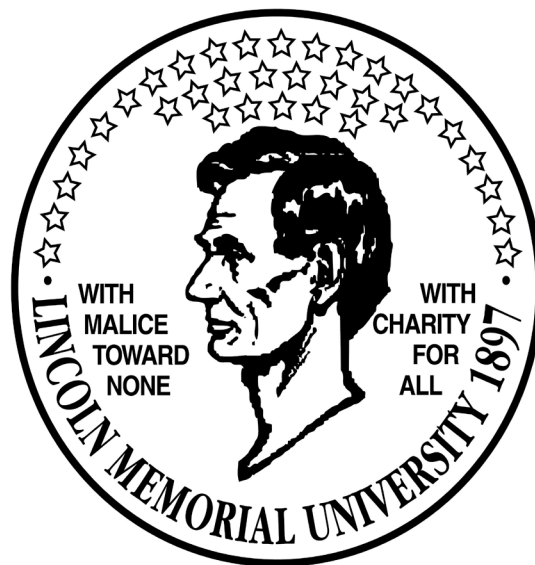


LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
ASSOCIATE OF SCIENCE IN NURSING
(ASN)



ASN STUDENT HANDBOOK

2020-2021

(REVISED 8/20)

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

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UNIVERSITY'S MISSION AND PURPOSE

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

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

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

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

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

TENNESSEE/KENTUCKY Programs:

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN program offered in Kentucky is approved by the Kentucky Board of Nursing. The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) nursing programs at Lincoln Memorial University at the LMU Harrogate, LMU Cedar Bluff, LMU Alcoa, LMU Tower, LMU Kingsport, and LMU Corbin campuses located in Harrogate, Knoxville, Alcoa, and Kingsport, Tennessee and Corbin, Kentucky are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN) is continuing accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the Doctor of Nursing Practice (DNP) nursing program is initial accreditation.

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

FLORIDA Programs:

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing. The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs at Lincoln Memorial University at the Tampa campus located in Tampa, Florida are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs is initial accreditation.

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

PURPOSE

Responding to the needs of nursing education and health care of the people of the region, Lincoln Memorial University established the Associate of Science in Nursing (ASN) degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, Lincoln Memorial University instituted the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program in 1987. Both undergraduate programs are founded on the belief that nursing is a service which aims to assist individuals to attain, maintain, or regain optimum level of wellness through application of the nursing process. To further assist with regional

healthcare needs and to enhance nursing service across the lifespan, the Master of Science in Nursing (MSN) program was initiated in 2006 to educate advanced practice nurses, the generic Bachelor of Science in Nursing (BSN) program commenced in 2010, and the Doctor of Nursing Practice (DNP) in 2015.

VISION

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

MISSION

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

PHILOSOPHY

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

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

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

recognized competencies and standards, including the APRN Consensus Model for Advanced Practice.

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

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

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

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

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

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

- 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 (B.S.N.)

- A. *Physiologic Mode*: Includes things such as fiscal resources, member capability, physical facilities, number of participants, knowledge and skills of participants, stable membership, 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 integrated life processes.
 3. *Compromised Process*: Adaptation level resulting from inadequate integrates and compensatory life processes; an adaptation problem
- B. *Adaptive Responses*: Responses that promote integrity in terms of the goals of human systems.
- C. *Ineffective Responses*: Responses that do not contribute to integrity in terms of the goals of the human system.
- D. *Cognator Subsystem*: For individuals, a major coping process involving the four cognitive-emotive channels: perceptual and information processing, learning, judgment, and emotion.
- E. *Regulator Subsystem*: For individuals, a major coping process involving the neural, chemical, and endocrine systems.
- F. *Stabilizer Subsystem*: For groups, the subsystem associated with system maintenance and involving established structures, values, and daily activities whereby participants accomplish the purpose of the social system.

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

Reference

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

A.S.N. END OF PROGRAM STUDENT LEARNING OUTCOMES

The graduate of the Associate of Science in Nursing program will be able to:

1. outline a plan of care for a person's ability to function within the individual's current environment.
2. treat all persons, groups, and communities with dignity and respect to the individual's culture and belief system.
3. apply the nursing process to plan and evaluate interventions that promote a person's adaptation to their maximum potential of health and well-being.
4. apply the nursing process to prioritize safe, quality care for all persons within their care.
5. establish professional relationships by communicating effectively via the spoken, written, and electronic mediums.
6. establish professional relationships by employing the role of the nurse in relation to other members of the healthcare team.
7. examine existing, evidence-based strategies to promote adaptation within the persons' present health state.
8. formulate a plan for success on the NCLEX-RN and for continued education in the nursing profession.

