

LMU

Caylor School of Nursing
LINCOLN MEMORIAL UNIVERSITY



DOCTOR OF NURSING PRACTICE DNP STUDENT HANDBOOK 2021-2022

8/2/21

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

LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE STUDENT HANDBOOK

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LINCOLN MEMORIAL UNIVERSITY

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

For further information on University traditions and heritage, accreditation, memberships, institutional goals, and academic information, please see the *LMU Graduate Catalog*.

LINCOLN MEMORIAL UNIVERSITY

Undergraduate Academic Calendar 2021-2022

Official University Holidays (Offices closed/no classes):

2021: September 6; November 24-26; December 24-31

2022: April 15; May 30 and July 4.

Faculty/Staff Conference Week: August 9-13

Fall Semester 2021 – 76 class days – 5 exam days

Final Registration before classes begin	August 12
Welcome Weekend	August 12
Matriculation Ceremony (2 p.m.)	August 12
Residence halls open (8 a.m.)	August 15
Classes begin	August 16
Last day to complete registration/add classes	August 25
Labor Day (no classes, residence halls remain open)	September 6
Last day to drop course without “WD”	September 13
Homecoming (classes held as scheduled)	October 7-10
Mid-term	October 11 - 15
Last day to drop course without “F”	October 22
Early registration begins	October 25
Thanksgiving holiday (no classes)	November 24 - 26
Classes end	December 3
Final exams	December 6 - 10
Commencement (10 a.m.)	December 11
Residence halls close (2 p.m.)	December 11

Spring Semester 2022 – 74 class days – 5 exam days

Final Registration before classes begin	January 8
Residence halls open (8 a.m.)	January 9
Classes begin	January 10
Martin Luther King Day (special activities)	January 17
Last day to complete registration/add classes	January 19
Lincoln Day/Founders Day (special activities)	February 12 (Saturday)
Last day to drop course without “WD”	February 4
Mid-term	Feb. 28 – March 4
Last day to drop course without “F”	March 11
Spring break (no classes)	March 21 – 25
Early registration begins	March 28
Good Friday (no classes)	April 15
Classes end	April 29
Final exams	May 2 - 6
Commencement (10 a.m.)	May 7
Residence halls close (2 p.m.)	May 7

Summer Term 2022 May 9– July 29

Memorial Day (no classes)	May 30
Independence Day (no classes)	July 4

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

Library Services

The Lincoln Memorial University's Carnegie-Vincent Library (<http://library.lmunet.edu>) links to self-paced, web-based tutorials to introduce Lincoln Memorial University Nursing students, faculty, and staff to important research concepts and how to use library resources. The Library has developed new resources which can be accessed through the Library's website. The Lon and Elizabeth Parr Reed Medical and Allied Health Library is housed within the Carnegie-Vincent Library and maintains a website (<http://library.lmunet.edu/medlib/>) that provides students with access to the Nursing electronic resources and interactive websites that enhance learning. Nursing resources can be directly accessed through the Lon and Elizabeth Parr Reed Medical and Allied Health Library's webpage or through the DNP Library Guide (<http://library.lmunet.edu/dnp>) that focuses on relevant resources to DNP faculty, staff, and students.

To support the Caylor School of Nursing's ASN, BSN, MSN, and DNP programs, the Carnegie-Vincent Library has designated a full-time Health Sciences Librarian, Bethany Coke. Ms. Coke's office location is in the LMU/Harrogate Library, and she can be contacted via phone (423-869-6352) or email (bethany.coke@lmunet.edu). She also serves Nursing students at the Corbin, KY off-campus site. Additionally, the Off-Campus Sites Librarian, Sarah Senter, serves Nursing students at the Cedar Bluff campus, and other off-campus sites in the Knoxville, TN region. She can be contacted via phone (865-531-4119) or email (sarah.senter@lmunet.edu). There are twenty-two primary databases specific to the Nursing curriculum. The library also offers 160 secondary databases and over 45,000 full-text journals. Electronic databases are grouped on the library's database webpage according to subject discipline with the Nursing databases aggregated under the "Nursing" heading for ease of access.

Databases often used throughout the Nursing Programs include:

- **Academic Search Premier** – provides full text for more than 3,600 peer-reviewed titles including 114 different Nursing Journals.
- **Bates Visual Guide to Physical Examination** – includes physical examination videos of bodily systems, body regions, and patients by age.
- **CINAHL with Full Text** – Cumulative Index of Nursing and Allied Health Literature – full text articles dating back to 1981. The world's most comprehensive source of full-text access to nursing and allied health journals. Indexes to 2,900+ nursing and allied health journals, provides full-text access to more than 600 nursing and allied health journals, and includes 1,338 nursing periodicals.
- **Cochrane Library** – features Cochrane systematic reviews, other systematic review abstracts, technology assessments, economic evaluations, and individual clinical trials.
- **Health Reference Center** – provides full-text access to respected journals and other sources.
- **Health Source: Consumer Edition** – useful for patient education, it offers, full-text access to over 80 consumer health periodicals. Included is a full-text for nearly 1,000 health related pamphlets and 130 books.
- **Health Source: Nursing/Academic Edition** – provides full-text access to nearly 550 scholarly journals; indexes over 850 journals, and includes 170 nursing periodicals.
- **ProQuest Health & Medical Complete** – indexes and abstracts over 1,950 publications, provides full-text access to 1,600 publications, includes 124 nursing journals and 92 nursing periodicals.
- **PsycINFO** – an abstract database from the American Psychological Association (APA) that contains more than 2.7 million citations and summaries of scholarly journal articles, book chapters, books, and dissertations, all in psychology and related disciplines; includes comprehensive coverage of more than 1,500 titles.
- **PUBMED** – a service of the National Library of Medicine that includes over 21 million citations to biomedical articles back to 1947.
- **STAT! Ref Medical and Nursing** – includes nursing e-book titles, a medical dictionary, calculators, and point-of-care tools.
- **UpToDate** – an evidence-based website with 97,000 pages of original, peer-reviewed text.

- **VisualDX** – the interactive tool determines differential diagnoses based on visual findings. Includes information on conditions and collections of images for specific topics.

In addition to the extensive electronic databases located on the LMU Carnegie-Vincent Library website, there are electronic (or e-books) available through the library catalog that includes over 300,000 titles. The library has two consumer health databases, Health Source: Consumer Edition, and Health and Wellness Resource Center that Nursing students can use to compile information for patients. Since one of the databases, Health and Wellness Resource Center, is freely available through public libraries in Tennessee, Nursing students can refer patients to this source for consumer health information and informative videos. Electronic databases and electronic books may be accessed by all faculty, staff, and students at campus and off-campus sites. Interlibrary loan is available through the library with books and articles delivered by the most expeditious means possible.

