

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING**

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



**BSN STUDENT HANDBOOK
2011-2012**

Issued 8/10, Reviewed/Revised 7/11

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

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UNIVERSITY'S MISSION AND PURPOSE

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. 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.

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

THE CAYLOR SCHOOL OF NURSING

PURPOSE

Responding to the needs of nursing education and health care of the people of the region, Lincoln Memorial University established the 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 RN to 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 wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the MSN program was initiated to educate advanced practice nurses in 2006, and the BSN program commenced in 2010.

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 desires 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. We desire to be recognized as providing excellent nursing programs of choice that value high academic, moral, and ethical standards.

MISSION

In agreement with the University's mission and goals, the Faculty of the Caylor School of Nursing strives 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, and MSN degree, 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 by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and other scholarly activities.

PHILOSOPHY

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

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

The Faculty acknowledge the ASN graduate's focus is care of persons with adaptive and/or ineffective health responses, whereas, the BSN graduate's focus is care of persons, groups, communities, and society with adaptive and/or ineffective health responses. Graduate education will prepare nurses to assume advanced practice roles including: practitioner, educator, researcher, advocate, consultant/collaborator, manager, and leader. Additionally, we agree that both undergraduate and graduate nursing education must be consistent with nationally recognized competencies and standards, including the APRN Consensus Model for Advanced Practice.

The Roy Adaptation Model (Roy, 2009) serves, along with national competencies and standards, as a comprehensive framework for the curriculum of the ASN and BSN programs.

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

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

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

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

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

Nursing is defined “as a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups and the global society” (Roy, 2009, p. 3). We view the goal of **nursing practice** as the promotion of adaptation in each of the four adaptive modes, “thus contributing to health, quality of life and dying with dignity by assessing behaviors and factors that influence adaptive abilities and by intervening to enhance environmental interventions (Roy, 2009, p. 29). The Faculty further believes that nursing practice is both an art and a scientific discipline, rooted in caring, cultural sensitivity/competence, a code of ethics, and standards of care and professional performance/practice. We believe all of these are essential for both provision of holistic, effective, quality nursing care; and for promotion of adaptation in humans across the lifespan, as individuals, or in groups, communities, and society as a whole in the 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 affect on the behavior of the individual or group; their affect cannot be, or has not been, validated. Their affects in the current situation are unclear.
 - I. *Coping Processes*: Innate or acquired ways of responding to the changing environment.
 - J. *Humanism*: The broad movement in philosophy and psychology that recognizes the person and subjective dimensions of the human experience as central to knowing and valuing.
 - K. *Veritivity*: A principle of human nature that affirms a common purposefulness of human existence.

***Reference**

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

BSN PROGRAM OUTCOMES

The graduates of the Bachelor of Science in Nursing program will be able to:

1. Be eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). [Excludes RN-BSN option]
2. Integrate and apply knowledge from the humanities, arts, social and natural sciences into nursing as a basis for decision making in the delivery of care.
3. Provide, manage and advocate complex care based on the Roy model of nursing to transcultural individuals, families, groups, communities, and societies in institutional, home and community settings with consideration of health care resources.
4. Participate in the evaluation of health outcomes and integrate research findings into nursing practice.
5. Incorporate information management and technology into the delivery of patient care.
6. Recognize health care policies, financial and regulatory, as components to influence the nature and function of the health care system.
7. Collaborate and communicate as an interdependent professional to advocate for transcultural individuals, families, groups, communities, and societies to promote health and adaptation.
8. Promote health adaptation and illness prevention through education of transcultural individuals, families, groups, communities, and societies.
9. Acknowledge self values and exhibit legal and ethical principles in the delivery of health care.
10. Role model professionalism by participating in professional organizations and maintaining professional competence and professional development.
11. Develop a foundation for graduate education.

BSN COURSE DESCRIPTIONS

Course descriptions for all NURS courses can be found in the *LMU Undergraduate Catalog 2010-2011* online at www.lmunet.edu.

BSN CORE CURRICULUM

The core curriculum can be found in the *LMU Undergraduate Catalog 2010-2011*.

BSN NURSING COMPONENT

The core nursing component can be found in the *LMU Undergraduate Catalog 2010-2011*.

