

LMU

Caylor School of Nursing
LINCOLN MEMORIAL UNIVERSITY



BACHELOR OF SCIENCE IN NURSING BSN STUDENT HANDBOOK 2024-2025

7/31/24

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.

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
BSN STUDENT HANDBOOK**

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LINCOLN MEMORIAL UNIVERSITY

Undergraduate Academic Calendar 2024-2025

Official University Holidays (Offices closed/no classes):

2024: September 2; November 27-29; December 24-31

2025: January 1 and 20; April 18; May 26 and July 4.

Faculty/Staff Conference Week: August 12-16

Fall Semester 2024 – 74 class days – 5 exam days

Table listing dates for Fall Semester 2024: Final Registration before classes begin (August 15), Welcome Weekend (August 15), Matriculation Ceremony (2 p.m.) (August 15), Residence halls open (8 a.m.) (August 18), Classes begin (August 19), Last day to complete registration/add classes (August 28), Labor Day (no classes, residence halls remain open) (September 2), Last day to drop course without "WD" (September 20), Homecoming (classes held as scheduled) (October 10-13), Mid-term (October 14-18), Fall Break (no classes) (October 24-25), Last day to drop course without "F" (October 25), Early registration begins (October 28), Thanksgiving holiday (no classes) (November 27-29), Residence halls open (1 p.m.) (December 1), Classes end (December 6), Final exams (December 9-13), Commencement (10 a.m.) (December 14), Residence halls close (2 p.m.) (December 14).

Spring Semester 2025 – 74 class days – 5 exam days

Table listing dates for Spring Semester 2025: Final Registration before classes begin (January 4), Residence halls open (8 a.m.) (January 5), Classes begin (January 6), Last day to complete registration/add classes (January 15), Martin Luther King Day (no classes) (January 20), Last day to drop course without "WD" (February 7), Lincoln Day/Founders Day (special activities) (February 12), Mid-term (February 24 - 28), Last day to drop course without "F" (March 7), Early registration begins (March 31), Residence halls close (5 p.m.) (March 21), Spring break (no classes) (March 24 – 28), Good Friday (April 18), Classes end (April 25), Final exams (April 28 – May 2), Commencement (10 a.m.) (May 3), Residence halls close (2 p.m.) (May 3).

Summer Term 2025 May 5 – July 25

Table listing dates for Summer Term 2025: Memorial Day (no classes) (May 26), Independence Day (no classes) (July 4).

During the 12-week summer term, classes may meet 3 weeks, 4 weeks, etc., as long as the required number of contact hours is met.

Revised 2/6/2020
Academic Council Affirmation 1/24/2019
LMU President’s Cabinet Approval 2/18/2019

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 judgements.

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 the Board of Trustees, November 10, 2017

THE CAYLOR SCHOOL OF NURSING

ACCREDITATION/APPROVALS

TENNESSE/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 and BSN program offered in Kentucky is approved by the Kentucky Board of Nursing.

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) nursing programs at Lincoln Memorial University at the LMU Harrogate, LMU Cedar Bluff, LMU Tower, LMU Chattanooga, LMU Lexington and LMU Corbin campuses. Programs located in Harrogate, Knoxville and Chattanooga, Tennessee and Corbin and Lexington, Kentucky are accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for 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) is continuing accreditation.

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 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 or call (404)-975-5000 or visit www.acenursing.org.

FLORIDA Programs

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

The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs at Lincoln Memorial University at the Tampa campus located in Tampa, FL are accredited by the: Accreditation

Commission for Education in Nursing (ACEN) 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs is initial accreditation.

ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by U.S. Department of Education. ACEN may be contacted at 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 or call (404) 975-5000 or visit www.acenursing.org.

SACSCOC Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.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 21st 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

CSON Mission Statement

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.

BSN Mission Statement

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

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 21st century healthcare environment.

Reference:

Roy, C. (2009). *The Roy Adaptation Model* (3rd 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 effect 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*. (3rd 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*.