A.S.N. COURSE DESCRIPTIONS

Course descriptions for all NURS courses can be found in the current *LMU Undergraduate Catalog* online at <https://www.lmunet.edu/academics/catalogs/undergrad/2020%202021%20Undergraduate%20Catalog%20%20FINAL.pdf>.

A.S.N. CORE CURRICULUM

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

A.S.N. NURSING COMPONENT

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

A.S.N. ADMISSION REQUIREMENTS

Refer to the current *LMU Undergraduate Catalog*.

ADMISSION REQUIREMENTS FOR LPN to A.S.N. PROGRAM

Refer to the current *LMU Undergraduate Catalog*.

LMU 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.
2. 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 A.S.N. Admissions & Progression Committee. Reassignments will be approved to take place at the end of a semester; no reassignments will be allowed to occur during any semester.
3. Once reassignment has been approved, the reassigned site shall be the permanent location for the duration of the program. Further requests for site reassignment will not be entertained.

ACADEMIC ADVISEMENT INFORMATION

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

GRADE REPORTS AND ACADEMIC TRANSCRIPTS

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

STANDARDS OF ACADEMIC PROGRESS

See current *LMU Undergraduate Catalog* for official process.

WITHDRAWAL FROM THE UNIVERSITY

See current *LMU Undergraduate Catalog* for official process.

HONORS

See current *LMU Undergraduate Catalog* for official process.

A.S.N. PROGRESSION and READMISSION

- A. **Nursing Orientation** - Attendance at a nursing orientation session prior to beginning the A.S.N. program is **mandatory**. Attendance on the first day of all NURS courses is **also mandatory**. Any student who fails to attend the first day of a NURS course may forfeit their space in the program unless extenuating circumstances warrant the absence.
- B. **NURS Course Credit** - Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means to continue in the A.S.N. 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.

Grades will be rounded to the nearest whole number based on Math principles. Any student not achieving an 80% (B) will not be allowed to progress. (See grading scale below)

Grading Scale:

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

In order to progress in the nursing sequence, students must complete prerequisites for the nursing courses as specified in the current *LMU Undergraduate Catalog*.

Students in the A.S.N. program taking elective NURS prefix courses will not be required to make a “B” to progress in the program.

- C. **Dosage Calculation Quiz** - After the first semester in the A.S.N. 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 three (3) 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.

- D. **Withdrawal from NURS Course** - If a student withdraws (having a WD on his/her transcript) from a NURS course(s) in good academic standing (passing with an 80 average), it will not count as an attempt in the nursing course(s). Should a student have less than an 80 average in the NURS course(s) at the time of withdrawal, it will count as an attempt in the nursing course(s), and may affect the potential for readmission. If a student withdraws from a Med/Surg NURS course (NURS 124, 125, 241, 242, or 244) and is enrolled in a specialty course (NURS 126, 245, or 246), they must also withdraw from the specialty course. If readmission is granted, the student must successfully complete the course(s) interrupted at the time of withdrawal prior to progressing in the program.
- E. **General Education Transfer of Credit** - General education courses may be transferred into the ASN program from accredited institutions. All transferred course work must carry a grade of “C” or better. Credit for Anatomy & Physiology I and II (including the labs for these courses) earned more than eight years ago cannot be transferred (unless approved by the ASN Program Chair).
- F. **NURS Transfer Work - 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
- G. **Readmission Policy – Readmission to the A.S.N. program is NOT guaranteed.**
1. If a student earns below a “B” in an NURS course, a readmission application for that course must be submitted to nursing. This means the student cannot progress in the program until they are readmitted to said nursing course and successfully complete that course. Students re-entering the nursing program may not have a lapse of more than 18 months. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a “B” is earned in an NURS course. If two grades below a “B” are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the A.S.N. program.
 2. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Students re-entering the nursing program may not have a lapse of more than 18 months.
 3. Students who are readmitted must repeat all class and clinical portions of the course. All portions of courses in which students are repeating must be completed before the student will be allowed to progress (take other courses) within the nursing program.
 4. The student will be considered for readmission by the A.S.N. Admission & Progression Committee on an individual basis guided by the following criteria:
 - a. Completion of admission criteria
 - b. Evidence of extenuating circumstances at the time of termination

- c. Evidence of academic success, e.g.:
 - Successful remediation of a specified course/s is/are required to continue in the ASN program if the student is readmitted to any failed ASN NURS course or if the student withdraws from the program/course for a period of less than 18 months.
 - Successful completion of general education courses at LMU or other institution of higher education.
 - Successful completion of a program for LPNs 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/admitted in this or other nursing programs and span of time since enrolled in nursing.
 - d. A 2.5 or higher cumulative GPA, including the nursing course in which the student was unsuccessful.
 - e. Readmission is considered on a space available basis.
5. Readmission forms should be obtained from the Administrative Assistant in the CSON or online, and returned to the Nursing office on the Harrogate campus.
 6. If a student has been unsuccessful in either NURS 242/244 or a NURS specialty course and is readmitted to the program, the student is required to attend the NCLEX-RN review course, even if the review course has been taken previously. The student is also required to take the RN-Predictor, even if the assessment has been taken and passed previously.

