

Undergraduate Nursing Student Handbook 2009-2010

08/01/09



Caylor School of Nursing



LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
UNDERGRADUATE NURSING STUDENT HANDBOOK
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LETTER FROM THE DEAN

Welcome to Undergraduate Nursing at Lincoln Memorial University. LMU offers nursing courses at sites in Alcoa, TN, Harrogate, TN, Knoxville, TN, and Corbin, KY. This student handbook was developed to assist ASN and RN-BSN students in acquiring general information about the programs and policies for the Undergraduate Nursing programs. While enrolled in either the ASN or RN-BSN Nursing program at LMU, students are expected to know about all regulations pertaining to their area of study. Therefore, please take time to familiarize yourself with this handbook and LMU's Undergraduate Catalog for pertinent rules and policies.

Again, Welcome to Nursing! If you have further questions, please check with your advisor. Best wishes for a successful academic year.

Sincerely,

**Mary Anne Modrcin, PHD, RN
Dean and Professor
Caylor School of Nursing
Vianna Hillman Caylor Distinguished Professor in Nursing**

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 A.S.N. 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 B.S.N. 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 M.S.N. program was developed to educate nurses as advanced practice nurses commencing fall 2006. Graduates of this program will be prepared to serve as practitioners, educators, leaders, managers, and nursing scholars; to assist in health promotion and disease prevention, differential diagnosis and disease management; and to facilitate the general well-being and comprehensive optimum health of persons across the lifespan in contemporary health care systems.

VISION

We, the Nursing Faculty of Lincoln Memorial University, Caylor School of Nursing, envision culturally diverse Faculty and students engaged in nursing professional endeavors for and within surrounding communities. Faculty desires to be excellent nurse educators, adhering to standards of clinical 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 A.S.N., B.S.N., and M.S.N. 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 on an institution of higher learning, consists of both general education courses and nursing courses, and is provided by quality Faculty on site, or may include alternate delivery methods, such as through distance education. Faculty serve as role models through nursing practice, service, education, and scholarship (scholarship is defined by the University).

The Faculty acknowledge the A.S.N. graduate's focus is care of persons with adaptive and/or ineffective health responses, whereas, B.S.N. 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 of Nursing (Roy & Andrews, 1999) serves, along with national standards and guidelines, 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 standards, competencies and guidelines 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 through adaptation” with **adaptation** viewed “as the process and outcome whereby thinking and feeling persons, as individual or in groups, use conscious awareness and choice to create human and environmental integration” (Roy & Andrews, p. 32-3).

Human **persons** are the focus of nursing endeavors and are viewed as holistic adaptive systems (Roy & Andrews, p. 35). Faculty also believe that humans as an adaptive system, which include individuals, families, groups, organizations, communities, and society, act to maintain adaptation in the four adaptive modes: 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 person and earth resources” (Roy & Andrews, p. 31). 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 & Andrews, p. 54). 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 “focuses on human life processes and patterns and emphasizes promotion of health” (Roy & Andrews, p. 4). We view the goal of **nursing practice** “as the promotion of adaptation in each of the four (4) modes, thereby contributing to health, quality of life, or dying with dignity” (p. 55). 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.

OVERVIEW OF THE ROY ADAPTATION MODEL OF NURSING

- I. **Goal of nursing within the Roy Adaptation Model (RAM):** "Promotion of adaptation in each of the four modes" (Roy & Andrews, 1999, p. 31).
- II. **Major nursing concepts within the RAM:**
 - A. Nursing a "theoretical system of knowledge which prescribes a process of analysis and action related to the care of the ill or potentially ill person" (Phillips et al., 1998, p. 248).
 - B. Human Person: "Humans are the focus of nursing activities... (and described as) holistic adaptive systems" (Roy & Andrews, 1999, p. 35).
 - C. Health: "a state and process of being and becoming an integrated and whole person. It is a reflection of adaptation, that is, the interaction of the person and the environment" (Phillips et al., 1998, p. 248).
 - D. Environment: "all the conditions, circumstances, and influences surrounding and affecting the development and behavior of persons or groups...the input into the person as an adaptive system involving both internal and external factors" (Phillips et al., 1998, p. 248-249).
- III. **Nursing process: as described by Roy, involves the following ongoing and dynamic steps:**
 - A. Assessment: an ongoing process that begins with the introduction of the nurse-client relationship and continues throughout the course of care, includes assessment of behavior and stimuli.
 1. Behavior: internal or external actions and reactions under specified circumstances.
 - a. Objective: observed behavior
 - b. Subjective: reported behavior
 2. Stimuli: that which provokes a response
 - a. Focal: the internal or external stimulus most immediately confronting the person.
 - b. Contextual: all other stimuli present in the situation that contribute to the effect of the focal stimulus.
 - c. Residual: an environmental factor within or without the person whose effects in the current situations are unclear (hunches).
 - B. Nursing diagnosis: an educated statement made concerning the stimuli that threaten or promote adaptation.
 - C. Goal setting: a desired outcome that the nursing client mutually agrees upon; must be realistic, measurable, and must reflect adaptation.