The Librarians regularly collaborate with the faculty and students to integrate library resources into the curriculum of the Nursing programs by regularly soliciting feedback and advice from faculty and students regarding material and resources to provide a higher level of support for the program. They also update the nursing collection throughout the year by purchasing newer editions of existing books, as well as soliciting feedback from students and faculty alike to purchase original material to support the new and existing Nursing programs. The Librarians report to the Library Director, who serves on the Library and Learning Resources Committee and Academic Council, as well as numerous other academic committees to ensure that the library collection is closely aligned with the University's academic programs.

The Carnegie-Vincent Library and the Reed Health Sciences Library maintain websites that provide students with access to 158 databases both on-campus and off-campus, tutorials on library resources and search processes, contact information for the library and librarians, access to the Piper Online Catalog, information regarding library services, and web-based forms to submit requests for resources to be borrowed through Interlibrary loan.

A librarian is available at Harrogate and Cedar Bluff to specifically provide library services to Nursing students and faculty. Library services include collection development and library instruction, as well as reference services and individual library consultations. Nursing students and faculty have dedicated LibGuide web pages with resource links and other helpful information specific to individual programs. A convenient list of general medical and nursing specific mobile apps is maintained to promote accessibility for students. An instant chat feature is embedded in the Health Sciences Library webpage; the webpage is monitored by a librarian during normal library operating hours.

Students With Disabilities Policy and Services

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).

Additional University Services and Resources

Please refer to the information in the *LMU Graduate Catalog* for University information including academic information and university services and resources including official academic records, change of address,

residency requirement, applicable catalog, graduate degree time restrictions and limitations, add or drop courses, withdrawal from the University, and academic honesty. Please also refer to the information in the *LMU Graduate Catalog* on university services and resources, including the Abraham Lincoln Museum, Tagge Center for Academic Excellence, student support services, student health insurance, academic advisement, university organization, and computer services (i.e. student computer accounts, WebAdvisor, university email, university internet, personal computer repair).

Additional University Policies

Please refer to the information in the *LMU Graduate Catalog* for university policies including Equal Opportunity, affirmative action and non-discriminatory policy, inclement weather, students with disabilities, sexual and other discriminatory harassment, student email policy, smoke free campus policy, alcohol and drug policy, Family Educational Rights and Privacy Act (FERPA), and criminal background checks.

CAYLOR SCHOOL OF NURSING ACCREDITATION/APPROVALS

The Doctor of Nursing practice (DNP) degree programs is approved by the Tennessee board of nursing.

The Doctor of Nursing Practice (DNP) nursing program at Lincoln Memorial University at the LMU Harrogate is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

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

CSON MISSION, PURPOSE, VISION AND PHILOSOPHY MISSION STATEMENT

Mission Statement

In agreement with the University's mission and goals, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate levels. 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 of multiple degree levels, and by providing continuing education/professional development opportunities rooted in knowledge, research, and other scholarly activities.

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 an 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 advance 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. The Faculty desires to be excellent nurse educators, adhering to nationally recognized competencies and standards of nursing practice, while assisting undergraduate and graduate students to become qualified nurse professionals capable of adaptation, and promotion of adaptation, in the 21st century health care environment. The Caylor School of Nursing will develop, attain, and engage in unique educational programs and services for the surrounding regions 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.

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 can 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 degree 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 believe 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 acknowledges 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 roles including advanced practice nurse, 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, standards, and criteria.

The Roy Adaptation Model

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 MSN program. Both the MSN and DNP graduate programs rely 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 for their professional practice and activities.

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 individuals 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.
Revised 11/10/

DNP PROGRAM OVERVIEW

Program Description

The Doctor of Nursing Practice (DNP) is a doctoral degree in the CSON that can be completed in six semesters; other part-time study options are available. The DNP program at LMU will prepare graduates as visionary leaders in the practice of nursing and delivery of healthcare locally, regionally, and nationally in all settings. The program prepares graduates to demonstrate advanced competencies in areas including advanced practice skills, prevention, and population health, organizational and systems leadership, practice scholarship and analytical methods, information systems/technology for transformation of healthcare, leadership in healthcare policy, interprofessional collaboration, and population outcomes. The DNP program will prepare graduates to fully implement emerging science and practice innovation in health care.

Goal

The DNP program provides the opportunity for nurses to earn a practice doctorate as practice scholars and expert clinicians in innovative healthcare that translates research into evidence in practice, measures patient outcomes, advances nursing roles in practice and nursing leadership, and transforms policy at all levels in healthcare systems to ensure quality and safety.

DNP END-OF-PROGRAM STUDENT LEARNING OUTCOMES

The outcomes of the DNP program are to prepare students as practice scholars in practice-oriented community-based roles that reflect translation of research into practice by incorporation of health policy, principles of epidemiology, information technology, evidence-based practice, business principles, collaboration, and health systems.

Program Outcomes:

1. Synthesize knowledge from nursing science and related disciplines and apply principles of evidence-based practice to improve health outcomes.

2. Apply knowledge of systems and organizational theories to lead the development of initiatives to improve quality, manage risks, and provide cost-effective patient care.
3. Demonstrate advanced analytic techniques in the appraisal of the quality of existing evidence to determine the best clinical practices, design and implement plans to evaluate clinical outcomes, analyze data from practice in order to identify gaps in nursing science, and contribute to the generation and dissemination of nursing knowledge.
4. Evaluate data management systems, healthcare information systems, consumer health information sources and patient care technology to improve the ethical and effective use of information to improve health outcomes.
5. Advocate for the ethical and health care policies that ensure equity, stewardship of resources, and improvement of health outcomes at local, regional, federal and/or international levels.
6. Demonstrate interprofessional collaboration, employing consultative and leadership skills to effectively improve health outcomes.
7. Analyze and apply scientific data to develop and implement interventions to promote health, address disparities, reduce risk, and manage disease trajectory to improve health outcomes of individuals, communities, populations, and systems.
8. Apply advanced nursing practice knowledge and competencies to assess health and illness parameters, design, implement and evaluate interventions to improve health outcomes, and serve as a leader, life-long learner, and mentor in the promotion of practice excellence.

DOCTOR OF NURSING PRACTICE ADMISSION CRITERIA/REQUIREMENTS

1. Earned Master of Science in Nursing (MSN) from a nationally accredited CCNE or ACEN program.
2. Certification as Nurse Practitioner, Certified Nurse-Midwife, Clinical Nurse Specialist, or Certified Registered Nurse Anesthetist.

OR

MSN with an Administration concentration and/or at least one year of experience in a nursing administration role.

OR

An earned MSN in a different specialty than above will be considered on an individual basis. Note: a longer program of study and/or additional requirements may be required to fulfill required practice hours and consideration is not a guarantee of admission.

3. Unencumbered licensure in the United States as a registered nurse. Practice will dictate specific state licensure.
4. At least two years of full-time work experience (or equivalent) in nursing as a registered nurse.
5. GPA 3.0 or above on a 4.0 scale.
6. Graduate Record Exam (GRE) scores for applicants with a cumulative grade point average less than 3.4, as reported by the MSN institution.
7. Basic statistics course.
8. A completed application packet includes:
 - Completed DNP application form.