<u>BSN General Edu. Courses</u>	<u>Sem/ Year</u>	<u>Initials</u>	<u>DATE</u> _____
CIS 100 Computer Literacy	_____ 2	_____	_____
COMM 200 Speech	_____ 3	_____	_____
ENGL 110 Freshman Writing	_____ 3	_____	_____
ENGL 210 Writing about World Lit and Culture	_____ 3	_____	_____ Faculty Signature _____ Student Signature
ENGL 310 Writing about American Lit and Culture	_____ 3	_____	DATE _____
Fine Arts Requirement (ART 100, THEA 100, MUSC 100)	_____ 3	_____	_____
HIST 121 World History to 1500	_____ 3	_____	_____ Faculty Signature _____ Student Signature
HIST 122 World History Since 1500	_____ 3	_____	DATE _____
LNCN 100 Lincolns Life	_____ 1	_____	_____
LNCN 300 American Citizen/ Civic Life	_____ 1	_____	_____
MATH 112 College Algebra II	_____ 3	_____	_____ Faculty Signature
PHIL Elective	_____ 3	_____	_____ Student Signature
Social/ Behavioral Science Req	_____ 3	_____	DATE _____
Social Science Requirement	_____ 3	_____	_____
Elective	_____ 2	_____	_____
BIOL 100 Intro to Biology	_____ 4	_____	_____
BIOL 230 Microbiology	_____ 4	_____	_____
BIOL 250 Human Anatomy	_____ 4	_____	_____ Faculty Signature
BIOL 260 Human Physiology	_____ 4	_____	_____ Student Signature
CHEM 100 Intro to Chemistry	_____ 4	_____	DATE _____
HLTH 210 Nutrition	_____ 3	_____	_____
MATH 270 Statistics	_____ 3	_____	_____
PSYC 221 Developmental Psychology	_____ 3	_____	_____
			_____ Faculty Signature
			_____ Student Signature

BSN General Edu. Courses Hrs = 68

**Courses in Bold indicate minimum courses required for those already holding a Bachelors degree or above.*

04/12/10

(BSN Nursing Component on Reverse Side)

Student _____
Advisor _____

Caylor School of Nursing
STUDENT ADVISING SHEET

Under _____ catalog

<u>BSN Nursing Components</u>	<u>Sem/ Year</u>	<u>Initials</u>	<u>DATE</u> _____
NURS 310 Pharmacology to Promote Adaptation	_____ 3	_____	_____ _____
NURS 320 Concepts & Fund. Of Professional Nursing (5/2)	_____ 7	_____	_____ _____
NURS 330 Health Assessment of Humans as Adaptive Systems (2/1)	_____ 3	_____	_____ Faculty Signature _____ Student Signature
NURS 340 Foundations of Nursing Informatics	_____ 3	_____	<u>DATE</u> _____ _____ _____
NURS 350 Pathophysiology of Ineffective Human Responses	_____ 3	_____	_____ _____
NURS 360 Promotion of Adaptation: Care for Young, Middle and Elderly Adults I (4/4)	_____ 8	_____	_____ Faculty Signature _____ Student Signature
NURS 375 Promotion of Adaptation in Groups, Communities, and Transcultural Societies (3/2)	_____ 5	_____	<u>DATE</u> _____ _____ _____
NURS 415 Promotion of Adaptation: Women and Child-bearing Families (3/2)	_____ 5	_____	_____ Faculty Signature _____ Student Signature
NURS 425 Promotion of Adaptation in Infants, Children, & Adolescents (3/2)	_____ 5	_____	<u>DATE</u> _____ _____ _____
NURS 430 Nursing Research	_____ 3	_____	_____ _____
NURS 435 Promotion of Psychosocial Adaptation (3/2)	_____ 5	_____	_____ Faculty Signature _____ Student Signature
NURS 460 Promotion of Adaptation: Care for Young, Middle and Elderly II (3/2)	_____ 5	_____	<u>DATE</u> _____ _____ _____
NURS 470 Adult Professional Nursing Role Dev./ Preceptorship	_____ 4	_____	_____ _____
NURS 480 Senior Seminar	_____ 1	_____	_____ Faculty Signature _____ Student Signature
BSN Nursing Comp. Total Hrs	= 60		