- D. Implementation: a description of the manner in which the adaptive goals are to be obtained.
- E. Evaluation: a determination as to whether or not the patient has moved toward adaptation.

IV. The four modes in Roy's Adaptation Model

- A. Physiologic/Physical adaptive mode: involves the way people respond to stimuli. The physiologic needs of this mode include the following:
 - 1. Oxygenation or the body's need for oxygen and gas exchange in general
 - 2. Nutrition or ingestion of food or function and growth
 - 3. Elimination or excretion of metabolic wastes
 - 4. Activity and rest, which involves the balance of the two to provide both good functioning and rest for body repair
 - 5. Protection, which includes the body's defense system providing protection against disease (immunity) and trauma

The above factors are regulated by the senses, fluids and electrolytes, neurological function, and endocrine function.

- 1. Senses include vision, hearing, taste, smell, and touch. The senses allow human beings to interact with the environment.
 - 2. Fluids and electrolytes: the balance of water, electrolytes, and pH that is required for homeostasis.
 - 3. Neurological function: functioning to control and coordinate the body, as well as regulation of vital organs.
 - 4. Endocrine function: action of endocrine glands regulates cellular function, therefore, function of the whole body.
- B. Self-concept---Group Identity mode: involves the psychological and spiritual aspects of the person. It involves all the beliefs and feelings that one has formed about oneself. Influences of these beliefs include both internal perceptions and what others perceive as well. Self-concept is ever changing and guides one's actions. The self-concept mode incorporates both the physical and personal self. The physical self refers to body image and sensation while the personal self deals with such issues as self-ideal and morality and spirituality. The end goal is to know oneself so that one can exist with a sense of unity.
- C. Role function mode: deals with the place one holds in society and involves the expectations of that role. The basic need is to know who one is in relation to others so that one can interact with others in the environment surrounding them. Examples of roles are a mother, father, friend, sibling, etc. An example of a small

child's role would be to play and explore the world around him/her, or possibly a student.

- D. Interdependence mode: involves one's ability to give and receive love, respect and value. Most important is the feeling of security in a relationship. Specific relationships include that of significant other and those most important to the person. In short the mode focuses on those that contribute most to interdependence needs. An example of this relationship would be a mother to her child. Interdependence reveals the level of social adaptation of a person.

V. Other concepts important to RAM

A. Responses

- 1. Adaptive responses: "Responses that promote integrity in terms of the goals of the human system" (Roy & Andrews, 1999, p. 30).
- 2. Ineffective responses: "Responses that do not contribute to integrity in terms of the goals of the human system" (Roy & Andrews, 1999, p. 31).

B. Subsystems

- 1. Cognator subsystem: a major coping process involving four cognitive-emotive channels:
 - a. Perceptual/information process
 - b. Learning
 - c. Judgment
 - d. Emotion
- 2. Regulator Subsystem: a major coping process involving:
 - a. Neural system
 - b. Chemical system
 - c. Endocrine system

- C. Adaptation level: "Adaptation level represents the condition of the life processes described on three levels as integrated, compensatory, and compromised" (Roy & Andrews, 1999, p. 31).

- D. Coping processes: "Innate or acquired ways of responding to the changing environment" (Roy & Andrews, 1999, p. 31).

- E. Humanism: "The broad movement in philosophy and psychology that recognizes the person and subjective dimensions of the human experience as a central to knowing and valuing" (Roy, 1998).

- F. Veritivity: "A principle of human nature that affirms a common purposefulness of human existence" (Roy & Andrews, 1999, p. 32).

References

- Phillips, K.D., Blue, C.L., Brubaker, K.M., Fine, J.M.B., Kirsch, M.J., Papazian, K.R., & Riester, M.A.S. (1998). Sister Callista Roy: Adaptation model. In A. Marriner-Tomey & M. Alligood (Eds.), *Nursing theorists and their work* (pp. 243-266). St. Louis, MO: Mosby.
- Roy, C., & Andrews, H.A. (1999). *The Roy Adaptation Model*. (2nd ed.) Stamford, CT: Appleton & Lange.

PROGRAM OUTCOMES

The graduate of the Associate of Science in Nursing program will:

- Be eligible to apply for licensure as a registered nurse (R.N.).
- Utilize the nursing process in promotion of adaptation for human persons/families across the life span, within their environment, in the four adaptive modes: physiologic, interdependence, role function, and self-concept.
- Function in a legal/ethical manner while performing the interrelated roles of provider of care, manager of care, and member within the discipline of nursing.
- Incorporate teaching-learning strategies while providing nursing care to promote health as seen by adaptive versus ineffective responses.
- Have an integrated base of general knowledge and nursing knowledge for a career in nursing.
- Have a foundation for continued education in nursing.