- Official GRE scores (*if applicable*).
 - A current resume, which includes employment history, military service, academic scholarships, awards and/or honors, professional memberships and awards, professional presentations or publication, and community service activities.
 - A three-page typewritten letter discussing the applicant's goals and personal reasons to undertake doctoral education. The letter should indicate the applicant's career plans upon program completion.
 - Three letters of reference pertaining to academic ability, professional proficiency, and personal integrity: one from the applicant's current supervisor, one from a faculty member who has worked with the applicant during previous academic study, and one professional reference selected by the applicant.
 - Official transcripts from each college, university, or nursing program attended.
9. An optional telephone or in-person interview as part of the admission process.
 10. International students must demonstrate sufficient ability to read, write, and speak English with a minimum score of 550 on the TOEFL.
 11. International students must submit official transcripts for evaluation to one of the following services: World Education Services (www.wes.org), or Josef Silny & Associates (www.jsilny.com).

Additional Information

Prospective students who have been enrolled, or are still enrolled in another program, may be considered for admission to the Caylor School of Nursing DNP program. Students dismissed from another DNP program for academic, practice, or behavioral reasons will not be admitted to the Caylor School of Nursing DNP program. Prospective students must have a letter from the program director stating that the prospective student is currently in or withdrew when they were in good standing.

Applicants are reviewed for the graduate program upon completion of all admission requirements. If a student chooses to interrupt the NURS course sequence for any reason, an admission application must be resubmitted to the Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

Accepted students must submit a completed medical profile form, immunization record, background check, and urine screen prior to matriculation. Students must have and maintain for the duration of the program, an unencumbered RN license; current infant, children, and adult CPR certification; health insurance; current immunizations according to the CDC guidelines; negative drug screen; and a background check.

ENROLLMENT IN DNP CLASSES

Students are eligible to be admitted to the DNP program upon completion of all admission requirements. If a student chooses to interrupt the NURS course sequence for any reason, an admission application must be resubmitted to the Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

Orientation

New DNP students are required to participate in a mandatory new student orientation. The online orientation provides students with critical information for progression through the program.

Transfer of Credit

Up to six (6) hours may be transferred in from accredited institutions offering the graduate degree. Transferred courses must have been taken for graduate credit and *must not have been applied towards a previous degree*. All transferred course work must carry a grade of “B” or higher. No credit for other graduate nursing courses earned more than five (5) years previously may be transferred. If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of having attained a grade of “B” or higher in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU equivalent of the course. Designated faculty will make a recommendation to the DNP Program Director regarding substitution. All transfer credits into the DNP program must be approved by both the DNP Program Director and/or the Dean of the Caylor School of Nursing.

A minimum of 1000 practice hours are required for the DNP program. Practice hours from previous clinical courses may be considered for transfer credit. A maximum of 500 practice hours may be transferred into the student’s program as determined by the accrediting entity. The practice hours considered for transfer will be reviewed and approved by the DNP Program Director.

Student Health Insurance

Students must have health insurance upon entering the DNP program. Students must submit adequate documentation demonstrating coverage of health insurance. Students are required to notify immediately to the Graduate Nursing Office of any change in health insurance provider or coverage.

Immunization Information/Requirements

Immunizations must be completed prior to matriculation into the DNP program. The exception is a documented contraindication or precaution to the vaccine. The student will need a written statement from the health care provider that identifies the immunization and the reason for exclusion. The student will not be allowed to attend class or practice experience if immunizations are not current or proof of immunizations are not provided. The appropriate information must be provided and maintained during the nursing program by the students’ primary care provider (physician, nurse practitioner, or physician assistant). The following information/guidelines may be changed to reflect the Centers for Disease Control and Prevention’s (CDC) most current guidelines. These guidelines are found on www.cdc.gov.

Documentation of the following is to be attached to the completed Medical Profile form. All are required unless documentation is provided that the student is unable to comply.

The completed Medical Profile and all associated records for all students entering Nursing are due by the date noted in the Orientation letter which accompanies this Medical Profile. Please note the following information and documentation **must be provided** by the due date or you will relinquish your place in the nursing program.

Specifications for each of the following requirements are explained fully in the accompanying Medical Profile.

- Completed Student Medical Profile. The physical exam must be completed **no earlier than 60 days prior to class starting**.
- **Proof of two (2) Measles, Mumps, and Rubella vaccines** (MMR’s) **OR** documentation by a physician that you have had Rubella, Rubeola, and Mumps (all 3 conditions) **OR** Rubella, Rubeola, and Mumps titers showing immunity (All 3 titers required).

- **Varicella (chicken pox) immunity – evidence of immunity to Varicella includes one of the following:**
 - Documentation of 2 doses of Varicella vaccination (doses are administered 4 weeks apart; or
 - Laboratory evidence of immunity or laboratory confirmation of disease
 - **Please note:** a history of chicken pox is **NOT** acceptable documentation
- **Tuberculin Skin Test (CST), formally PPD) and TB Risk Assessment** within last 12 months documented **prior to beginning** any nursing coursework. The two-step TST is required and a series of 2 TST's must be administered 7-21 days apart. 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. All students attending the Harrogate and Corbin campuses must specifically complete the attached Kentucky TB Risk Assessment.
- **Proof of Hepatitis B vaccination** series (may be in progress). Declination form may be signed by ASN and BSN students. MSN and DNP students must complete the Hepatitis B vaccination series.
- **Proof of Flu vaccination (current season).** **NOTE:** Vaccination is usually not available until mid/late August. This vaccination is mandatory and must be obtained annually by October 1. If you cannot take the Flu vaccination because of a previous reaction, you must have a physician's statement per that effect.
- **Proof of Tdap booster** received within the past 10 years. If you have never received a Tdap booster, you **MUST** receive one prior to entering the program. A Tdap booster is required every 10 years.
- **COVID-19 Vaccine** – This vaccine is highly recommended and, in some cases, will be required by clinical agencies for completion of clinical hours.

Universal Precautions

The Center for Disease Control and Prevention (CDC) and the Hospital Infection Control Practices Advisory Committee has established standard precautions and transmission-based precautions to prevent the transmission of microorganisms in the clinical setting. Students receive instruction on the use of these precautions and are expected to adhere to standard precautions in the care of all patients. Students are required to follow the policies of each practice facility regarding preventing transmission of infectious diseases. Any student who has an exposure of blood or body fluids to mucous membranes or broken skin shall follow the guidelines of the facility in which the incident occurs. It is the student's responsibility to report the occurrence to the appropriate practice faculty member and complete the *Post Occurrence/Exposure Report Form* found in Section V of the handbook.