If a student is readmitted the Student Medical Profile, drug screen, and background check must be completed if there is a lapse in attendance of one semester or more.

- H. **Incomplete Policy** - Students are expected to complete all requirements as assigned during the semester. Incompletes are only given in extreme circumstances deemed by the instructor. If the request for an “I” is approved, the work must be completed before the student can progress. If not completed as agreed upon to by the faculty, the grade automatically becomes “F”. The grade of “I” is calculated in the grade point average with zero points.

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.

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

in this class, students must take the clinical and the didactic portions of the class simultaneously.

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

STUDENTS WITH DISABILITIES POLICY

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

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex-based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University's Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6618.

You may make a report online at

<http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL>. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

HAZING

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

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

COUNSELING

LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

ACADEMIC INTEGRITY POLICIES

Can be found in the student handbooks and catalogs published online as part of the LMU Website:

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

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

LMU'S INCLEMENT WEATHER POLICY

Can be found at the following link to LMU's website <https://www.lmunet.edu/student-life/documents/Handbook%2020-21.1.pdf>. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY

Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

STUDENT COMPLAINT AND APPEAL PROCESS

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

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

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

Channel of Communication:

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

1. Complete and file a Student Appeals Request form (located in the degree appropriate CSON Student Handbook) and submit the form to the CSON, Harrogate campus, as directed on the form.
2. Contact and/or meet with the Course Coordinator.
3. Contact and/or meet with the appropriate Program Chair (ASN, BSN) or Director (Graduate Nursing).
4. Contact and/or meet with the Student Appeals Review Committee.
 - The Student Appeals Review Committee will review all written information pertaining to the case. The responsibility of the committee is to determine if CSON policies and procedures relating to the case were followed and make a decision regarding the appeal.
 - If desired, the student has the option to meet with the Student Appeals Review Committee.
 - If the student chooses the option of meeting with the Student Appeals Review Committee, only the student will be present during the meeting with the committee.
 - If a faculty member is involved, the faculty member has the right to meet with the committee.
 - The Students Appeals Review Committee Chair will send a certified letter notifying the student of the committee decision. Failure to pick up the certified letter within 5 business days of the first attempted delivery date will result in the termination of the appeal process and failure of the appeal.
5. Meet with the Vice President and Dean, CSON.

*Complaints involving ADA accommodations, or any type of discrimination should be filed in accordance with the appropriate complaint procedure as outlined in the LMU Student Handbook. If there are any conflicts of departmental or school policy with university policy, then university policy supersedes.

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

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.

Date _____ Telephone _____

Name _____ LMU ID # _____

Address _____

1. Appeal request for: Fall _____ Spring _____ Summer _____ Year _____

2. Course to which appeal is requested:

3. LMU campus last attended:

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

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

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

7. Signature of Student:

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

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision:

NURSING CODE OF ETHICS

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

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

- A. Nursing care is provided on the basis of need rather than status or background. Each individual is regarded as a unique and valuable being with physical, psychological, and sociological needs. The provision of health care must be granted on an individual basis without discrimination or prejudice. The focus of care must be to maintain the patient at his/her optimum level of functioning.

- B. The privacy right of all individuals must be honored. Confidential information shall remain confidential and be communicated only within the professional situation. Useless and mischievous gossip related to the health care setting must be avoided. Informed consent must be granted by the persons involved for any research or non-clinical purposes.

- C. Each individual must accept full responsibility and accountability for his/her own judgments and actions. Knowledge and/or performance of any incompetent, illegal, or unethical practice requires (mandates) immediate action. Such practices include reporting activities with potential harm for the patient (e.g., alcohol or drug use), questioning of potentially dangerous orders, and confronting and/or reporting cheating. Cheating shall include the use of any material belonging to another and represented as his/her own. Thus cheating on tests, care plans/maps, projects, etc. are considered equal infractions. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided. Such conduct includes, but is not limited to, legal infraction (example, misdemeanor or felony), falsification of any records, or violation of any social norm, including written or unwritten laws.

Further, any action or behavior which violates any regulation of the Tennessee, Kentucky, or Florida Board of Nursing or any Tennessee, Kentucky, or Florida state statute relative to the nursing professions will be grounds for consideration for dismissal from the nursing program.