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

- Synthesize theoretical principles of both general education and nursing knowledge in nursing practice to promote adaptation of human persons, families, groups, communities, and society as a whole.
- Utilize professional nursing standards and the RAM nursing process in promotion of adaptation for human persons, families, groups, communities, and society in the four adaptive modes: physiologic-physical, interdependence, role function, and self-concept-group identity.
- Synthesize communication skills in the delivery of healthcare for promotion of adaptation in human persons, families, groups, communities, and society.
- Synthesize legal and ethical principles in the delivery of healthcare to promote adaptation.
- Evaluate use of principles of teaching-learning theory in the delivery of healthcare to promote adaptive responses within ones environment.
- Evaluate use of current research findings in promotion of health as seen by adaptive physiologic-physical, interdependence, role functions, and self-concept - group identity responses.
- Utilize leadership and management principles in nursing practice and in working with other healthcare providers.
- Assume leadership roles in professional organizations.
- Accept individual responsibility for continuing education and professional development.

ASN COURSE DESCRIPTIONS

Course descriptions for all NURS courses can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

ASN CORE CURRICULUM

The core curriculum can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

ASN NURSING COMPONENT

The core nursing component can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

RN-BSN DEGREE PROGRAM

The RN to Bachelor of Science in Nursing (BSN) program is to:

1. Prepare the baccalaureate nurse as generalist, caring for individuals, families, and community groups at any point on the wellness-illness continuum
2. Provide an opportunity for career mobility for the associate degree and diploma educated Registered Nurse

The Lincoln Memorial University RN to Bachelor of Science in Nursing (RN-BSN) degree program is approved by the Tennessee Board of Nursing and accredited by the National League for Nursing Accrediting Commission.

RN-BSN COURSE DESCRIPTIONS

Course descriptions for all NURS courses can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

RN-BSN CORE CURRICULUM

The core curriculum can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

RN - BSN NURSING COMPONENT

The core nursing component can be found in the 2009-2010 LMU Undergraduate Catalog online at www.lmunet.edu.

Student _____

Lincoln Memorial University

Admitted to _____ site

Advisor _____

Caylor School of Nursing

under _____ catalog

STUDENT ADVISING SHEET (revised 08-07-07)

<u>ASN Core Curriculum</u>	<u>Sem / Yr</u>	<u>Initials</u>	<u>DATE</u> _____
LNCN 100 Lincoln's Life	_____ 1 _____	_____	_____
ENGL 110 Freshman Writing *	_____ 3 _____	_____	_____
ENGL 210 (or choice of ART 100, THEA 100, HIST 121 or 122, MUSC 100 or 200) *	_____ 3 _____	_____	_____
COMM 200 Speech *	_____ 3 _____	_____	_____ Faculty Signature
MATH 101 (or111, 112,120,130) *	_____ 3 _____	_____	_____ Student Signature
CIS 100 Computer Literacy *	_____ 2 _____	_____	DATE _____
INFL 100 Information Fluency *	_____ 1 _____	_____	_____
PSYC 221 Developmental Psych	_____ 3 _____	_____	_____
BIOL 230 Microbiology	_____ 4 _____	_____	_____
BIOL 250 Human Anatomy	_____ 4 _____	_____	_____
BIOL 260 Human Physiology	_____ 4 _____	_____	_____
ASN Core Curriculum Total Hours = 31			_____ Faculty Signature

BOLDFACE indicates suggested course

* Also required for BSN; see catalog

ASN NURSING COMPONENT

NURS 115 Foundations (not required for LPN-RN students)	_____ 6 _____	_____	_____
NURS 125 Physiological (or NURS 124 for LPN-RN students---5 cr.)	_____ 6 _____	_____	_____ Faculty Signature
NURS 126 Psychosocial	_____ 3 _____	_____	_____ Student Signature
NURS 241 Adult I	_____ 7 _____	_____	DATE _____
NURS 245 Children	_____ 3 _____	_____	_____
NURS 242 Adult II (or NURS 244 for LPN-RN students---5cr.)	_____ 6 _____	_____	_____
NURS 246 Childbearing	_____ 4 _____	_____	_____
NURS 290 Seminar	_____ 1 _____	_____	_____
ASN Nursing Component Total Hours = 36			_____ Faculty Signature

* TOTAL = 67 hours

* 8 credits for LPN mobility awarded after successful completion of NURS 124.