ID: _____

BSN Advising Sheet

APPLICANT NAME _____ APPLYING FOR _____ UNDER _____ CATALOG

Is the student an International Student? Yes No
 Has the student been in another Nursing Program? Yes No Were they successful? Yes No

PREREQUISITE COURSES				In Progress	Complete	Repeat	Grade	Initials
BIOL	100	Introduction to Biology	4					
BIOL	230	Microbiology	4					
BIOL	261	Human Anatomy & Physiology I	4					
BIOL	262	Human Anatomy & Physiology 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
ENGL	101	Composition I	3					
ENGL	102	Composition II	3					
MATH	110	College Algebra or higher level	3					
COMM	200	Fund. of Speech Communication	3					
Ethics, Fine Arts, Humanities Requirement			3					
Ethics, Fine Arts, Humanities Requirement			3					
HIST	121 or 131	History Requirement	3					
HIST	122 or 132	History Requirement	3					
Social/Behavior		Elective	3					
Elective			3					
					+			

Total Credits: 59

UNIVERSITY REQUIREMENTS				IP	C	R	GRADE	INITIALS
LNCN	100	Lincoln's Life and Legacy	1					
CIVX	300	American Civics	2					

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

OVERALL GPA _____ as of: _____ (SEM/ YEAR)

INSTITUTIONS ATTENDED	YEARS	GPA	DEGREE AWARDED

ADVISOR NAME _____

ADVISOR SIGNATURE _____

STUDENT SIGNATURE _____

DATE _____

APPLICATION REVIEW:

ACCEPTED DENIED HOLD GEN ED LTR

DATE: _____

SIGNATURE: _____

ID: _____

APPLICANT NAME _____ ADVISOR _____ UNDER _____ CATALOG _____

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
COMM	200	Fund. of Speech Communication	2					
ENGL	101	Composition I	3					
ENGL	102	Composition II	3					
MATH	110	College Algebra or higher level	3					
History		Requirement	3					
History		Requirement	3					
Ethics, Fine Arts, & Humanities		Requirement	3					
Ethics, Fine Arts, & 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					
CIVX	300	American Civics	2					

_____ ADVISOR NAME _____ ADVISOR SIGNATURE

_____ STUDENT SIGNATURE _____ DATE

APPLICATION REVIEW:		
ACCEPTED	DENIED	HOLD
DATE: _____		
SIGNATURE: _____		

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 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 via the appropriate Transfer Site Application 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 BSN 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.:
- E. Successful remediation of a specified course/s is/are required to continue in the BSN program if the student is readmitted to any unsuccessful BSN NURS course or if the student withdraws from the program/course for a period of less than 18 months.
- F. Successful completion of general education courses at LMU or other institution of higher education.
- G. Completion of an academic degree in another field and/or successful completion with certification in health-related training program.
- H. Number of times enrolled/admitted in this or other nursing programs and span of time since enrolled in nursing.
- I. A 2.75 or higher cumulative GPA, including the nursing course in which the student was unsuccessful.
- J. Readmission students are considered on a space available basis.
- K. Readmission forms should be obtained from the Administrative Assistant in the CSON or online and returned to the Nursing office on the Harrogate campus.
- L. 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% except in NURS 460 where only two opportunities are given. 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. 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 that may impact your performance, attendance, or grades in this course, please contact Dr. Jason Davis, Assistant Director for Accessible Education Services, to discuss your specific needs at jason.davis@lmunet.edu and/or 423.869.6587 (800-325-0900 ext. 6587). Additional information regarding accommodations is available on the [Accessible Education Services webpage](#).

Please Note: The Department of Accessible Education Services strives for prompt communication. If you have not heard back from us in 5 business days from the date of this email, please email our department again.

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 from the date of occurrence 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 **email the form to the course coordinator.**
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. Contact and/or meet with the Dean, CSON.

* Complaints involving any type of harassment, discrimination and/or sexual misconduct should be filed in accordance with the appropriate complaint procedure as outlined in the LMU Railsplitter Community Standards Guide.

*Complaints involving ADA accommodations should be filed in accordance with the appropriate ADA/Section 504 grievance procedure find in the Accessible Education Services Accommodations Policy and Procedures, https://www.lmunet.edu/student-life/documents/accessible_education_policy_and_procedures1.pdf.

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 and policy it is based on: (Use back if needed.)

6. Specify how you think this situation could best be resolved:

7. Signature of Student: _____

PLEASE EMAIL THIS REQUEST TO THE COURSE COORDINATOR

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 21st 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. Conduct issues include, but are not limited to, legal infraction, falsification of any records, or violation of any social norm, including written or unwritten laws. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided.

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 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.