Date _____ Faculty Signature _____ Student Signature _____

04/12/10

Student _____
Advisor _____

Caylor School of Nursing
STUDENT ADVISING SHEET

Under _____ catalog

RN-BSN Option

Nursing Components

<u>Sem/ Yea</u>	<u>Initials</u>	<u>DATE</u> _____
NURS 300 Transitions	_____ 2 _____	_____ _____ _____
NURS 310 Pharmacology to Promote Adaptation	_____ 3 _____	_____ _____ _____
NURS 330 Health Assessment	_____ 3 _____	_____ _____ Faculty Signature _____ Student Signature
NURS 340 Nursing Informatics	_____ 3 _____	<u>DATE</u> _____ _____ _____
NURS 350 Pathophysiology of	_____ 3 _____	_____ _____ _____
NURS 375 Groups, Communities, And Transcultural Societies	_____ 5 _____	_____ _____ _____
NURS 390 Adaptation in Elderly	_____ 2 _____	_____ _____ Faculty Signature _____ Student Signature
NURS 430 Nursing Research	_____ 3 _____	<u>DATE</u> _____ _____ _____
NURS 470 Professional Nursing	_____ 4 _____	_____ _____ _____
NURS 490 Senior Seminar for RN	_____ 1 _____	_____ _____ _____
RN-BSN TOTAL NURSING	= 29	_____ _____ Faculty Signature _____ Student Signature

DATE _____

_____ Faculty Signature
_____ Student Signature

DATE _____

_____ Faculty Signature
_____ Student Signature

Date

Faculty Signature

Student Signature

04/12/10

BSN ADMISSION REQUIREMENTS

Refer to the *LMU Undergraduate Catalog 2010-2011*.

ACADEMIC ADVISEMENT INFORMATION

The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. However, 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.

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 it from the Registrar.

The student may obtain or have forwarded to designated parties copies of her/his academic transcript by submitting a written request to the Office of the Registrar. The University cannot transmit any transcripts electronically (FAX). The cost of each transcript is \$4.00. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades or academic transcripts.
LMU Undergraduate Catalog 2010-2011

STANDARDS OF ACADEMIC PROGRESS

See *LMU Undergraduate Catalog 2010-2011* for official process.

WITHDRAWAL FROM THE UNIVERSITY

See *LMU Undergraduate Catalog 2010-2011* for official process.

HONORS

See *LMU Undergraduate Catalog 2010-2011* for official process.

BSN PROGRAM HONORS

Awards will be given in recognition of academic and clinical excellence. These include the BSN Academic Excellence Award, the Most Outstanding BSN Student Award, and the Florence Nightingale Award for Outstanding Professional Accomplishment. Awards may not be presented on an annual basis. Criteria for these awards are as follows:

<u>AWARD</u>	<u>CRITERIA</u>	<u>SELECTORS</u>
BSN Academic Excellence Award	<ol style="list-style-type: none"> 1. GPA excellence at the end of the semester prior to graduation. 2. GPA of 3.5 or above. 	GPA
Most Outstanding BSN Student Award	<ol style="list-style-type: none"> 1. Gives 110% effort in all aspects of his or her involvement. 2. Self-motivated. 3. Willingly helps to maintain motivation in fellow classmates. 	Faculty and/or students
Florence Nightingale Award for Outstanding Professional Accomplishment	<ol style="list-style-type: none"> 1. Goal-oriented both professionally and personally. 2. Has great desire to improve the image of nursing as a profession. 3. Demonstrates leadership in and outside of classroom activities. 	Faculty
Lynn and George Blake Endowed Nursing Scholarship	<ol style="list-style-type: none"> 1. Full-time nursing students in the last two years of college are eligible. 2. Funds available to be spent annually from the General Fund will be up to \$5,000 per full-time student. 3. Each Scholarship recipient will be required upon graduation and licensure, if applicable, to work for a period of one year at one of the hospitals related in any manner to Mercy Health Partners (MHP). 4. In the event a scholarship recipient does not work at any such hospitals following graduation for a period of one year for any reason, other than extreme illness, the scholarship funds will be deemed to be a loan to such student to be repaid with interest at a rate not to exceed five percent, with the principal being repaid over a period of not less than five years. 5. The student/recipient must acknowledge this condition in writing before the receipt of any scholarship proceeds. 6. No annual scholarship will exceed \$5,000 per student, nor will any one individual receive awards over a period greater than two years and exceed a total of \$10,000. 	CSON Committee

BSN PROGRESSION AND READMISSION REQUIREMENTS

Attendance at a nursing orientation session prior to beginning the BSN Program is **mandatory**. Attendance is mandatory on the first day of all nursing courses. Any student who fails to attend the first day of class may forfeit their space in the program.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means to continue in the BSN program, 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. 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.

If a student earns below a grade of “B” in a NURS course or chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Readmission to the BSN program is NOT guaranteed. 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 a 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 re-eligible for admission, readmission, and/or progression in the BSN program.