SEE CATALOG FOR PRE AND CO-REQUISITES TO NURS CLASSES

<u>Date</u>	<u>Faculty Signature</u>	<u>Student Signature</u>	
_____	_____	_____	_____ Faculty Signature
_____	_____	_____	_____ Student Signature

Student _____

Lincoln Memorial University

Admitted to _____ site

Advisor _____

Caylor School of Nursing

under _____ catalog

STUDENT ADVISING SHEET (revised 08-07-07)

BSN Core Curriculum

Sem / Yr

Initials

DATE

LNCN 300

_____ 1 _____

MATH (102 or higher, see catalog for math options)

_____ 3 _____

ENGL 310

_____ 3 _____

HIST (121, 122)

_____ 6 _____

Fine Arts (Choice of: ART 100, 381, 382; MUSC 100, 460; COMM 100, 340)

_____ 3 _____

_____ Faculty Signature

_____ Student Signature

Social Sciences (Choice of ECON 211, 212, 350, GEOG 100, 211, 300, 211, GOVT 212, 320)

_____ 3 _____

DATE _____

Physical Sciences (Choice of CHEM 100, 111, PHYS 100, 211, SCI 100)

_____ 4 _____

Search for Meaning (Choice of BSCI 100, GEOG 350, PHIL 100, 200, 420, 430, REL 110, 220, 310, 315)

_____ 2-3 _____

Electives (as needed to equal minimum of 14 hours at 300/400 level; total hours of 128)

_____ _____

_____ Faculty Signature

_____ Student Signature

_____ _____

DATE _____

_____ _____

BSN Core Curriculum Hours

= 39

RN-BSN NURSING COMPONENT

NURS 300 Transitions

_____ 2 _____

NURS 310 Pharmacology

_____ 3 _____

NURS 330 Assessment

_____ 3 _____

_____ Faculty Signature

NURS 350 Pathophysiology

_____ 3 _____

_____ Student Signature

NURS 390 Care of the Elderly

_____ 2 _____

DATE _____

NURS 430 Research

_____ 3 _____

NURS 440 Community Health

_____ 6 _____

NURS 450 Professional Roles

_____ 5 _____

NURS 490 Senior Seminar

_____ 1 _____

BSN Nursing Component Total Hours

= 28

TOTAL

= 128-134 Hrs.

Date

Faculty Signature

Student Signature

_____ Faculty Signature

_____ Student Signature

ASN ADMISSION REQUIREMENTS

Refer to the 2009-2010 Lincoln Memorial University Undergraduate Catalog, online at www.lmunet.edu.

RN-BSN PROGRAM ADMISSION REQUIREMENTS

Refer to the 2009-2010 Lincoln Memorial University Undergraduate Catalog, online at www.lmunet.edu.

ADMISSION REQUIREMENTS FOR LPN to RN PROGRAM

Prospective students for the LPN to RN Program must:

1. Be a graduate of an accredited practical nursing program
2. Show proof of a valid non-restricted LPN license
3. Have validation of one year of current working experience as an LPN
4. Complete a minimum of 20 hours of general education courses which will include:
 - BIOL 250 Human Anatomy
 - BIOL 260 Human Physiology
 - Math 101 or higher
5. Apply and be accepted to Lincoln Memorial University
6. Apply and be accepted into the ASN Program

ACADEMIC ADVISEMENT INFORMATION REGARDING ALL PROGRAMS

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 (Undergraduate Catalog, online at www.lmunet.edu).

STANDARDS OF ACADEMIC PROGRESS

* See the 2009-2010 LMU Undergraduate Catalog for official process.

WITHDRAWAL FROM THE UNIVERSITY

* See the 2009-2010 LMU Undergraduate Catalog for official process.

HONORS

* See LMU Undergraduate Catalog 2009-2010 for official process.

ASSOCIATE DEGREE PROGRAM HONORS

Awards will be given annually in recognition of academic and clinical excellence. These include the Lagniappe, TNA Leadership Award, and Outstanding Student Nurse Award. Criteria for these awards are as follows:

<u>AWARD</u>	<u>CRITERIA</u>	<u>SELECTORS</u>
Lagniappe	<ol style="list-style-type: none"> 1. Demonstrates exceptional "caring" attitude toward the patients assigned to his or her care. 2. Willingly gives of himself or herself to assist others, including classmates. 3. Gives 100% effort in all aspects of his or her involvement. 	Classmates enrolled NURS 242/244
Tennessee Nurses (TNA) Leadership Award	<ol style="list-style-type: none"> 1. Member of TASN 2. Demonstrates outstanding nursing ability in: <ol style="list-style-type: none"> a. clinical performance b. scholastic achievement (upper third of class) 3. Be active in student activities and community organizations. 4. Practice effective interpersonal relationships with others. 	Faculty and/or Association students
Outstanding Student Nurse	Highest overall GPA at the end of the Fall Semester prior to graduation.	GPA

BACCALAUREATE 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	Highest overall GPA determined at the end of the semester prior to graduation. GPA of 3.5 or above	GPA
Most Outstanding BSN Student	Supportive to fellow students: may not have the highest GPA but gives 110% in all efforts; self-motivated and willingly helps to maintain motivation in fellow classmates.	Graduating Class
Florence Nightingale Award	Resembles Florence Nightingale in his/her accomplishments as a professional nurse; goal-oriented both professionally and personally; has great desire to improve the image of nursing as a profession; demonstrates leadership in and outside of classroom activities. Due to the prestigious nature of this award, it may not be awarded on an annual basis.	Faculty Members

PROGRESSION/RETENTION/READMISSION
ASN PROGRAM

- A. Attendance at a nursing orientation session prior to beginning the ASN program is mandatory. In addition, attendance is mandatory on the first day of all NURS courses. If a student fails to attend the first day of an NURS course, they forfeit their spot.