SEATED EXAM ADMINISTRATION AND REVIEW POLICY

Violation of ANY of the following policies will result in a zero (0) for that exam.

1. 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 (1-800-325-0900, ext. 4100) 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.**
2. 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 program will not be tolerated. A counseling record will be written with each missed exam, and the 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.**
3. The exam will be timed. The time for exam booklets to be turned in and for class to resume will be announced and posted. Any student entering late will be required to turn in the exam at the stated time. Failure to submit the exam at the appropriate time will result in a zero.
4. 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.
 - The student is prohibited from sharing any information with any other individual or student in written, verbal, electronic, photographic or other format at any time during the semester or exam period. Sharing of any quiz or exam information will be considered a form of academic dishonesty/cheating and will follow the disciplinary proceedings described in the Graduate/Undergraduate Student Handbook. The instructor reserves the right to investigate any potential sharing of information in the above format anytime during the semester.
5. Student questions related to exam content will not be answered by faculty during the exam.
6. 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 as well as post it in the classroom.
7. Pencils are the ONLY writing instrument allowed during test time.

8. Simple calculators are the ONLY calculators allowed during test time. Scientific calculators or those combined with cell phones, PDAs, 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. Calculators collected prior to the exam will be returned after the exam is completed. Sharing of calculators is not permitted.
9. Cell phone, smart watches, or any electronic device usage are NOT permitted during the examination or the post-exam review. This includes taking photos of the material, sending and receiving text messages. This is imperative during all quizzes and tests.
10. Personal belongings (book bags, purses, coats) are prohibited during examination times. Students must make arrangements for their other personal belongings during test time.
 - Hats will not be allowed to be worn during exam administration.
 - No clear beverage containers allowed during an exam.
 - No blankets, throws, etc. allowed around a student or in a student's lap during the exam.
11. The student must not leave his/her seat until the exam is finished, except for emergencies.
12. After the exam is finished, the student has the following options:
 - Return to his/her seat, and remain quiet until class resumes, or
 - Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
13. The students' scantron/answer sheet is the official document to be graded (not the exam booklet). Exam booklets will be shredded following the exam.
14. Nursing Faculty will have one week to review and score exams. Individual student grades will be available and posted by one week after the exam has been given.
15. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
16. 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.
17. Students have one calendar week after the test results are posted to contact 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. In order for faculty to consider an appeal for any exam related issue, the issue must be presented via email to the instructor who taught the content and must be submitted within the time frame listed above.
18. At no time will a student be left alone to review a previous test and no note taking will be allowed.

ONLINE EXAM ADMINISTRATION AND REVIEW POLICY

Rules Regarding Online Tests and Examinations: Quizzes and exams will be available on Canvas. Online quizzes, exams, and final exams will require Respondus LockDown Browser. Students are required to complete these assignments in a time-sensitive fashion. Students are required to complete these assignments within the assigned time frame. All exam dates will be announced per course. The dates are included in the course schedule.

Violation of ANY of the following policies will result in a zero (0) for that exam.

- A. All students are expected to take exams as scheduled.
 1. Technical requirements:
 - Technology is an essential and integral part of online testing. The student must have a laptop computer no more than 2-3 years old on a stable connection to a high-speed internet such as a cable modem or digital subscriber line (DSL) during online examinations. A webcam and microphone are also required. Browsers should be kept up to date and tested to ensure the student has the necessary browser capabilities for exam purposes. All exams will be given via online LockDown Browser unless otherwise specified in the course syllabus.
 2. If unable to complete or take the exam:
 - Students must notify the faculty by phone or email (see Faculty Contact Information) prior to the scheduled exam if they cannot take an exam (for reasons of sickness, etc.). Students are given faculty contact information in each NURS course syllabi and are expected to always have it available.
 - 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 in Harrogate (1- 800-325-0900, ext. 6324) or the appropriate site location and talk to an 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.**
 - Faculty will determine the date, time, and method of any alternative make-up exam. A pattern of missing exams in a specific course or throughout the program will not be tolerated. A counseling record will be written with each missed exam, and the 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 receive a zero on the exam.
 3. During the exam:
 - At LMU, the primary and preferred method of verification of a student's identity for online education is the use of your username and password and student ID.
 - Please be sure you have the Respondus LockDown Browser installed (Instructions for download on the Canvas site-must be LMU version) on your device, a webcam, and LMU ID available prior to the exam start time.
 - You may have a small white erase board, dry erase pen, & dry marker eraser. You will be prompted to show this before and after the exam. There is a built-in calculator on the Lockdown Browser if needed.
 - Prior to beginning the exam, you will be asked to perform several tasks – picture of yourself, picture of your LMU ID, and an environmental scan. When you are asked to do these, please ensure you:

- are forward facing to the computer/webcam.
 - show both your face and ID at the same time when doing the ID photo, and while doing the environmental scan:
 - move slowly while videoing the area, show your entire desk, computer screen, the area behind the computer, and the area on both sides and behind your seat, and you will also need to video both sides of your dry erase board, pen, and eraser before you begin the exam and again at the end of the exam.
- The exam will be timed. Once the ID verification and environmental scan is completed the exam timer will begin. You will have only one opportunity to enter and complete the exam.
 - If you should run into technical difficulties during the exam, speak to the camera and say that you are using your phone to contact the instructor or the help desk.
 - Videos will be reviewed and any suspicion of cheating will be investigated.
 - Student questions related to exam content will not be answered by faculty during the exam.
 - Students are not to talk or communicate with another person during the exam. If talking/communication occurs, the students involved will be subject to the University's cheating policy.
 - The student is prohibited from sharing any information with any other individual or student in written, verbal, electronic, photographic, or other format at any time during the exam period or the semester. Sharing of any quiz or exam information will be considered a form of academic dishonesty/ cheating and will follow the disciplinary proceedings described in the Graduate/ Undergraduate Student Handbook. The instructor reserves the right to investigate any potential sharing of information in the above format anytime during the semester.
 - Cell phones, smart watches, or any electronic devices usage are NOT permitted during online course time. This includes taking photos of the material, sending, and receiving text messages. No hats are allowed while testing. No blankets or throws are allowed while taking the examination.
4. After the exam:
- An item analysis of all questions is completed before the exam grades are determined and released.
 - You may review your exam according to the specific course syllabus.
 - Challenges to exam questions will be accepted according to course syllabus.
 - Challenges should be sent in an email format and should specify the rationale as to why the chosen answer should also be considered as a “correct answer.” Appropriate references from course materials and documentation should be provided with rationale. Challenges concerning the appropriateness or relevance of the question are not within the purview of the student and will not be considered.
 - Nursing faculty will have one week to review and score exams. Individual student grades will be available and posted on Canvas within one week after the exam has been given.
 - 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.
 - Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
5. Please refer to the syllabus for course specific exam policies that may be in addition to the above.

Failure to comply with any exam policy may result in a zero on the exam and possible dismissal from the program.

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. If a cell phone is necessary for a medical condition, ADA accommodation will be required.

PERMISSION TO AUDIO RECORD LECTURE

Audio recording in the clinical, lab or the classroom setting 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. This pertains to all areas of activity, including academic and clinical experiences, relationships between faculty and other students and maintenance of conduct, which reflect upon nursing and Lincoln Memorial University.

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 a 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 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, SIM, 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.
- **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 Tdap booster is required every 10 years.
- **COVID-19 Vaccine** – This vaccine is highly recommended and, in some cases, may be required by clinical agencies for completion of clinical hours.
- Proof of **medical insurance coverage** (valid insurance card and printed summary of benefits showing coverage dates). Students will be charged a fee by the finance department until proof of active insurance is provided.
- Current **CPR certification** (must include adult, child and infant training).
- **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.

Universal Precautions

The Center for Disease Control and Prevention (CDC) and the Hospital Infection Control Practices Advisory Committee have established standard precautions and transmission-based precautions to prevent the transmission of microorganisms in the clinical setting. Students receive instruction on the use of these precautions and are expected to adhere to standard precautions in the care of all patients. Students are required to follow the policies of each practice 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 practice faculty member and complete the *Post Occurrence/Exposure Report Form*.

POST OCCURRENCE/EXPOSURE REPORT FORM

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

Date of Report _____ Time of Report _____ Student ID _____

Name _____ 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 DRESS POLICY

Classroom: Appropriate dress is required in the classroom. No revealing attire will be tolerated.