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

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

ACADEMIC INTEGRITY

It is the aim of the faculty of LMU 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 Undergraduate Catalog*).

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: Cheating may be active or passive. Active cheating is when one decides and pursues behavior which is dishonest. Passive cheating is when one decides to do nothing to prevent cheating or fails to notify the academic authority (i.e. the instructor) of cheating. Dishonesty of any kind on academic assignments is cheating. Academic assignments are diverse but usually include: quizzes, exams, problem sets, essays, research papers, analysis papers, book reviews, creative objects, performances, speeches, and presentations. Unauthorized possession of examination questions or answers, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat (collusion), altering grade records, or illegally entering an office are instances of cheating. These violations may be in person or via technology. Faking an illness in order to take a test at a different time, failure to report others who are violating academic integrity, bullying/intimidating others to prevent reporting of a violation, and falsifying an attendance sheet are also forms of cheating. In addition, forgery, falsification, fabrication, and misrepresentation are cheating. Copyright infringement is stealing and cheating the creator of recognition or compensation for intellectual property. (*LMU Undergraduate Catalog 2020-2021, p. 36*).

Plagiarism: Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is to present the work of others as one's own. Failure to give proper acknowledgment/citation to the original author of a statement, or statements, is the most

common form of plagiarism. Plagiarism is also to present as new and original work which was completed and submitted previously by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources or other reference works, or from the essays, research papers, or other writing of a fellow student has committed plagiarism. (*LMU Undergraduate Catalog 2020-2021. P.36*).

EXAM ADMINISTRATION AND REVIEW POLICY

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

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

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.

CELL PHONE POLICY

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

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

PERMISSION TO AUDIO RECORD LECTURE

Audio recording of lectures is a privilege, which may be granted by the individual faculty member. It is the responsibility of any student who wishes 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. Video recording in the classroom or lab setting is prohibited.

CAYLOR SCHOOL OF NURSING ALCOHOL AND DRUG POLICY

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

ATTENDANCE, ABSENTEEISM AND TARDINESS POLICIES

University Undergraduate Attendance Policy

See *LMU Undergraduate Catalog* and each NURS course syllabus.

ASN Attendance Policies

1. Classroom Attendance Policy

- a. Students are expected to be in class. Attendance will be taken at every course meeting. There are 15 scheduled class sessions. Two (2) points will be awarded for each class

he/she attends. To be counted present, the student must be present for the ENTIRE class period.

- b. Study labs will be offered for each NURS course with the method of delivery to be determined by each faculty member. Attendance at these study labs is strongly recommended and expected. This is true especially for those students with course averages less than 83.

2. Clinical/Campus Lab/Simulation Lab Attendance Policy

- a. Attendance is mandatory at all scheduled on-campus and off-campus clinical experiences/orientations. Please be professional and rearrange any scheduled event around your clinical requirements.
- b. Attendance is required for the total scheduled clinical/lab/SIM time. Students will be counted absent if they leave clinical/lab/SIM early for any reason.
- c. 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 the clinical area the clinical instructor has the right to inform the student to go home and the incident will be counted as an absence.
- d. If the student has more than one (1) tardy (less than 15 minutes) in a clinical rotation, it will be counted, as an absence will follow the clinical/lab/simulation absence policy.
- e. Any absence or tardiness for a clinical experience MUST be reported by the student to the clinical/lab instructor and the clinical unit at least one hour before the start of the clinical/lab experience.
- f. 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.
- g. After two (2) clinical/campus lab/SIM absences in one semester, it may necessitate that the student withdraw from this and any other clinical NURS course in which the student is enrolled. The student is to contact the Lead Faculty to arrange for withdrawal from this course(s). If the student is enrolled in more than one clinical NURS course, the policy of two (2) clinical/campus lab/SIM absences relates to the combined number of absences between these NURS courses.
- h. All clinical/lab/SIM absences will be made up.
- i. For each clinical/simulation day absent, the student will spend one (1) day in the clinical area to makeup the missed day. (Campus lab absences must be made up in the Campus Lab). When making up a clinical/simulation absence, the student will spend the entire makeup in the clinical setting, not partial hours or observation units.
- j. Make-up hours will be scheduled by the Lead Faculty and may be completed in any clinical facility with any instructor at any given time. The clinical/simulation makeup day will take place at the end of the semester. Campus Lab makeup days will be made up when possible but must be completed prior to the beginning of clinical. Due to the complexity of arranging clinical make-ups, personal student schedules cannot be accommodated.
- k. The student will also complete a written assignment and a presentation for each clinical/lab/simulation day absence as assigned by the Course Lead Faculty. (Ex.: If a student has two absences, then two written assignments and two presentations must be

done).