To receive credit, students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. To continue in the ASN degree program, students are required to earn a grade of “B” or better (which means a cumulative number score of 80% or better) in each NURS course.

If a student earns below a “B” in an NURS course or 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. Readmission to the ASN 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 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 re-eligible for admission, readmission, and/or progression in the ASN program.

- B. If a nursing student withdraws having a WD on his/her transcript and is in good academic standing (passing with an 80 average), it will not count as an attempt in the nursing course/s.
- C. Transfer work for NURS 115 credit may be considered based on the following criteria:
1. Course content comparable to our NURS 115 (validated by syllabus of transferred course work provided by the petitioner)
 2. Course work no more than 18 months old from completion of course
 3. Skills comparable to our NURS 115
 4. Grade of a B or better
 5. 6 hour credit course
- D. Policy on Readmission to the Associate Degree Program:
Students readmitted must repeat class and clinical portions of the course. The student will be considered for readmission by the ASN Admission & Progression Committee on an individual basis guided by the following criteria:
1. Completion of admission criteria
 2. Evidence of extenuating circumstances at the time of termination
 3. Evidence of academic success, e.g.:
 - Successful completion of general education courses at Lincoln Memorial University or other institution of higher education
 - Successful completion of a program for LPN’s and passing the NCLEX-PN
 - Have a minimum of 2 years full time working experience as a LPN.

- Completion of an academic degree in another field and/or successful completion with certification in health-related training program
 - Number of times enrolled in this or other nursing programs and span of time since enrolled in nursing
- E. Students are not guaranteed readmission. Any student requesting readmission to the nursing program must have a 2.5 or higher GPA, including the nursing course in which the student was unsuccessful. Readmission students are considered on a space available basis.
- F. If a student has been unsuccessful in NURS 242/244 and is unable to repeat NURS 242/244 the following semester, the student must take each unit exam and the comprehensive final for NURS 241 on the scheduled test date and attain an average of 80%. The applicant must also achieve a score of 80% on a dosage quiz. These exams must be taken the semester prior to NURS 242/244.
- G. Readmission forms should be obtained from the Administrative Assistant in the Caylor School of Nursing or online and returned to the Nursing office on the Harrogate campus.

ACADEMIC REQUIREMENTS FOR CONTINUANCE IN AND GRADUATION FROM THE NURSING PROGRAMS

ASN:

1. All nursing students must pass both theoretical and clinical portions including credit/non-credit work of the nursing courses to receive credit for the courses. A 3.0 or "B" average (which means a cumulative number score of 80% or better) is required in each nursing course for continuance in nursing. Likewise, an average grade of "C" or 2.0 quality points is required for graduation from the University.
2. Any student who receives an incomplete (I) during a given semester must have a documented "B" or better before the first day of class in the preceding NURS course.
3. After the first semester in the ASN program, students must score an 80% or better on a dosage calculation quiz at the beginning of each semester in order to remain in any and all NURS clinical courses for that particular semester. Students will have two (2) opportunities to score an 80% or better on the quiz. The quiz will be administered in the med/surg (NURS 124, 125, 241, 242, or 244) course unless the student is only enrolled in a specialty course. If this occurs, the dosage calculation quiz will be administered by the specialty course (NURS 126, 245, or 246) lead teacher.
4. Students in the ASN program taking elective NURS prefix courses will not be required to make a "B" to progress in the program.
5. In order to progress in the nursing sequence, students must complete prerequisites for the nursing courses as specified in the *LMU Undergraduate Catalog*.
6. Students must also attain a "C" or better in each of the following general education subjects:
 - BIOL 250, BIOL 260, BIOL 230
 - or
 - repeat the science requirements until "C" or better is attained.

7. Students must meet University requirements for the Associate of Science in Nursing degree. (See Residency Requirements, *LMU Undergraduate Catalog*, most recent edition)
8. Students enrolled in 100 level NURS courses or higher will be allowed to take NURS 380 and/or 390 with consent of the student's advisor.
9. Students enrolled in NURS 241/242/244 will be allowed to take NURS 310, 330, and/or 350 with consent of the student's advisor.