FITNESS OF DUTY

The student will be required to disclose and provide a release from a licensed health care provider to attend class and/or practice hours if a significant medical or psychiatric event occurs before or during the semester the student is enrolled. The release must be a full medical release without restrictions in order to attend the practice hours. The student will receive a 2% reduction in the final grade for each class missed without the provision of the medical release to attend class and/or clinical. Delay in completion of the mandatory practice hours within the time frame of the current semester may result in the inability to progress in the program. The release will be reviewed by the Fitness for Duty Committee, which will recommend whether or not to accept the release from the health care provider. It is at the discretion of the program director to accept/reject the recommendation of the Fitness for Duty Committee.

The student is required to disclose and provide a release from a licensed health care provider to attend class and/or clinical if taking any medications for a significant medical or psychiatric condition(s) before or during enrollment in a class. Disclosure includes, but is not limited to, controlled substances which may be found on the Drug Enforcement Agency website accessed at the following link:

<http://www.deadiversion.usdoj.gov/schedules/index.html#list>. The release must state that any medication the

student is prescribed will not impair the student's performance at any time in the class and/or clinical setting for the length of the program. The release will be reviewed by the Fitness for Duty Committee, who in turn can approve/disapprove the release from the health care provider. It is at the discretion of the program director to approve/disapprove based on the recommendations of the Fitness for Duty Committee.

At any time during the program, faculty can require a student to have a chain of custody drug screen, at a cost to the student, at a pre-determined lab. A positive result for any substance requires a release from a licensed health care provider indicating the substance will not impair the student in any way. Positive results are reviewed by the Fitness of Duty Committee, which in turn can approve/disapprove the release from the licensed health care provider. The program director will approve/disapprove the release based on the recommendations of the Fitness for Duty Committee.

Any medical or psychiatric event or positive drug screen may be shared with the practice site to which a student has been assigned and may include current or prospective practice sites. The practice site has the right to decline student placement due to the information provided without reprisal. A student who is declined practice placement and is unable to complete the required hours in the program will not be allowed to progress in the program.

Should there be a disagreement with the recommendation of the program director, the student will follow the process of the CSON and University chain of command for appeal. The decision does not impact the practice site's right to accept/decline the student placement at the respective facility.

MEDICAL WITHDRAWAL

The didactic portions of DNP courses provide the theoretical basis for evidence-based nursing practices applied in practice settings. The practice application of academic theory in a practice setting reinforces the theoretical knowledge base needed to make sound evidence-based practice decisions. In order to master the academic theory and the practice competencies that are the learning outcomes in concentration classes, students must take practice and didactic courses simultaneously. If at any time during the term, a student is unable to perform all of the Student Essential Functions listed in the *LMU Graduate Catalog* and *DNP 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 functions, a student must provide documentation from a medical provider that the student is able to perform all of the Student Essential Functions listed in the *LMU Graduate Catalog* and *DNP Student Handbook*.

STUDENT ESSENTIAL FUNCTIONS

Nursing is a dynamic profession that requires the ability to perform a variety of tasks. The essential functions necessary for success (in addition to academic requirements) in the Lincoln Memorial University CSON DNP Program are listed on the Student Essential Functions Form (found in Section V). All students are required to meet the essential functions, which include the ability to perform a variety of interventions that impact patient care and safety. The essential functions are necessary for interactions in the practice and classroom settings. The School of Nursing will work with students with documented disabilities to explore reasonable accommodations, which will allow performance of the essential functions without undue burden. Student essential functions include elements in the areas of physical and psychomotor; communication, reading and writing; cognitive/psychological/affective; and professional behaviors.

Students with disabilities, who have questions regarding the student essential functions, should refer to the information on "Students with Disabilities Policy" in the *LMU Graduate Catalog*. The *Student Essential Functions Form* is found later in this Handbook.

SAMPLE POST-MASTER'S DNP CURRICULUM

Course	Credit Hours
Spring I	
NURS 700 Knowledge Development in Nursing Science	3
NURS 740 Collaboration, Health Policy, and Organizational Systems	4
Total Credit Hours	7
Summer I	
NURS 705 Informational Systems and Technology Applications	2
NURS 710 Biostatistics	3
Total Credit Hours	5
Fall I	
NURS 781 DNP Project I	2
NURS 720 Translational Research for Evidence-Based Practice	4
Total Credit Hours	6
Spring II	
NURS 741 Adaptive Leadership	4
NURS 782 DNP Project II	2
NURS 760 DNP Practice I	3
Total Credit Hours	9
Summer II	
NURS 730 Epidemiology and Population Health	3
NURS 761 DNP Practice II	3
Total Credit Hours	6
Fall II	
NURS 742 Strategic Systems Thinking	4
NURS 783 DNP Project III	2
Total Credit Hours	6
TOTAL PROGRAM CREDIT HOURS	
	39

*NURS 795 DNP Project or Practice DNP Completion (if needed) with approval of DNP Director.

**Practice hours may be started with the approval of the DNP Program Director.

Program Credit Hours	Pre and/or Co-requisites
DNP Core = 27 credits	NURS 710 is a prerequisite for NURS 730
DNP Practice = 6 credits	NURS 781 is a prerequisite for NURS 782
DNP Project = 6 credits	NURS 782 is a prerequisite for NURS 783
Total = 39 credits	NURS 760 is a prerequisite for NURS 761

ACADEMIC ADVISEMENT

Each student is assigned an academic advisor according to his/her major area of study. The academic advisor will assist the student in selecting appropriate courses for each academic semester.

The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The academic advisor gives direction and needed information for the student to complete the program of study. Advisors are accessible throughout the program for academic advisement. Students are responsible for checking the *LMU Graduate Catalog*, *CSON DNP Student Handbook*, website, and LMU email for information and communication regarding program requirements. The DNP student should meet with the academic advisor a minimum of once each semester to update and review the plan of progression through the established curriculum. An advising form located in the form Section V of the *DNP Student Handbook* will be completed.

SCHEDULE ADJUSTMENT AND WITHDRAWAL

Should the student wish to drop a course(s), the faculty and academic advisor should be notified as soon as possible. Students who drop all courses for a semester must schedule a formal appointment with their academic advisor before formally withdrawing through the University by contacting the Registrar's Office.

GRADE REPORTS AND ACADEMIC TRANSCRIPTS

Faculty 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 Graduate Catalog* for information about grade reporting and official academic records.

ATTENDANCE, ABSENTEEISM, AND TARDINESS POLICIES

Policies regarding attendance, absenteeism, and tardiness can be found in individual course syllabi and in the *LMU Graduate Catalog*.

ACADEMIC INTEGRITY

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.

1. 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.
2. 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 person(s) involved for any research or non-clinical purposes.

3. Each individual must accept full responsibility and accountability for his/her own judgements 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 (e.g., 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 profession will be grounds for dismissal from the nursing program.

4. An LMU CSON student is a representative of the University, and his/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.

Code of Ethics Violation

It is the aim of LMU and the faculty of the CSON to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that 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.