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.

An ATI exam will be administered at the end of each semester for courses with a clinical component and in the last semester. The student must pass the ATI exam each semester to progress in the program. The student must also pass the comprehensive ATI Exam in the last semester in order to graduate. See appropriate syllabi for ATI course policy.

STUDENTS WITH DISABILITIES POLICY

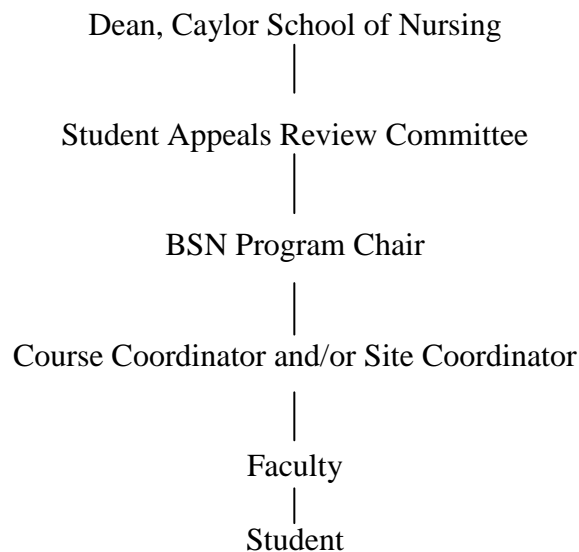
As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student needing assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece, in order to make appropriate arrangements. Contact information: donna.treece@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center.

DISCRIMINATION POLICY

Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or

other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

CHANNELS of COMMUNICATION



STUDENT APPEALS PROCEDURE

If a problem should arise involving the course, clinical, or campus lab, the student should first consult the faculty member involved. If the problem is not resolved, the student should next contact the Course Coordinator and/or Site Coordinator, then the BSN Program Chair, Student Appeals Review Committee, followed by the Dean of the Caylor School of Nursing.

Each student has recourse to appeal any decision made by the faculty of the Caylor School of Nursing regarding evaluations or committee decisions. The student should initiate the appeal process by completing the required form within one week of the incident.

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

NURSING CODE OF ETHICS

As reflected in our philosophy, the faculty and students of Lincoln Memorial University Caylor School of Nursing 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 Caylor School of Nursing 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. 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 School of Nursing.

- A. Nursing care is provided on the basis of need rather than status or background. Each individual is regarded as a unique and valuable being with physical, psychological, and sociological needs. The provision of health care must be granted on an individual basis without discrimination or prejudice. The focus of care must be to maintain the patient at his/her optimum level of functioning.
- B. The privacy right of all individuals must be honored. Confidential information shall remain confidential and be communicated only within the professional situation. Useless and mischievous gossip related to the health care setting must be avoided. Informed consent must be granted by the persons involved for any research or non-clinical purposes.
- C. Each individual must accept full responsibility and accountability for his/her own judgments and actions. Knowledge and/or performance of any incompetent, illegal, or unethical practice requires (mandates) immediate action. Such practices include reporting activities with potential harm for the patient (e.g., alcohol or drug use), questioning of potentially dangerous orders, and confronting and/or reporting cheating. Cheating shall include the use of any material belonging to another and represented as his/her own. Thus cheating on tests, care plans/maps, projects, etc. are considered equal infractions. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided. Such conduct includes, but is not limited to, legal infraction (example, misdemeanor or felony), falsification of any records, or violation of any social norm, including written or unwritten laws. Further, any action or behavior which violates Sections 63-7-107, 63-7-115, or 63-7-120 of the *Tennessee Code Annotated Title 63, Chapter 7* (<http://www.michie.com/tennessee/>) will be grounds for consideration for dismissal from the nursing program.

63-7-107. Use of “registered nurse” title.

Any person who holds a license to practice professional nursing under this chapter shall, during the effective period of such license, be entitled to use the title “nurse”, “Registered Nurse” or the abbreviation “R.N.” No other person shall assume such titles or use such abbreviation or any other words, letters, or signs to indicate that the person using the same is a professional or registered nurse.

63-7-115. Grounds for denial, revocation or suspension of certificate or license.