RN-BSN:

1. The RN-BSN program is a restricted program. Students must seek and receive formal admission prior to enrolling as a BSN major. Only students holding a valid RN license may be admitted to the program and enroll in the following courses: NURS 300, 430, 440, 450 and 490.
2. NURS 440 must be successfully completed by the BSN student before entering NURS 450.
4. In addition to completing all nursing requirements, students must meet all University requirements including the Baccalaureate Core Curriculum found in the LMU Student Catalog and Handbook.
5. Transfer credit for NURS prefix courses in the RN-BSN program is determined on an individual basis by the Dean of the Caylor School of Nursing and the Nursing Admissions Committee.
6. To receive credit, students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. To continue in the RN-BSN program, students are required to earn a letter grade of "C" or better (which means a cumulative number grade of 70% or better) in each NURS course.
7. If a student earns below a grade of "C" in an RN-BSN course, students must repeat the course. Students will not be allowed to continue in the RN-BSN program after making below a "C" in two NURS courses and a student will only be allowed one repeat of any NURS course.
8. An average grade of "C" or 2.0 quality points is required for graduation from the University.
9. Students in the RN-BSN program may repeat an NURS prefix course one time only.
10. In order to progress in the nursing sequence, students must complete prerequisites for the nursing courses as specified in the *LMU Undergraduate Catalog*.

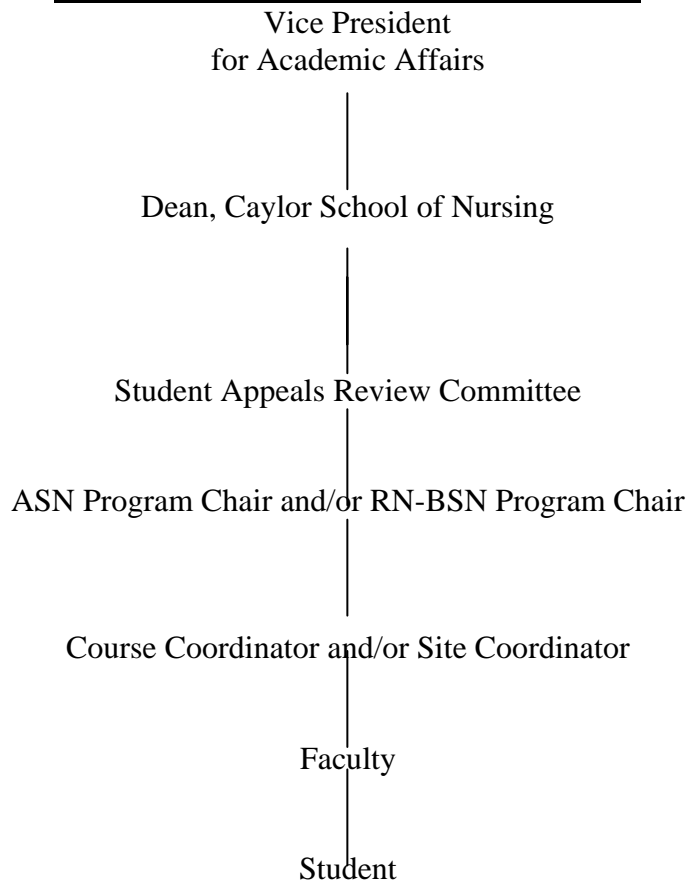
STUDENTS with DISABILITIES POLICY:

Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services [which is presently located on the third floor of the Student Center]. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability. **All students with disabilities (learning or physical) should contact the Office of the Vice President for Student Services and Enrollment Management at (423) 869-6393.**

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 appropriate Program Chair, Student Appeals Review Committee, followed by the Dean of the Caylor School of Nursing, and finally the Vice-President for Academic Affairs.

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.

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.

Caylor School of Nursing Code of Ethics

- 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, 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 *NURSING TENNESSEE CODE UNANNOTATED TITLE 63, CHAPTER 7* (www.tnaonline.org/NPA070703.pdf) 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 Registered Nurse or the abbreviation R.N. No other person shall assume such title 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.

- (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 [Acts 1967, ch. 78, § 29; 1976, ch. 501, § 11; T.C.A., § 63-757; Acts 1989, ch. 591, § 112.] and will be grounds for consideration for dismissal from the nursing program.

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 2009-2010).

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 2009-2010).

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 2009-2010).

EXAM ADMINISTRATION AND REVIEW

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 reserve the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
14. Exam reviews will be scheduled outside of class time. Attendance for exam review is strongly recommended. No books, pencils, electronic devices, or taping are allowed during the exam review.
15. 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.

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 may not be reviewed on the day of the final examination for the course.

STUDENT 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. Faculty members reserve the right to know the rationale behind the student's desire to tape lecture.

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.

POLICIES ON ATTENDANCE, ABSENTEEISM AND TARDINESS

1. Attendance will be taken each class period (lecture/exam/study lab). To be counted present, the student must be present for the ENTIRE class period.
2. Study labs will be provided in each ASN clinical course for faculty to expand on content presented in lecture. Attendance at these study labs is mandatory for ALL students until after the first course exam. After this time, the study labs are mandatory for students who do not have a course average of 83 or greater. Students with course averages of 83 or greater are encouraged to continue attending the study labs. Attendance will be taken at each study lab. To be counted present the student must be present for the ENTIRE study lab.
3. After two (2) absences (lecture/exam/study lab) in one semester, it may necessitate that the student withdraw from this NURS course. The student is to contact the Lead Faculty to arrange for withdrawal from this NURS course.
4. 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.