1. Failure to attend an approved make-up clinical experience as scheduled or complete any of the written assignment(s) will result in clinical failure and an “F” in the NURS course.

CLINICAL INFORMATION

1. Prior to beginning the nursing program the student must submit:
 - A completed **physical examination form**;
 - Evidence of a negative **10 panel chain of custody urine drug screen** which includes testing for Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Codeine*, Hydrocodone*, Hydromorphone*, Marijuana Methadone, Morphine*, Opiates (expanded panel), Phencyclidine (PCP), and Oxycodone;
 - **Criminal Background Check**;
 - **Tuberculosis**— Tuberculin Skin Test (TST, formally PPD) within last 12 months documented **prior to beginning** any nursing coursework. The two-step TST is required and a series of 2 TSTs must be administered 7-21 days apart. The TB skin test must be read and documented by medical personnel. A blood assay for Mycobac. Tuberc. may be submitted rather than a two-step TST. Additionally a TB Risk Assessment must accompany the initial two-step TST. This TB Risk Assessment form may be obtained from your health care provider. **NOTE: All students attending the Harrogate campus must specifically complete the Kentucky TB Risk Assessment as you may be attending clinical sites located in the state of Kentucky.** In addition, each student is responsible for providing documentation of annual TST screenings and a completed TB Risk Assessment to the appropriate faculty at his/her campus.

If you have had a positive reaction to the TST, results from a previous chest x-ray, with written statement indicating you are negative for clinical disease, is required and must be submitted with your Medical Profile. Your health care provider should indicate what treatment, if any, has been prescribed for you as a result of your positive skin test or chest x-ray. After having a positive skin reaction to the TB skin test, no further testing is required on an annual basis unless symptoms of TB are present. **A TB Risk Assessment must be accompany the written statement indicating you are negative for clinical disease. A TB Risk Assessment must be submitted annually;**
 - **Rubella, Rubeola and Mumps Immunity** - Provide proof of immunity by one of the following:
 - Documentation of two measles, mumps, and rubella (MMR) vaccines,
 - Documentation by a physician that you have had rubella, rubeola, and mumps (All 3 conditions), or
 - Documentation of positive rubella, rubeola, and mumps titers (All 3 titers required);
 - **Varicella** - varicella titer or immunization with varicella vaccine;
 - **Annual flu vaccination** (the only exception is a documented allergy to the vaccine – no declination form will be allowed);
 - **Hepatitis B** immunization series or signed declination form;
 - **Tetanus**— Proof of Tdap booster received within the past 10 years. If you have never received a Tdap booster you **MUST** receive one prior to entering the program. A Td booster is required every 10 years;
 - Proof of **medical insurance coverage** (valid insurance card and printed summary of benefits showing coverage dates);

- Current **CPR certification** (must include adult, child and infant training); and
- **Student Essential Functions Form** signed by healthcare provider.

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

Additional tests or screenings may be required by clinical agencies.

- If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information.
 - The specifications for the background check are at the discretion of the clinical affiliate. Should the affiliate not require a specific vendor for the check, the Program Chair will provide a list of available vendors to purchase the required criminal background check. A student will not be allowed access to a clinical facility for any student experience until the clinical facility has authorized the student's presence.
 - In certain situations, investigative background reports are ongoing and may be conducted at any time. **Access to the facility may be denied at any time by the agency or LMU.**
2. Students are allowed in the facility at the clinical affiliate's, other affiliate agencies, organizations, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.
 3. **Students may not work the eight hours before clinical practice.** Any violation of this policy will result in the student being administratively withdrawn from the nursing program.
 4. If an occurrence/incident or exposure occurs with a student during a clinical experience, the Post Occurrence/Exposure Report form is to be completed and submitted within 24 hours after the occurrence to the Program Chair.
 5. In order to receive a satisfactory grade in clinical, the student must perform the critical behaviors identified in the *Clinical Outcomes Tool*. **An unsatisfactory rating on any clinical objective that has been identified as critical for that semester or prior semesters will result in a clinical grade of unsatisfactory.**
 6. Students may be given clinical credit hours per week for preplanning in clinical courses. If a student comes to clinical and is not prepared, they will be sent home and counted as absent.
 7. Students are reminded that any time they are in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, they are to adhere to the Caylor School of Nursing uniform policy.
 8. Transportation to and from clinical agencies is at the expense of the student. Parking fees, when applicable, are also at the expense of the student. Car-pooling is encouraged. Any student who violates parking assignments at any clinical agency may be dismissed from clinical which would result in failure of the course and dismissal from the program.