Clinical: 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>
• Navy Scrub Cherokee Infinity Uniform	X	X
(Embroidered in navy with 1 inch block letters on upper left chest of scrub top “LMU”)		
• White Lab Jacket	X	X
(Embroidered in navy with 1 inch block letters on upper left chest of jacket “LMU”)		
• Navy Scrub Skirt (if preferred)	X	
• Black, Navy, or Nude Hose (with Skirt)	X	
• Black, Navy, or Nude Socks or compression socks (with Pants)	X	X
• Appropriate Undergarments	X	X
• Black Professional Shoes	X	X
• Bandage Scissors	X	X
• Watch with a Second Hand (No smart watches allowed in clinical)	X	X
• LMU Picture Identification	X	X
• Stethoscope	X	X
• Penlight	X	X
• Clean, Solid, White, Long Sleeve Undershirt, with no writing on shirt or sleeves	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 or heavy 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 or forms of polish 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, dip, or gel. Fingernails should be natural, short, and clean at all times.
 - 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.
 - L. No hoodies or other types of jacket.
 - M. No lash extensions or any type of fake eyelashes.

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.
 4. Headbands should be navy and cotton so that they can be washable.
 - D. 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.
 - E. Students must maintain a clean body that is free from odors.
 - F. 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>

HEALTH INFORMATION PRIVACY and SOCIAL MEDIA

1. The student may not share information regarding any patient or agency encountered in the student role or the clinical experience. Information cannot be shared during the program or after completion of the nursing program. Information includes verbal, written, or electronic material.
2. The student may be required to sign a confidentiality statement by the concentration director, preceptor, or agency where the clinical rotation is completed. If a student is found to have shared patient information, this will result in disciplinary action and the student may be dismissed from the program.
Please use the following links as guides regarding social media:
<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>,
https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf, and <http://www.hhs.gov/ocr/privacy/>.
3. Students shall provide and not impede access to witnesses, written communications, or electronic or social media to aid in the investigation of possible offenses.
4. The student shall not photograph a patient, patient family member, staff, clinical case, standardized patient in SIM lab, cadaver, or any physical structure during the student’s clinical rotation or program without prior authorization from the Dean of the Caylor School of Nursing.
5. The student may not copy any materials at a clinical site. The student may take notes, with all patient identifiers removed, at the express direction of an instructor for a directed project required by the course, which shall only be viewed by the instructor.
6. The student may not remove any materials from a campus facility or clinical site.
7. The student may not present him or herself as a representative of Lincoln Memorial University unless express written consent is provided by the Dean of the Caylor School of Nursing.
8. The student shall be compliant with the Health Insurance Portability and Accountability Act of 1996 (HIPPA) Privacy and Security Rules. Information can be accessed at: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html> . The student will comply with the University and each clinical agency’s guidelines for HIPPA.

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, academic counseling, coaching on note taking, time management, study skills assistance, writing help, training in test preparation and test-taking, test review sessions, Third week and Midterm Grade follow-up, and computer and printer availability. To receive assistance or to schedule an appointment the student should phone campus extension 6310, email academicsupport@lmunet.edu, visit <https://www.lmunet.edu/academic-support-services/tagge-center-for-academic-support/> or visit the Tagge Center for Academic Excellence in the library on the Harrogate Main Campus. A staff member or peer tutor will work to meet the student's individual needs. Additionally, Nursing students may contact the Nursing Academic Support Coordinator for tutoring.

Student Support Services Program

The Student Support Services Program is a federally funded program which provides the following services for qualifying students: Advising, Tutoring, Career Planning, Cultural Activities, and Freshmen Mentoring. Please visit the Student Support Services website for more information, <https://www.lmunet.edu/academic-support-services/student-support-services/>.

LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: <https://www.lmunet.edu/campus-police-and-security/documents/ASR21.pdf>

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

**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 Office of Accessible Education Services for more information. Also see the “Students with Disabilities Policy” information in the *LMU Catalog*.

The Student Essential Functions form must be resigned by the Health Care Provider and submitted to the appropriate faculty if the student experiences any change in physical or mental health status. This includes, but is not limited to, visits to the Emergency Room, pregnancy, broken bones, application of casts, braces, splints, or slings, etc.

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 workday for ASN and BSN students and up to a sixteen (16) hour workday for MSN and DNP students.

Provider’s Name (Print)

Provider’s Signature

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 people whose appearance, behaviors and values may 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 people 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*.

Student's Name (Print)

Student's Signature

Date