A tardy is defined as arriving to the clinical faculty 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 will be counted as an unexcused absence.

A student who has unexcused absences and/or tardies will have a point for each absence and each tardy deducted from his/her final exam grade. The only absences that will be recognized as an excused absence will be illness accompanied by a doctor's excuse or a death in the immediate family.

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 Lead Faculty 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.

5. All absences must be made up and will be at the convenience of the clinical supervisor/campus laboratory instructor. Unexcused absences will be noted on the clinical evaluation tool and may result in an unsatisfactory clinical/campus lab grade. If this occurs, the student will receive an "F" in theory and will not be allowed to continue in the nursing sequence.

POLICY ON SITE ASSIGNMENT FOR STUDENTS IN ASN PROGRAM

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 ASN 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

Prior to beginning the clinical courses, in addition to the initial physical examination and evidence of a negative chain of custody urine drug screen, all nursing students must present evidence of:

- a. Current negative chest X-ray or PPD tuberculin test
- b. Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines
- c. Varicella titer, positive history of chicken pox, or immunization with varicella vaccine
- d. Hepatitis B immunization series or signed declination form
- e. Current CPR certification
- f. Evidence of current professional liability insurance coverage (RN-BSN, only)

If this documentation is not on file by the first clinical day of the semester, the student will not be allowed to attend clinical and the absence(s) will be counted as unexcused.

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.

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.

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 director will provide a list of available vendors to purchase the required criminal background check. The cost of the criminal background check will average \$50 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 Lincoln Memorial University.**

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 Program Chair.

TRAVEL

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.

STANDARD PRECAUTIONS/TRANSMISSION-BASED PRECAUTIONS

The Center for Disease Control and the Hospital Infection Control Practices Advisory Committee (1997) 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 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: _____

UNDERGRADUATE DEGREE PROGRAM UNIFORM POLICY

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

1. All ASN 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>
White Scrub Uniform	X	X
Embroidered in navy with 1 inch block letters on upper left chest of scrub top "LMU"		
White Scrub Skirt (if preferred)	X	
White Hose (with Skirt)	X	
White Socks (with Pants)	X	X
White Professional Shoes	X	X
Bandage Scissors	X	X
Watch with a Second Hand	X	X
Navy Lab Jacket	X	X
Embroidered in white with 1 inch block letters on upper left chest of jacket "LMU"		
LMU Picture Identification	X	X
Appropriate Undergarments	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). Identification pin is 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. Please **avoid** the following 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 classroom/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 class or 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. Women's 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. Men's hair is to be neatly groomed and off the collar.
- E. Fingernails should be short and clean at all times. If clear or light-colored polish is worn, it must be free of cracks, chips, or peeling.
- F. 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.
- J. 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.
- * All BSN students will wear an appropriate uniform of their choice.
- * All BSN students will wear a name pin imprinted as follows:
 line 1 _____ R.N.
 First Name Last Name
 line 2 LMU B.S.N. Student
- * Some clinical agencies may require different attire, i.e., ICU, Community Health. The student will be responsible for abiding by agency requirements. A name pin would be worn at all times.
- * A lab coat and name pin must be worn when in an agency preparing for the next day's assignment, or for observational experiences.

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.

RIGHT TO PRIVACY UNDER PUBLIC LAW 93-380

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

I. 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.

II. 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.

III. 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>.

IV. 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 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.**

V. 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.

VI. 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.

VII. Inclement Weather

Notification of cancellation of Harrogate campus site daytime classes will be made by 6 a.m. to the radio and television stations (listed below) and by calling the LMU main campus telephone number. Cancellation of Harrogate campus site evening classes (those beginning at 6 p.m. or later) will be announced by 4:30 p.m. using the same venue.

Distance learning site classes utilizing local school facilities are cancelled when that facility closes due to weather conditions. Cancellation at either of LMU's two Knoxville sites, the Blount County site, or the Corbin, KY, site will be by instructor notification. Instructors should have informed their classes about the special telephone extension numbers to call for information about particular class closings.

Makeup classes, if needed, will be announced by instructors, should the Vice President for Academic Affairs decide that makeup time is necessary to maintain the integrity of the course.

Radio and Television Stations

Campus - WLMU, W18AN-TV
Corbin - WCTT, WKDP, WYMT-TV
Harlan - WHLN, WFSR, WTUK
Harrogate - WRWB/WLMU, WANO-TV18
Jonesville - WSWV
LaFollette - WLAJ, WQLA
Middlesboro - WXJB, WFXV, WMIK
Morristown - WMTN
Pennington Gap - WSWV
Pineville - WRIL, WYMT-TV
Regional - WOKI, WATE-TV, WBIR-TV, WVLT-TV
Rose Hill - WSWV
Tazewell – WNTT

VIII. Committees

The School of Nursing provides for student representation on specific standing Committees.