Kentucky Department for Public Health Instructions for the TB Risk Assessment

Purpose of Form

The TB Risk Assessment Form is a tool to assess and document a patient's TB symptoms and/or risk factors. Completing this form will also help in determining the need for further medical testing and evaluation.

Directions for Completing the Form

Print clearly and complete this form according to the instructions provided below.

I. Screen for Presence of TB Symptoms

- Screen the patient for symptoms of active TB disease.
- All symptomatic individuals who have not had a positive skin test in the past should:
 - (1) receive a TB skin test (TST)
 - (2) have their sputum collected
 - (3) be referred for an immediate chest x-ray and medical evaluation, regardless of the TST result.
- If the patient does not have symptoms of active TB disease, then go to Section II and assess risk for LTBI and/or disease.
- *Symptoms of active TB disease are more subtle in children.* Children with symptoms of active TB disease should receive a TST, CXR and immediate medical evaluation by medical personnel knowledgeable about pediatric TB.

II. Screen for TB Infection Risk (In subsections A and B, check all the risk factors that apply.)

Section II has 2 sections: Section A, "Assess Risk for Acquiring LTBI"; and Section B, "Assess Risk for Developing TB Disease if infected."

- If a patient has one or more risk factors for LTBI as listed in sections A or B, then go to Section III and administer the TST.
- If a patient does not have risk factors for LTBI, do not administer the TST. Go to Section III and place a check next to "No Risk Factors for TB Infection." If the patient's school, employment, etc. requires a TB screening, place a check next "Issued Screening Letter" (Section IV) and provide this document to the patient.

A. Assess Risk for Acquiring LTBI – The following are definitions of select categories of persons at risk for LTBI

- *Person is a current close contact of another individual known or suspected to have TB disease* – Person is part of a current TB contact investigation
- *Person is a resident/employee of high TB risk congregate settings* – These settings are correctional facilities, nursing homes, and long-term care institutions for the elderly, mentally ill and persons with AIDS.
- *Person is a health care worker who serves high risk clients* – Screen for the individual risk factors for TB infection, unless screening efforts are part of an ongoing facility infection control program approved by local health department.
- *Person is medically underserved* – Person doesn't have a regular health care provider, and has not received medical care within the last 2 years.
- *Person is an infant, a child or an adolescent exposed to an adult(s) in high-risk categories* – Child has foreign-born parents, or child's parents/caretakers are at high risk for acquiring TB infection.
- *Person is a member of a group identified by a local health department to be at an increased risk for TB infection* – Identification of a group is based on local epidemiologic data showing an increase in the number of persons with TB disease or TB infection in the given group
- *Person needs baseline/annual screening approved by health department* – Screening program that is approved by the local health dept. for facilities or individuals at an increased risk for LTBI

B. Assess Risk for Developing TB Disease if infected The following are definitions of select categories of persons at risk for TB disease if infected

- *Person's HIV Status is unknown but has risk for HIV infection* – Offer HIV test. Administer the TB skin test, even if the patient refuses the HIV test.
- *Person with clinical conditions that place them at high risk* – Conditions include substance abuse, chest x-ray findings that suggest previous TB, diabetes mellitus, silicosis, prolonged corticosteroid therapy, cancer of the head and neck, leukemia, lymphoma, hematological and reticuloendothelial diseases, end-stage renal disease, intestinal bypass or gastrectomy, and chronic malabsorption syndromes.
- *Person is on immunosuppressive therapy* – Person is taking ≥ 15 mg/day of prednisone for ≥ 1 month; person is receiving treatment for rheumatoid arthritis with medications such as Remicoid or Humira; and/or, person needs baseline evaluation prior to start of arthritis treatment with the medications cited here.

III. Finding(s) (Check all findings that apply.)

In this section, indicate findings from the assessments in all previous sections.

IV. Action(s) (Check all actions that apply.)

- Indicate the action(s) to take as a result of the findings in Section III
If administering the TB skin test, record pertinent information on CH-2 Vaccine Administration Record and Tuberculin Testing record
- Write other pertinent patient information next to "Comments"

Additional Follow-up to the Mantoux TB Skin Test

- If the patient's TST reaction is interpreted as positive or if she/he has symptoms for TB disease, refer the patient immediately for a chest x-ray.
- If a person has a history of a positive TST and is currently asymptomatic, then refer him/her for a chest x-ray if the following two conditions apply:
 - 1) Patient is a candidate for LTBI treatment, and 2) Patient is willing to adhere to the treatment.