- (a) (1) The board has the power to deny, revoke or suspend any certificate or license to practice nursing or to otherwise discipline a licensee upon proof that the person:
- (A) Is guilty of fraud or deceit in procuring or attempting to procure a license to practice nursing;
 - (B) Is guilty of a crime;
 - (C) Is unfit or incompetent by reason of negligence, habits or other cause;
 - (D) Is addicted to alcohol or drugs to the degree of interfering with nursing duties;
 - (E) Is mentally incompetent;
 - (F) Is guilty of unprofessional conduct; or
 - (G) Has violated or attempted to violate, directly or indirectly, or assisted in or abetted the violation of, or conspired to violate, any provision of this chapter or any lawful order of the board issued pursuant thereto.

63-7-120. Violations and penalties.

- (a) It is a Class B misdemeanor for any person, corporation or association to:
- (1) Sell or fraudulently obtain or furnish any nursing diploma, license or record, or aid or abet therein;
 - (2) Practice nursing as defined by this chapter under cover of any diploma, license or record illegally or fraudulently obtained or assigned or issued unlawfully or under fraudulent representation;
 - (3) Practice nursing as defined by this chapter unless duly licensed to do so under the provisions of this chapter;
 - (4) Use in connection with the person's name any designation tending to imply that the person is a registered nurse or a licensed practical nurse unless duly licensed so to practice under the provisions of this chapter;
 - (5) Practice nursing during the time the person's license issued under the provisions of this chapter is suspended or revoked;
 - (6) Conduct a school of nursing or a program for the training of practical nurses unless the school or program has been approved by the board; or
 - (7) Otherwise violate any provisions of this chapter
- (b) Legal procedure in prosecution of violations of this section shall be in accordance with general statutes.

ACADEMIC INTEGRITY

It is the aim of the faculty of Lincoln Memorial University to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his/her own, any work which he/she has not honestly performed, is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension (*LMU Student Handbook Online 2010-2011*).

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

Cheating: LMU prohibits dishonesty of any kind on examinations or written assignments. These include unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or entering any campus office without permission. Violations will subject the students to disciplinary action (*LMU Student Handbook Online 2010-2011*).

Plagiarism: LMU prohibits offering the work of another as one’s own without proper acknowledgement. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from themes, reports, or other writing of a fellow student has committed plagiarism (*LMU Student Handbook Online 2010-2011*).

EXAM ADMINISTRATION AND REVIEW POLICY

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email 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 on campus (1-800-325-0900, ext 6324) and talk to the Nursing Secretary or leave a message on her 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 will receive a zero for the examination.**
2. The faculty will determine the date and time of any alternate make-up exam. **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. All electronic devices (pagers, cell phones, PDA’s, etc), personal belongings (book bags, purses, coats) are prohibited during examination times. Students may only bring into the exam room pencils and a simple calculator. Students must make arrangements for their other personal belongings during test time.
4. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.

5. Simple calculators are the **ONLY** calculators allowed during test time. Scientific calculators or those combined with cellular phones, PDA's, or other electronic devices are not permitted. If a student presents to an exam with any calculator other than a simple calculator the faculty will collect the calculator and the student will be required to do mathematic calculations by hand only. Calculators collected prior to the exam will be returned after the exam is completed.
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 and also write it on the board.
7. Any student who has questions during the exam must raise his/her hand and stay seated.
8. The student must not leave his/her seat until the exam is finished, except for emergencies.
9. The exam will be timed. The time for exam booklets to be turned in and for class to resume will be written on the board. Any student entering late will be required to turn his/her exam at the stated time.
10. **Violation of ANY of the above policies will result in a zero (0) for that exam.**
11. After the exam is finished, the student has the following options:
 - a) Return to his/her seat, and remain quiet until class resumes.
 - b) Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
12. Nursing Faculty will review and score exams during the week after the exam is given. Individual student grades will be available and posted one week after the exam has been given. Faculty will post exam grades on Blackboard.
13. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
14. The student's scantron/answer sheet is the official document to be graded (not the exam booklet).
15. Post-exam reviews may be scheduled for in class time or outside of class time. If scheduled outside of class time attendance at these reviews is strongly recommended. No books, pencils electronic devices or taping are allowed during the post-exam review.
16. Students have one calendar week after the test review to meet with their instructor for clarification of any exam related issue. For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue. If a student wants to appeal any exam related issue, it must be presented via email within the time frame above and addressed to the instructor who taught the content. The contact email should reference or contain supporting material from the book or other course resources.

STUDENT REVIEW OF TESTS

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

PERMISSION TO TAPE RECORD LECTURE

Taping of lectures is a privilege, which may be granted by the individual faculty member, but it is up to students who wish to tape 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.