IX. 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 *Student Handbook*.

Academic Organizations

Athletic Trainers Student Association
Criminal Justice Society
Pre-Med Student Association
Psychology Club
SHARE CLUB
Student Nurses' Association
Student National Education Association
Student Support Services
Student Tennessee Education Association
Student Wildlife Society
Veterinary Technology Club

Greek Organizations

Alpha Lambda Zeta
Delta Theta Sigma
Gamma Lambda Sigma
Kappa Pi Omega
Sigma Pi Beta
Zeta Tau Kappa

Honor Societies

Alpha Chi (Academic Honor Society for juniors and seniors)
Alpha Gamma Sigma Chapter of Sigma Tau Delta (English Honor Society)
Phi Alpha (Social Work Honor Society)
Phi Alpha Theta (History Honor Society)
Phi Beta Lambda (Business Honor Society)
Psi Chi (Psychology National Honor Society)

Special Interest Organizations

AASO-African American Student Org.
All Beliefs in Action
Archery Club
Baptist Collegiate Ministries
Campus Activities Board
Cheerleading
Concert Choir
“Emancipator” Literary Magazine
Fellowship of Christian Athletes
Focus on Food
Historical Society
House of Seven Tables
International Student Union (ISU)
Lincoln Ambassadors
Outdoor Adventure Club
Pep Band
Photography Club
RAILSPLITTER Yearbook Staff
Recycling Club
Student Alumni Association
Students in Free Enterprise
Student Activities Board
Student Government Association

X. 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*.

LINCOLN MEMORIAL UNIVERSITY

Academic Calendar 2009-2010

Official University Holidays (Offices closed/no classes)

2009: September 7, November 26-27, December 23-25 and 28-31

2010: January 1, April 2, May 31, and July 5

Faculty/Staff Conference: August 13-14

Fall Semester 2009

Freshman Adventure	August 14
Matriculation Ceremony (11 a.m.)	August 14
Residence halls open (8 a.m.)	August 14
Registration/New Student Continuing Orientation	August 17
Classes begin	August 18
Last day to complete registration/add classes without late fee	August 26
Labor Day (no classes, residence halls remain open)	September 7
Convocation (9:30 a.m. in session classes & resident students)	September 15
DCOM White Coat Ceremony	September 26
Last day to drop course without "WD"	October 7
Homecoming (classes held as scheduled)	October 8-10
Mid-term	October 12-16
Fall Break	October 19-20
Last day to drop course without "F"	October 23
Early registration begins	October 26
Thanksgiving holiday (no classes)	November 26-27
Classes end	December 4
Final exams	December 7-11
Commencement (11 a.m.)	December 12
Residence halls close (2 p.m.)	December 12

Spring Semester 2010

Residence halls open (8 a.m.)	January 3
Registration/New Student Orientation	January 4
Classes begin	January 5
Last day to complete registration/add classes without late fee	January 13
Martin Luther King Day (no classes)	January 18
Convocation (9:30 a.m. in session classes and resident students)	February 2
Lincoln Day/Founders Day (special activities)	February 12
Last day to drop course without "WD"	February 19
Mid-term	Feb 22-26
Last day to drop course without "F"	March 10
Residence halls close (5 p.m.)	March 12
Spring Break (no classes)	March 15-19
Residence halls open (1 p.m.)	March 21
Early registration begins	March 29
Good Friday (no classes)	April 2
Classes end	April 23
Final exams	April 26 - 30
Commencement (11 a.m.)	May 1

Residence halls close (2 p.m.)

May 1

Mini-Term 2010	May 3-21
Summer Terms 2010	
Term A: 10-week session (no classes May 31 or July 5)	May 24 - July 30
Term B: First 5-week session (no classes May 31)	May 24 - June 25
Term C: Second 5-week session (no classes July 5)	June 28 - July 30

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:**

I. Code of Ethics

I have read and agree to abide by the Lincoln Memorial University Caylor School of Nursing Code of Ethics while I am a student within this program.

(Initial here)

II. Plagiarism

I have read the Caylor School of Nursing policy regarding plagiarism and agree to follow this policy while enrolled in this program. _____

(Initial here)

III. Failure to Abide by Code of Ethics/Plagiarism Policy

I understand the failure to abide by Code of Ethics and/or the policy on Plagiarism 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 *LMU Undergraduate Student Handbook*. _____

(Initial here)

V. Permission to Post Grades

I do hereby grant permission to have my grades posted by the Caylor School of Nursing. Grades will be posted one week after the exam has been given. I further understand that if I do not wish my grades to be posted, other arrangements may be made with my instructor to obtain my grade. _____

(Initial here)

VI. 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)

VII. Caylor School of Nursing Student Handbook

I have viewed the online copy of the Undergraduate Student Handbook for the LMU Nursing Program. 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)

VIII. Student Essential Functions

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

IX. 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)

X. Permission to Release Name and Address

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

XI. 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 will 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)

Signature

Date

XII. 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 Name (Printed) _____

Student's Signature _____ Date _____

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

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

Printed name

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