Violations of the Code of Ethics include plagiarism, cheating, falsification of data or logs. Ethical students will not commit any of these offenses and will not knowingly assist anyone else to do so. In addition, any student who has knowledge of such violations is obligated to report this information to an appropriate faculty member. Ethics issues are described in detail below.

Plagiarism Policy

Plagiarism occurs when an author uses someone else's original work without acknowledgement. Whether intentional or unintentional, plagiarism is a violation of Lincoln Memorial University's Academic Integrity policy. As **scholars**, student have an absolute obligation to provide accurate information about the origin of ideas, information, graphics, or images presented in all formats. The obligation acknowledgement applies to all scholarly products including, but not limited to, papers, presentations, slides, and posters.

Use of the work of another **without** acknowledgement is the most serious form of plagiarism. Errors in proper acknowledgement can range from isolated typographical, formatting, or style errors, to more serious issues

with inadequate paraphrasing or patterns of problems within an assignment. The plagiarism policy of the Caylor School of Nursing allows faculty members at the classroom level to distinguish among levels of seriousness when deciding on an appropriate penalty. Penalties can range from loss of points related to formatting, to a penalty grade reduction for the assignment, to assigning a failing grade for either the assignment or the course.

The citations within a scholarly work are the means by which credit is given to the original source. Citations also allow an interested reader to seek out the original source of material. In the process of writing a paper, students (both undergraduate and graduate) are expected to synthesize information and ideas from multiple sources to create something new. The process most often requires **paraphrasing** rather than quoting from an original source. Direct quotations should be reserved for those cases where language of the original sources is unique or particularly well written. While not plagiarism, a paper that consists of a series of quotations does not meet the standard for college-level work.

When paraphrasing, it is important to remember that it is inappropriate to change a few words while retaining the same sentence structure or paragraph formation as an original source. Authors express ideas by choosing words, building sentences, and constructing paragraphs to explain and support ideas. **Even if the source is cited**, it would be a form of plagiarism to use the structure of an author's work as if it were one's own writing. One of the best ways to avoid struggling with plagiarism is to use (and cite) multiple sources and put one's own thoughts into **one's own words**. The student should avoid reliance on a lone source, as it is much easier to decide where to place citations within the body of the paper with the use of multiple sources.

Recommended Resources on Plagiarism

There are multiple resources available to illustrate the appropriate use of American Psychological Association (APA) citation and reference list requirements.

If the student has questions or concerns about how to incorporate a particular source into one's own work, the student should initiate a dialogue with an instructor regarding the questions or concerns. The student should use faculty as a resource to answer a question or complete a significant amount of the assignment well in advance of the due date. When a student receives feedback on a graded assignment and is unclear about how to avoid a future problem, he/she should make an appointment to discuss the issue with the faculty member.

Plagiarism will be addressed in the following manner:

1. Faculty members at the classroom level will distinguish among levels of seriousness when deciding upon appropriate penalties for plagiarism. Guidance and expectation regarding penalties for plagiarism will be addressed in class and in the course syllabus.
2. Students should expect to receive a failing grade on any assignment which contains plagiarized content.
3. Cases where an entire paper is plagiarized or where the student represents another student's paper as his or her own can result in the instructor assigning an "F" for the course.
4. Students are not permitted to withdraw from a course in which they have been charged with plagiarism and/or cheating for any reason.

Certificate of Authorship

All DNP student papers must include the *Certificate of Authorship* statement, found in the forms section of the *DNP Student Handbook*.

Cheating Policy

Cheating is defined as the use of inappropriate assistance on examinations or evaluations. Each syllabus at the Caylor School of Nursing contains extensive, standardized content on the rules to be followed during examinations. For quizzes and/or examinations given via online formats, students are referred to individual course

syllabi for instructor expectations regarding independent completion of the assignments.

A “pirated” copy of an exam or a “pirated” test pool is defined as a copy of an exam or a copy of a test pool obtained without the appropriate authorization.

Cheating will be addressed in the following manner:

1. Students caught using inappropriate assistance on an examination will receive and “F” for the course.
2. Students who have used “pirated” copies of examinations will fail in the course.
3. It must be understood, any student who knowingly aids in cheating, (e.g., allowing another student to copy an examination or providing “pirated” material, is as guilty as the cheating student and will be held to the same standard.

Falsifying Logs and Data

All materials documenting practice experience, lab, practice time, or research data are expected to reflect accurate accounting of the time spent, activities performed and/or results obtained. Any student who submits materials that attest to the completion of activities or practice hours and has not performed those activities is guilty of falsifying logs. Any student who submits materials or forms that are fabricated or deceptive is guilty of falsifying data. Both violations represent academic dishonesty.

Nursing is a profession which requires high levels of personal integrity. Falsification of logs or data are serious offenses and students who are found guilty of such infractions will fail the course and be dismissed from the program.

PROFESSIONAL EXPECTATIONS

The DNP student is expected to maintain a high level of professionalism at all times during the program. Professionalism includes the classroom, practice settings, university, communities, public and professional settings, social media environments, and presence in online courses. The student is expected to project professionalism in all settings in order to promote a positive image of the Lincoln Memorial University and the DNP program. Failure to do so may result in disciplinary action including possible dismissal from the DNP program.

Health Information Privacy and Social Media

1. The student may not share identifying information regarding patients or agencies encountered in the student research or practice experience without explicit written permission. Information cannot be shared during or after completion of the DNP program. Information includes verbal, written, pictorial, or electronic material.
2. The student may be required to sign a confidentiality statement by the DNP Program Director, practice facilitator, or practice facility where the practice activities are completed. If a student is found to have shared patient information, this will result in disciplinary action and the student may be dismissed from the program. Please use the following links as guides regarding social media:
<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>,
https://www.ncsbn.org/Social_Media.pdf, and <http://www.hhs.gov/ocr/privacy/> .
3. Students shall neither provide nor impede access to witnesses, written communications, or electronic or social media to aid in the investigation of possible offenses.
4. The student shall not photograph a patient, patient family member, staff, practice case, cadaver, or any physical structure during the student’s practice or program without prior authorization from the Dean of the Caylor School of Nursing.
5. The student may not copy materials at a practice facility without explicit written permission. The student may take notes, with all patient identifiers removed, at the expressed direction of an instructor for a directed project required by the course.

6. The student may not remove materials from a campus facility or practice facility without explicit written permission.
7. The student may not present self as a representative of Lincoln Memorial University unless express written consent is provided by the Dean of the Caylor School of Nursing.
8. The student shall be compliant with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules. Information can be accessed at: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>. The student will comply with the University and each practice facility's guidelines for HIPAA.

Dress Code

For completing practice hours that require the student's presence at the approved practice site or while representing LMU Caylor School of Nursing approved dress is business casual. In addition, students are expected to follow any practice site dress code requirements such as a lab coat or scrubs. Students must have their LMU student ID prominently displayed at all times. Students must wear clean, closed toe shoes which coordinate with their attire. No boots, flip-flops, or sandals may be worn during the clinical rotation. Faculty may require a student to leave clinical at any time due to inappropriate attire and the student may not count clinical hours for that day.