CAYLOR SCHOOL OF NURSING ALCOHOL AND DRUG POLICY

- A. Lincoln Memorial University Caylor School of Nursing believes that in order to maintain a safe effective learning environment for students; and for the safe and effective care of patients while students are in the clinical area, a student must be alcohol and drug free.
- B. To that end, the following policies and procedures will be followed for students admitted to the Caylor School of Nursing at Lincoln Memorial University:
 1. A chain of custody drug screen must be performed within 90 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, Chair, or faculty at any time during the program, is required as a condition of acceptance into 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. A "positive" will be defined as:
 - Screen results indicating use of illegal drugs/non-prescribed drugs
 - Screen results indicating presence of .02 or greater blood alcohol level.
 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 Caylor School of Nursing. Positive results can be shared by the Caylor School of Nursing with employers of students.

ATTENDANCE, ABSENTEEISM AND TARDINESS POLICIES

1. Students are expected to attend class. Attendance will be taken each class period. To be counted present, the student must be present for the ENTIRE class period.
2. Clinical and campus laboratory attendance (including clinical orientation) is **required**. The student who is going to be late or absent from a clinical experience (clinical or campus laboratory) must notify the clinical supervisor/campus lab instructor at least one hour before the start of the assignment. The student must also notify the assigned clinical unit at least one hour before the start of a clinical experience if the student is going to be late or absent. Any student who misses a clinical day due to illness will need to bring a physician's statement of release before the student can return to clinical.
3. After two (2) clinical/campus lab absences (excused and/or unexcused) in one semester, it may necessitate that the student withdraw from this and any other 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 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. Any make-up for a missed clinical or campus lab experience is at the discretion of the faculty. A make-up day and a written assignment may be required. Faculty in the course may assign either an evidenced based paper or a case study supported by evidenced based practice. Assignments are required to have documented references and follow APA format 6th ed., and include nursing care. If a paper is assigned, it must be turned in. It cannot be e-mailed. Additionally, faculty will assign the due date. If the student does not turn in the assignment by the due date, the student will fail the clinical rotation.

SITE ASSIGNMENT POLICY

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

CLINICAL INFORMATION

1. Prior to beginning the nursing program the student must submit:
 - A completed physical examination form
 - Evidence of a negative chain of custody urine drug screen
 - Current negative chest x-ray or PPD tuberculin skin test
 - Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; varicella titer, positive history of chicken pox or immunization with varicella vaccine; Hepatitis B immunization series or signed declination form
 - Current CPR certification (must include adult, child and infant training)

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

2. 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. The cost of the criminal background check will average \$20 to \$100. The exact amount may vary based on the affiliate specifications and individual student differences. 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.**
3. Students are allowed in the facility at the clinical affiliate's, other affiliate agency's, organization's, 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.
4. If an occurrence/incident or exposure occurs with a student during a clinical experience, the form is to be completed and submitted within 24 hours after the occurrence to the Chair.
5. In order to receive a satisfactory grade in clinical, the student must perform the critical behaviors identified in the *Clinical Outcomes Tool*.
6. Students may be given 2 hours per week for preplanning in clinical courses. If a student comes to clinical and is not prepared, the clinical faculty will determine an appropriate assignment.

7. Students are reminded that any time they are in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, they are to adhere to the Caylor School of Nursing uniform policy.
8. Transportation to and from clinical agencies is at the expense of the student. Parking fees, when applicable, are also at the expense of the student. Car-pooling is encouraged. Any student who violates parking assignments at any clinical agency may be dismissed from clinical which would result in failure of the course and dismissal from the program.

STANDARD PRECAUTIONS/TRANSMISSION-BASED PRECAUTIONS

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

POST OCCURRENCE/EXPOSURE REPORT FORM

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

Date of Report _____ Time of Report _____

Name _____ SS# _____ Phone _____

Date of Occurrence _____ Time of Occurrence _____

Facility _____ Location of Occurrence _____

Date of last tetanus _____ Hepatitis B Vaccination Record _____

Type of Occurrence: (please check or complete)

Possible Injury _____ No injury _____ Property Damage _____ Complaint _____
Confidentiality Breach _____ Missing Article _____ Medication Error _____
Potential Hazard _____ Other _____
Exposure to blood born communicable diseases _____

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

Student responsibilities:

1. Notified supervising faculty: _____ Date: _____ Time: _____
Name of supervising faculty: _____
2. Completed incident report as required by facility: _____ Date: _____ Time: _____
3. Reported for testing/treatment: _____ Date: _____ Time: _____
Physician on site _____
Facility ER _____
Student's PCP _____
4. Name/Signature of attending physician/health care provider:

(Print Name) _____ (Signature)

5. Student refused examination and/or treatment Yes _____ No _____

Student Signature: _____

Faculty Signature: _____

Program Chair Signature: _____

BSN UNIFORM POLICY

The nursing student should appear as an excellent example of personal cleanliness and immaculate grooming when in uniform.

