appearance, behaviors and values may be in conflict with his/her own. Nursing care must be provided regardless of the patient's race, ethnicity, age, gender, religious preference or sexual orientation;
9. With the understanding that no student will be required to participate in a medical procedure in conflict with his or her personal beliefs and values) learn the underlying medical principles for all procedures and, without regard to one's personal beliefs regarding them, to provide competent and compassionate nursing care to patients before and after such procedures;
10. Establish professional, trusting, empathetic relationships with individuals, families and communities;
11. Effectively engage in teamwork;
12. Meet externally established deadlines.

**Professional Behaviors- The student must be able to:**

1. Refrain from the use of illegal drugs at any time while enrolled as a student or the performance of clinical duties while under the influence of alcohol or while impaired by legally prescribed medications which affect an individual's ability to safely perform nursing functions;
2. Communicate in a professional, positive, tactful manner with patients, physicians, nurses, other staff, faculty, clinical supervisors, and fellow students;
3. Demonstrate ethical behavior in the performance of nursing responsibilities including: maintaining patient confidentiality, exercising ethical judgment, and exhibiting integrity, honesty, dependability, and accountability in the performance of one's responsibilities and in connection with one's behavior and attitude at all times;
4. Project a well-groomed, neat appearance at all times to include cleanliness, modesty, and neatness in appearance;
5. Exhibit a teachable attitude, a willingness to learn, acceptance of instruction and openness to constructive feedback with appropriate respect for those in authority;
6. Not use profane language or gestures at any time;
7. Treat all persons with respect and dignity.

I acknowledge receipt of *Student Essential Functions* and understand its contents. I acknowledge that I must meet these essential requirements to continue in, or be readmitted to Lincoln Memorial University, Caylor School of Nursing, and to remain a student in the Nursing Program. I understand that the requirements contained in this policy are in addition to any obligations set forth in the *LMU CSON Student Handbook*.

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 Student's Name (Print)

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 Student's Signature

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 Date