DNP EVALUATION METHODS

Mastery of course content will be evaluated by a combination of online exams, application of content in graded case studies, oral and web-based presentations, community or facility presentations, discussion boards, as well as written papers and protocols. The combination of evaluative methods will vary from course to course and will be clearly explicated in each course syllabus. The evaluative strategies are designed to measure student attainment of course objectives. Criteria for evaluation of written assignments appear in the syllabus for each course.

Assignments will be returned to students in a timely fashion. Students will receive individualized feedback to facilitate improvement and progress. Student progress is reviewed periodically during, and at the end of, each semester. Evaluation is based on student performance on written papers and examinations, other assignments, and in the practice evaluations. If student performance is judged to be borderline or failing during a course, the faculty member will discuss and advise the student regarding remediation.

Grading System

Grading Scale: The LMU grading system is based on a four-point scale. The grading scale for the DNP Program is as follows:

Points*	Grade	Four-Point Scale
93-100	A	4.00 quality points per credit hour
89-92	B+	3.33 quality points per credit hour
83-88	B	3.00 quality points per credit hour
79-82	C+	2.33 quality points per credit hour
73-78	C	2.00 quality points per credit hour
69-72	D+	1.33 quality points per credit hour
63-68	D	1.00 quality points per credit hour
Below 63	F	0.00 quality points per credit hour

*Partial points will be rounded to the nearest full point, (e.g. 88.49=88 leads to a grade of B; and 88.50=89 leads to a grade of B+.

Incompletes

A grade of Incomplete ("I") may be given in circumstances where the student successfully completed the majority of the coursework and the instructor determines that exceptional circumstances warrant extending the time

for the student to complete the work. In order to receive an “I”, the student and course instructor must negotiate a contract containing a timeline specifying the date(s) by which the remaining coursework will be completed (including any practice hours) and specifying the written assignments or examinations to be completed. *The form for documenting a contract for an “I”* is found in Section V of the *DNP Student Handbook*. It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up assignments, exams, labs, or practice hours.

If a grade change request has not been submitted by the instructor by the required date, the “I” grade automatically becomes an “F” on the student’s transcript.

In general, an “I” grade in any sequential nursing course must be removed by the end of the first week of the next semester in order for the student to continue enrollment in the next nursing course in the sequence. In exceptional cases where serious illness or temporary disability prevents completion of the practice component of a course, but the student is able to successfully continue with the didactic component, the student may petition the Dean to negotiate an alternative plan to complete all requirements for removal of the “I”. Before granting such a waiver, the Dean will require a statement from the treating physician specifying that there is reasonable expectation that the student will be able to complete the practice component and remove the “I” within the proposed timeline. An alternative would be to request a medical withdrawal.

Course and Program Evaluation

Mechanisms for ongoing evaluations have been incorporated in both course and program designs. Ongoing evaluations are consistent with faculty commitment to the development of innovative, quality courses that are responsive to student needs and perceptions.

Course Evaluation: At LMU, students complete course evaluations allowing opportunity to provide anonymous feedback. Students also complete practice facilitator and practice facility evaluation forms. The DNP faculty will review evaluative data for consistency with course objectives.

Program Evaluation: Nursing faculty review evaluative data to determine if program objectives have been met. Exit interviews, surveys, practice facilitators, and practice evaluations are used to provide the evaluative data.

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 drop 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 and **email the form to the course coordinator.**
2. Contact and/or meet with the Course Coordinator.
3. Contact and/or meet with the appropriate Program Chair (ASN, BSN) or Director (Graduate Nursing).
4. Contact and/or meet with the Student Appeals Review Committee.

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

5. Meet with the 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.

HARRASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

LMU policies and appropriate contacts regarding harassment, discrimination, and sexual misconduct can be found in the *LMU Graduate Catalog* and *LMU Student Handbook* and reports should be filed in accordance with procedures outlined there.

CSON ALCOHOL AND DRUG POLICY

In compliance with Section 1213 of the Higher Education Act of 1965, as added by Section 22 of the Drug Free Schools and Communities Amendments of 1989 (Public Law 101-226), LMU offers a drug prevention program through the Office of Counseling and Lifestyle Management within the Office of Student Services. The program emphasizes the University's policy on illicit drugs and alcohol, legal and University sanctions for illicit use, and a description of health risks associated with the use of illicit drugs and alcohol, counseling and treatment is available to the campus community. For additional information refer to the current *LMU Student Handbook*. LMU policy further addresses rules of conduct, disciplinary action, educational programming, and counseling, treatment, and rehabilitation.

The Caylor School of Nursing enforces the Lincoln Memorial University Alcohol and Drug Policy. In addition, the CSON believes 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 practice area, the student must adhere to the following policies and procedures:

1. A student must be alcohol and drug free.
2. Have a chain of custody drug screen performed within 60 days of the start of the nursing program at the student's expense. A positive screen will result in dismissal from the program.
3. 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 practice experience and/or class that day and the student will be required to submit to a drug screen.
4. A student's consent to submit to a drug screen, if requested by the Dean, Chair/Director, or faculty at any time during the program, is required as a condition of acceptance into the nursing program. The cost of the screen will be the responsibility of the student. The facility for conducting the screen will be designated by Lincoln Memorial University. A student's refusal to submit to such tests may result

in disciplinary action, including dismissal from the program. A positive drug test is grounds for dismissal. A “positive” will be defined as:

- Screen results indicating use of illegal drugs/non-prescribed drugs.
 - Screen results indicating presence of .02 or greater blood alcohol level.
5. An affiliate/practice facility used for student practice learning opportunities can require screening without cause if such screenings are in the policy for employees of that affiliate.
 6. Positive results of screen testing on students can be reported by the affiliate to the Caylor School of Nursing. Positive results can be shared by the Caylor School of Nursing with employers of students.

STUDENT EMAIL POLICY

Every student is issued an LMU email account. Electronic mail (email) is an official mechanism for administrators, faculty, staff, and students to communicate with each other. The University expects that email communications will be received and read in a timely manner. Students are expected to check email daily in order to stay current with University related communications, recognizing that certain communications may be time-critical. If a student receives an official email from a University faculty member, administrator, or staff member and does not read that email any subsequent repercussions cannot be excused by “unread email messages”.

Inappropriate emails are prohibited. Anyone receiving such an email should immediately contact the University Helpdesk.

Examples of inappropriate uses of email:

1. Sending bulk emails which do not relate to University business or student activities. Bulk emails which mention names and individuals in a derogatory manner are unprofessional and could be considered slanderous.
2. The creation and exchange of messages which are harassing, obscene, or threatening.
3. The unauthorized exchange of proprietary information or any other privileged, confidential, sensitive information.
4. The creation and exchange of information is a violation of any laws, including copyright laws, or University policies.
5. The knowing transmission of a message containing a computer virus.
6. The misrepresentation of the identity of the sender of an email.
7. The use or attempted use of the accounts of others without their permission.

Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by email or other form of electronic communications. If a student engages in such behavior it will be considered a violation of the policy and will result in disciplinary action.

Acceptance of Facsimile and Scanned Signatures

In furtherance of the principles underlying online programs of study, University and student agree that all documents to be signed in connection with the program of study may be delivered by facsimile transmission or by scanned image (e.g., .pdf or .tiff file extension name) as an attachment to electronic mail (email) sent from the student’s university electronic mail account. Any signed document delivered via facsimile or scanned image shall be treated in all respects as having the same legal effect as an original signed document.

ONLINE ATTENDANCE AND COURSE EXPECTATIONS

Students who are registered for online courses are expected to complete all required coursework through electronic forums. Students will receive lectures, questions, and assignments from faculty electronically and students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify course faculty prior to class to make arrangements for make-up work. Failure to do so may affect the course grade. Online class attendance will be assessed by completion of all online course assignments by the published due date and time. Students are responsible for retrieving course messages and announcements from both their LMU email account and through course announcements in Blackboard.

ACCESS TO BLACKBOARD

Students will have access to courses in Blackboard at the beginning of the semester when the course coordinator makes the course available by the first day of classes on the academic calendar. During the semester, students may access files, links, or materials available to download and use to meet the course objectives and for future references.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology is an essential and integral part of an online course. The student must have a laptop computer no more than 2-3 years old, and a stable connection to a high-speed internet such as a cable modem or digital subscriber line (DSL) on a regular basis. In general, Windows based computers are best as support is currently limited on Apple products. The student laptop should have Windows 10 or above operating system. Blackboard will work best on browsers: Chrome, and then Mozilla Firefox. Do not use internet explorer to run Blackboard. The student will need access to MS Office 2013 or Microsoft Office 365, including MS Word, PowerPoint, and an Excel software program. The student will need the capability of audio access for some lectures and materials. A webcam and microphone are also required. More than one browser should be installed on the student laptop. Recommended browsers are: Chrome, Firefox, Internet Explorer, and Google (certain aspects of Blackboard and the library databases work best in certain browsers). Browsers should be kept up to date and tested to ensure the student has the necessary browser capabilities. The browser test is located on the LMU tab of Blackboard. The general recommendation for Blackboard is use of Firefox or Google with a hard-wired connection if at all possible. A hard wire connection is particularly important for online testing and synchronous course materials. Flash player should be installed (<https://get.adobe.com/flashplayer/>) At LMU, the primary and preferred method for verification of student identity for online education purposes is the use of a secure login and pass code. The Respondus LockDown Browser, which is available for download on Blackboard, should be installed at the beginning of a course. Tests are taken utilizing Respondus LockDown Browser and monitoring with verification via LMU Photo Identification or other means of photo identification for online students. Students at LMU are currently able to obtain Microsoft Office at a discount or in some cases free at this link:

link

https://lincoln.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_cs=1&cmi_mnuMain=df783b53-081b-de11-9c12-0030485a8df0 . Information on informational literacy and technology resources and

support is available at the helpdesk at 423-869-7411 and at

<https://lmunet.blackboard.com/webapps/portal/frameset.jsp>

COURSE POLICIES

Online Exam Administration and Review Policy

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

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

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email (see Faculty Contact Information) prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office in Harrogate (1-800-325-0900, ext. 6324) and talk to the Nursing Secretary or leave a message on the voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name, and the site you attend. Any student that does not notify the appropriate faculty may receive a zero for the exam.
2. The faculty will determine the date, time, and method of any alternate make-up exam. A pattern of missing exams in a specific course or throughout the program will not be tolerated. A counseling record will be written with each missed exam, and the specific consequences of another missed exam will be provided. If the student does not make up the exam on the scheduled date and time, the student will get a zero on the exam.
3. Student questions related to exam content will not be answered by faculty during the exam.
4. Students are not to talk or communicate in any way between themselves during the exam. If talking/communication occurs the students involved will be subject to the cheating policy of the University.
5. The exam will be timed. Once you open the exam your time begins, you will have only one opportunity to enter and complete the exam. You may review your exam immediately following completion.
6. The student is prohibited from sharing any information with any other individual or student in written, verbal, electronic, photographic or other format at any time during the semester or exam period. Sharing of any quiz or exam information will be considered a form of academic dishonesty/cheating and will follow the disciplinary proceedings described in the Undergraduate Student Handbook. The instructor reserves the right to investigate any potential sharing of information in the above format anytime during the semester.
7. Nursing Faculty will have one week to review and score exams. Individual student grades will be available and posted on Blackboard at least one week after the exam has been given.
8. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
9. Students have one calendar week after the test review to contact their instructor for clarification of any exam related issue. For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue. In order for faculty to consider an appeal for any exam related issue, the issue must be presented via email to the instructor who taught the content and must be submitted within the time frame listed above.
10. Cell phone, smart watches, or any electronic devices usage are NOT permitted during online course time. This includes taking photos of the material, sending and receiving text messages. This is imperative during online quizzes and tests.
11. At LMU, the primary and preferred method of verification of a student's identity for online education is the use of your username and password. In addition, students are required to show their ID into the camera as well as perform an environmental scan before beginning the exam. The Respondus Lockdown Browser, which is available for download on blackboard, should be installed.

Student Use of Intellectual Property

Electronically recorded lectures or online class materials for use outside of the course is not permitted without faculty or university permission. Students who wish to use lectures outside of the course must be granted permission by the faculty.

Cell Phone Use

Students are expected to abide by any cell phone use policies as may be present in individual course syllabi, such as testing policies, and by individual practice site policies.

Repeating of DNP Nursing Courses

Students may repeat a maximum of one DNP nursing core course if a “C” or “C+” was earned for the course. If a DNP student desires to repeat a course that they have not achieved a grade of “B” or higher, he/she is required to submit a DNP readmission form. Readmission is not guaranteed. **The student will not be permitted to progress in the program until the course is repeated** successfully. If the DNP student does not complete the course which they were unsuccessful within 18 months, the student will be released from the program. If an individual desires to be admitted to the DNP program at a later date, they must reapply. If two grades below a “B” are earned in any DNP course, whether in the same or different semesters, the student becomes ineligible for admission, readmission, and/or progression in the DNP program and will be dismissed from the program.