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 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	
Navy Hose (with Skirt)	X	
White or Navy Socks (with Pants)	X	X
Appropriate Undergarments	X	X
White Professional Shoes	X	X
Bandage Scissors	X	X
Watch with a Second Hand	X	X
LMU Picture Identification	X	X
Stethoscope	X	X
Penlight	X	X
Sweater (White or Navy Blue, PRN)	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) 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.
2. The following are **prohibited** when in uniform or representing the LMU Caylor School of Nursing:
 - A. Wearing excessive jewelry, dangling earrings, body jewelry (tongue, lip, nose, eyebrow). One pair of stud earrings may be worn with the nursing uniform.
 - B. Excessive makeup or perfume. Fingernails should be short and clean.
 - C. Decorative barrettes, decorative combs or ribbons, or elaborate hairstyles.
 - D. Artificial nails will not be worn. Artificial nails are defined as substances or devices applied to the natural nail to augment or enhance the nails. They include, but are not limited to: bonding, tips, wrapping or acrylic overlay.

- E. Cell phone use is **NOT** permitted in the clinical area. This includes, but not limited to, talking on the phone, checking messages and text messaging. If a student uses a cell phone during clinical, they will be asked to leave and be counted absent for that day.
3. General appearance and professional appearance in uniform:
- A. Shoes and uniforms must be clean and neat. Shoes may be white professional nursing shoes or white 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 should be arranged simply and neatly. 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 shoulders. The hair must be off the shoulders before entering the hospital and must stay up until after leaving the hospital.
 - D. Fingernails should be short and clean at all times. Facility policy will be followed. If clear or light-colored polish is worn, it must be free of cracks, chips, or peeling.
 - E. Students must abide by individual hospital dress codes if they differ from the School of Nursing dress code.
 - H. Chewing gum is prohibited while in uniform.
 - I. 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.

PERSONAL COUNSELING AND ADVISING

Lincoln Memorial University recognizes that very often academic problems interrelate with psychological, emotional, and social experiences of the student. Thus, a variety of programs, people, and services work together to meet the needs of students. Any one office will serve as a referral point for services outside the expertise of that particular office. The academic advisor, the Tagge Center for Academic Excellence, and the Office of Student Services serve as an initial contact for the student.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

The university complies with the provisions of the Family Educational Rights and Privacy Act, 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records.

No one outside the institution shall have access to nor will LMU disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion LMU may provide Directory Information in accordance with the provision of the Act to include: student name, address, telephone number, major field of study, dates of

attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar.

Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case LMU will permit access only to that part of the record which pertains to the inquiring student.

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Registrar's Office.

STUDENT RESOURCES

The Tagge Center for Academic Excellence

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

Student Support Services Program

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

Following federal guidelines, students interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the Student Support Services Office, located on the second floor of the campus center.

WebAdvisor

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

Information Literacy/Technological Resources

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

Career Planning

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

Change of Name or Address

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

Inclement Weather

Local radio and television stations will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: (423) 869-3611. You may also check the university's website for class cancellation notices; they will be posted on <http://www.lmunet.edu/curstudents/weather.html>.

Organizations

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

Lincoln Memorial University encourages participation in campus organizations. For information concerning membership or meeting times of the following organizations contact the Office of Student Services. If your needs are not met by the existing organizations, you may

form your own under guidelines provided by the Office of Student Services. For details see the *LMU Undergraduate Student Handbook 2010-2011*.

Other Specific Opportunities and Services

Lincoln Memorial University affords many opportunities for student involvement in campus life, including social fraternities and sororities, honorary societies, religious organizations, academic groups, and other organizations supported through the Student Organization Council. Convocation series, athletic events, commencement exercises, Student Services activities, Student Government Association (SGA), intramural sports, and the yearbook publication are examples of events sponsored by the University. A more complete listing of student privileges is provided in the *LMU Undergraduate Student Handbook 2010-2011*.