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:

5. Student refused examination and/or treatment Yes _____ No _____
(Print Name) _____ (Signature) _____

Student Signature: _____

Faculty Signature: _____

Program Chair Signature: _____

A.S.N. 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, including clinical and simulation labs, must be in full uniform. The program guidelines for the required uniform will be discussed during orientation and/or the first day of class.

A. Full uniform is defined as:	<u>Female</u>	<u>Male</u>
Steel Gray Scrub Uniform	X	X
Embroidered in white with 1 inch block letters on upper left chest of scrub top "LMU"		
Steel Gray Scrub Skirt (if preferred)	X	
Steel Gray Hose (with Skirt)	X	
Black Socks (with Pants)	X	X
Black Professional or Tennis Shoes	X	X
Watch with a Second Hand (no smart watches)	X	X
White Lab Jacket	X	X
Embroidered in steel gray with 1 inch block letters on upper left chest of jacket "LMU"		
LMU Picture Identification	X	X
Appropriate Undergarments	X	X

The following items are included in the nurse pack and should be included with the uniform:

- Stethoscope (must be in pocket or on stethoscope clip – DO NOT have around neck)
- Penlight
- Bandage Scissors

- B. Lab jackets may be worn over scrub uniform when entering or leaving a clinical facility. Lab jackets are to be worn over business casual clothing (no jeans) or LMU uniform when direct patient care is not involved (pre-planning, touring, etc).
- C. Long-sleeved or short-sleeved t-shirts may be worn under the scrub top; however, only white or steel gray (must match color of scrub top) t-shirts are acceptable.
- D. LMU picture identification must be worn while in all LMU buildings and clinical facilities.
- E. The student scrub uniform including shoes is intended for clinical rotations and laboratory practice. It should not be worn for other non-patient care purposes.
- F. Students appearing in a clinical area inappropriately dressed (as determined by the instructor or facility personnel) may be asked to leave. **This will constitute one unexcused clinical absence.**
- G. If a clinical facility requires different attire, the student will be responsible for abiding by the facility requirements.
- H. 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.
- I. All LMU campuses (including the off-campus sites) are smoke-free.

2. General appearance and professional appearance in uniform:
 - A. Shoes and uniforms must be clean and neat. Shoes may be black professional nursing shoes or black leather or leather-like material tennis shoes with no color markings.
 - 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 LMU ASN dress code.
 - G. Tattoos, if visible, must be covered with undergarments, bandages, etc.
 - H. Chewing gum is prohibited while in uniform.
 - I. While in uniform, the student is a representative of the CSON, of LMU, and of the profession of nursing and will be expected to portray professionalism while abiding by this uniform policy.

3. The following are **prohibited** when in uniform or representing the LMU CSON:
 - A. All jewelry except:
 - a. one pair of stud earrings- one earring per earlobe, and
 - b. one plain, smooth band type ring with no crevices or raised areas.
 - B. Excessive makeup
 - C. Perfume or strong scents of any kind, including tobacco products.
 - D. Decorative barrettes, decorative combs or ribbons, or elaborate hairstyles.
 - E. Artificial nails - 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. Fingernails should be short and clean.
 - F. **NO open-toed, open-backed, or mesh-type leather shoes may be worn.**
 - G. Cell phone and other electronic device use is **NOT** permitted in the clinical area. This includes, but not limited to, talking on the phone, checking or sending messages, checking or sending email, and using apps of the internet. If a student uses a cell phone or other electronic device during clinical, they will be asked to leave and be counted absent for that day.

4. While preplanning, performing clinical observations, or as directed by classroom or clinical instructors please wear business casual clothing or the LMU uniform. The following is **not** considered **Business Casual Dress Code**:
 - a. Shorts or mini-skirts;
 - b. Bare midriffs or low-cut garments (either front or back);
 - c. Flip-flops, tennis shoes, or sneakers;
 - d. Open-toed shoes (sandals);
 - e. Athletic wear, yoga pants, or leggings (any restrictive/constrictive type of pant).

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access. A student should submit to the Registrar a Request to Inspect and Review Education Records that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student via LMU email of time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the official to whom the request has been directed.
2. The right to request the amendment of the student’s education records which the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
3. The right to provide written consent before LMU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

For more information on FERPA see the University Registrar’s website:

<https://www.lmunet.edu/registrar/ferpa/index.php>

STUDENT RESOURCES

A. 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 6310 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the student’s individual needs.

B. 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.

C. **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>.

D. **Information Literacy/Technological Resources**

Blackboard will be used for all NURS courses to post announcements and individual course grades. In addition, the student's LMU email address will be used for all correspondences. Students are required to check their LMU email account on a daily basis and respond to faculty communication within 24 hours. Students must have computer skills necessary to participate.