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

**I HAVE READ AND AGREE TO ABIDE BY THE FOLLOWING
LMU CAYLOR SCHOOL OF NURSING POLICIES:**

Student Name: *(print please)* _____

I. Code of Ethics

I have read and agree to abide by the Caylor School of Nursing Code of Ethics while I am a student within this program. _____(Initial here)

II. Academic Integrity

I have read the Caylor School of Nursing 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. Policy Regarding Alcohol and Drugs on Campus

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 nonmedically prescribed drugs and narcotics while on campus or while participating in University-sponsored events on or off campus. Enforcement and penalties regarding this policy are outlined in the current *BSN Student Handbook*. _____(Initial here)

V. Permission to Release Medical Information

I hereby give permission for the Caylor School of Nursing of LMU to release medical information according to the policies of clinical agencies. _____(Initial here)

VI. Caylor School of Nursing Student Handbook

I have viewed the online copy of the *BSN Student Handbook 2010-2011* for the Caylor School of Nursing. 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)

VII. Student Essential Functions

I have read the Student Essential Functions for the Caylor School of Nursing. I can meet the Student Essential Functions as stated. If I can no longer meet the Student Essential Functions, I agree to notify the BSN Chair immediately. _____(Initial here)

VIII. 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)

IX. Permission to Release Name and Address

I hereby give permission for the Caylor School of Nursing to release my name and address for professional purposes, i.e., employment. _____(Initial here)

X. Acknowledgement of receipt of drug/alcohol use/abuse policy

I hereby acknowledge receipt of Lincoln Memorial University Caylor School of Nursing's 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 Caylor School of Nursing, 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 Lincoln Memorial University 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)

XI. 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

Student Name: *(please print)* _____

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

Physical and Psychomotor-The student must be able to:

1. accurately and reliably visually inspect and observe the skin, facial expression, anatomical structures, posture 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 an eight (8) hour work day;

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

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

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

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

12. meet externally established deadlines;

Professional Behaviors -The student must:

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; and
7. treat all persons with respect and dignity.

I acknowledge receipt of Student Essential Functions and understand its contents. I acknowledge that I must meet these essential requirements to be admitted or 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 Student Handbook.

Signature

Date

Rev. 07/10

Lincoln Memorial University
Undergraduate Academic Calendar 2011-2012

Official University Holidays (Offices closed/no classes):

2011: September 5; November 24-25; December 26-30;

2012: January 2; April 6; May 28 and July 4.

Faculty/Staff Conference Week: August 15-19, 2011

Fall Semester 2011

New Student Registration	August 19
New Student Survival Weekend.....	August 20
Matriculation Ceremony (11 a.m.).....	August 20
Residence halls open (8 a.m.).....	August 21
Final Registration before classes begin	August 22
Classes begin.....	August 23
Last day to complete registration/add classes.....	August 31
Labor Day (no classes; offices closed; residence halls remain open).....	September 5
Convocation (9:30 a.m. in session classes & resident students)	September 13
Last day to drop course without “WD”	October 12
Homecoming (classes held as scheduled)	October 13-15
Mid-term	October 17-21
Fall Break.....	October 27-28
Last day to drop course without “F”	October 31
Early registration begins	October 31
Thanksgiving holiday (no classes; offices closed)	November 24-25
Classes end.....	December 9
Final exams	December 12-16
Commencement (11 a.m.).....	December 17
Residence halls close (2 p.m.).....	December 17

Spring Semester 2012

Residence halls open (8 a.m.).....	January 8
Registration and New Student Orientation.....	January 9
Classes begin.....	January 10
Martin Luther King Day (no classes)	January 16
Last day to complete registration/add classes.....	January 18
Convocation (9:30 a.m. in session classes & resident students)	February 7
Lincoln Day/Founders Day (special activities)	February 13
Last day to drop course without “WD”	February 23
Mid-term	Feb. 27 – Mar. 2
Last day to drop course without “F”	March 14
Residence halls close (5 p.m.).....	March 16
Spring break (no classes)	March 19-23
Residence halls open (1 p.m.)	March 25
Early registration begins	March 26
Good Friday (no classes; offices closed).....	April 6
Classes end.....	April 27
Final exams	April 30 -May 4
Commencement (11 a.m.).....	May 5
Residence halls close (2 p.m.).....	May 5

Mini-Term 2012 May 7-25

Summer Terms 2012

Term A—10-week session (no classes, offices closed July 4).....	May 29 - August 3
Term B—First 5-week session.....	May 29 – June 29
Term C—Second 5-week session (no classes, offices closed July 4).....	July 2 - August 3