Each student is assigned a unique username and temporary password (which must be changed upon first log in to WebAdvisor). **It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security. The student has the option to decline the assignment of a username and password to access WebAdvisor.**

E. **Career Planning**

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

F. **Change of Name or Address**

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

G. Committees

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

H. Organizations

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

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

I. Other Specific Opportunities and Services

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

LINCOLN MEMORIAL UNIVERSITY

Revised 02/17/2020

Undergraduate Academic Calendar 2020-2021

Official University Holidays (Offices closed/no classes):

2020: September 7; November 25 - 27; December 24-31

2021: January 1; April 2; May 31 and July 5

Fall Semester 2020 – 76 class days – 5 exam days

Final Registration before classes begin	August 13
Welcome Weekend	August 13
Matriculation Ceremony (2 p.m.).....	August 13
Residence halls open (8 a.m.).....	August 16
Classes begin.....	August 17
Last day to complete registration/add classes.....	August 26
Labor Day (no classes, residence halls remain open).....	September 7
Last day to drop course without “WD”	September 15
Mid-term	October 5 - 9
Homecoming (classes held as scheduled)	October 8-11
Last day to drop course without “F”	October 23
Early registration begins.....	October 26
Thanksgiving holiday (no classes)	November 25 - 27
Residence halls open (1 p.m.)	November 29
Classes end.....	December 4
Final exams.....	December 7 - 11
Commencement (10 a.m.).....	December 12
Residence halls close (2 p.m.).....	December 12

Spring Semester 2021 – 75 class days – 5 exam days

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

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

**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 CSON ASN POLICIES:**

Student Name: *(print please)* _____

- I. **Code of Ethics** I have read and agree to abide by the CSON Code of Ethics while I am a student within this program. _____ (Initial here)
- II. **Academic Integrity** I have read the CSON policies regarding cheating and plagiarism and agree to follow these policies while enrolled in this program. _____ (Initial here)
- III. **Failure to Abide by Code of Ethics and/or Academic Integrity Policies** I understand the failure to abide by the Nursing Code of Ethics and/or the policy on Academic Integrity may subject me to immediate dismissal from the nursing program. _____ (Initial here)
- IV. **Reporting Infractions of the Law** I understand should I be arrested or formally charged with any infraction of the law other than minor traffic violations, the student shall report such arrest or charges to the appropriate LMU-CSON Program Chair as soon as possible **in no case later than one week after the arrest or charge.** _____ (Initial here)
- V. **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 non-medically 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 Student Handbook*. _____ (Initial here)
- VI. **Permission to Release Medical Information** I hereby give permission for the CSON of LMU to release medical information according to the policies of clinical agencies. _____ (Initial here)
- VII. **Work Hours Prior to Clinical Practice** I understand the failure to abide by the nursing policy prohibiting work eight hours prior to clinical practice will result in being administratively withdrawn from the nursing program. _____ (Initial here)
- VIII. **CSON Student Handbook** I have viewed the online copy of the current *A.S.N. Student Handbook* 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)
- IX. **Student Essential Function** I have read the Student Essential Functions for the CSON. I can meet the:
 - Physical and Psychomotor Essential Functions;
 - Communication, Reading, and Writing Essential Functions;

- Cognitive/Psychological/Affective Essential Functions; and
- Professional Behaviors as stated.

If I can no longer meet the Student Essential Functions, I agree to notify the A.S.N. Chair immediately. _____ (Initial here)

- X. Acknowledgement of CSON student appeals policy** I hereby acknowledge receipt of LMU CSON's student appeals policy. I agree to follow this policy in the event I wish to file an appeal. _____ (Initial here)
- XI. 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)
- XII. Permission to Release Name and Address** I hereby give permission for the CSON to release my name and address for professional purposes, i.e., employment. _____ (Initial here)
- XIII. Acknowledgement of receipt of drug/alcohol use/abuse policy** I hereby acknowledge receipt of LMU 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 CSON, and may be required by the clinical agency to undergo drug screening of my blood and/or urine. I further understand that I am subject to subsequent testing based on reasonable suspicion that I am using or under the influence of drugs or alcohol such that it impairs my ability to perform competently the tasks required of me.

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

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

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

Student's Signature _____ Date _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
STUDENT ESSENTIAL FUNCTIONS FORM**

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

Physical and Psychomotor- The student must be able to:

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

Provider’s Name (Print)

Provider’s Signature

Date

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

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

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

1. Recall, interpret, extrapolate and apply information from a variety of sources (i.e. reading material, lecture, discussion, patient observation, examination and evaluation/assessment);

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

Professional Behaviors- The student must be able to:

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

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

Student's Name (Print)

Student's Signature

Date