Readmission Policy – Readmission to the DNP Program is NOT guaranteed

- a. If a student earns a “C” or “C+” in a select core NURS course (NURS 700, NURS 705, NURS 710, NURS 720, NURS 730, NURS 740, NURS 741, NURS 742), a readmission application for that course must be submitted to the nursing office. The student will not be allowed to progress in the DNP program until the student is readmitted and successfully completes the repeated course. Students re-entering the nursing program may not have a lapse of more than 18 months from when the student was last enrolled in his/her program of study. If a student is readmitted, it is with the understanding that the student will not be allowed to continue in the nursing program if another grade below a “B” is earned in a NURS course. If two grades below a “B” are earned in NURS courses, whether in the same or different semesters, the student will not be eligible for readmission, and/or progression in the DNP program.
- b. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to the nursing office. Students re-entering the nursing program may not have a lapse of more than 18 months from when the student was last enrolled in nursing courses in his/her program of study.
- c. The student will be considered for readmission by the DNP Admission, Progression & Retention Committee on an individual basis, as determined by the following criteria:
 1. Completion of admission criteria.
 2. Evidence of extenuating circumstances at the time of termination. If this applies, a statement from the student should be provided with the readmission application.
 3. The student’s submitted plan for academic success that is attached to the readmission form.
 4. Evidence of academic success (e.g., grades in other courses or programs).
 5. Number of times enrolled/admitted in this or other nursing programs and span of time since enrolled in nursing courses.
 6. Overall grade point average (GPA) in the current and in previous programs, including the nursing course in which the student was unsuccessful.
 7. Readmission is considered on a space available basis.
- d. The student who is readmitted is required to participate in the DNP program new student orientation.
- e. The student is required to repeat all class content for the course. All requirements of the repeated course must be completed before the student will be allowed to progress (take other courses) within the nursing program.
- f. Readmission forms should be returned to the nursing office on the Harrogate campus (found in Section V).

Withdrawal from a NURS Course – If a student withdraws with a WD on the transcript and is in good academic standing (passing with an 83 average) in the NURS course(s), it will not be recorded as an attempt in the nursing course(s). Should a student have less than an 83 average in the NURS course(s) at the time of withdrawal, it will be recorded as an attempt in the nursing course(s), and may impact the potential for readmission. If readmission is granted, the student must successfully complete the course(s) not completed at the time of withdrawal prior to progressing in the program.

GRADUATE ASSISTANTSHIPS AND TRAINEESHIPS

Depending upon the availability of external and intramural funding, graduate nursing may have graduate teaching assistantships, graduate research assistantships, or traineeships available. Please consult the assigned faculty advisor for details on availability, requirements, applications, and deadlines. Refer to the current *LMU Graduate Catalog* for additional information.

PROGRESSION POLICIES

In order to progress in the DNP program in the CSON, the student must:

1. Have completed and maintained all health requirements (with all required immunizations updated and on file with CSON).
2. Provide current documentation of BLS certification
3. Adhere to the code of ethical and professional conduct outlined in this handbook and in the *LMU Graduate Catalog*.
4. Possess a current unencumbered RN license in any state where practice experiences are obtained.
5. Maintain licensure and certification including advanced practice certification, if applicable.
6. Submit to random background checks and random drug screenings.
7. Make a grade of “B” or better in each course of the DNP curriculum. *Note: a grade of “C”, “C+”, “D”, “D+” or “F” constitutes a failure in the course.*
8. Maintain a cumulative GPA of 3.0 to progress in the curriculum.

Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from CSON.

All requirements for graduate degrees must be completed in no less than one (1) year and within seven (7) years of initial graduate enrollment. Exceptions to graduate requirements require approval of the Dean of the Caylor School of Nursing.

GRADUATION REQUIREMENTS

The following requirements must be met for earning the degree:

1. Completion of the 39 credit hours specified in the approved Program of Study.
2. Completion of a minimum of 1000 practice hours.
3. Approval of final DNP Project by student’s committee.
4. A minimum cumulative Grade Point Average (GPA) of 3.0 (B).
5. Payment of all fees to Lincoln Memorial University.
6. Completion and submission of the Academic Evaluation form.

PRACTICE EXPERIENCE

Purpose

Practice experiences are designed to facilitate student-learning opportunities specific to the primary area of interest and consistent with the DNP Essentials and specialty competencies. The practice opportunity may be a combination of activities with scholarly activities to provide in-depth learning for students. The practice provides an opportunity for further synthesis of knowledge through experiences and meaningful engagement with experts in nursing and other disciplines within practice environments. The DNP practice experiences are designed to meet the professional and practice goals of individual DNP students. The DNP Project is the end product emanating from the courses.

Policies

1. Students are expected to be familiar with and comply with all of the requirements and policies in the *LMU CSON DNP Student Handbook*.
2. Under extenuating circumstances, an Incomplete (I) grade may be given to allow for completion of required practice hours. Deficiency of hours must be completed before enrolling in the subsequent practice learning experience. **Students may not enroll in subsequent practice courses until the “I” is removed.**

Criteria for Selection of DNP Practice Facilitator

A practice facilitator can possess a variety of skills, educational credentials, and expertise. The practice facilitator may be selected from a variety of disciplines. The decision as to what constitutes an appropriate practice facilitator will depend on the context of the DNP Project and on the academic and practice interest of the student. The practice facilitator must hold a position in the organization where he/she can facilitate the DNP student's access to practice services, organizational information, decision makers, and other personnel to meet the student's practice experience objectives and implement the DNP Project. A practice facilitator will be recruited by the student and approved by faculty. In some instances, students may need more than one practice facilitator, depending upon practice experiences. Prior to approval of a facilitator, the student must complete a practice facilitator information form. Once the practice facilitator is approved, a student must complete a practice facilitator form with objectives outlined.

Practice Facilitator Qualifications

1. Formal education and professional expertise as required for the professional role and practice; preferably, an earned degree or its equivalent in specialty area of practice or administration.
2. Unencumbered state licensure and certification for the professional role and practice area, if applicable.
3. Administrative or management expertise derived from practice and theoretical preparation for individuals in administrative or public health positions.
4. Be supportive of the LMU program and possess commitment to assist students to meet defined learning objectives as established by the program of study.

The DNP student is encouraged to select a practice facilitator who is not a direct supervisor. In large organizations, the DNP student should conduct his/her practice hours outside the department or unit where they are employed, if possible. The line between current employment and practice application hours and project(s) must be clear to the organization, the practice facilitator, the faculty, the Project Team, and the DNP student.

Practice Facility Requirements

The Practice Facility must:

1. Have an affiliation agreement with LMU Caylor School of Nursing.
2. Have faculty approval as an appropriate setting for the nature of the student's DNP Project.
3. Be in compliance with appropriate regulatory or authoritative organizations, if applicable (e.g. JACHO, HIPAA, state licensing boards, etc.).
4. Be available for site visit by LMU DNP faculty, if necessary.
5. Be supportive of the DNP student's attainment of meeting learning objectives and DNP Project completion goals.

Practice Experience Roles and Responsibilities

The DNP educational process is a collaborative endeavor that involves the practice facilitator, student and faculty members. Each has a very specific role to advance the DNP student's knowledge and skill in a specialty area.

The expectations of the practice facilitators are to:

1. Serve as role models.
2. Share knowledge and expertise in content areas.
3. Assists students in meeting learning objectives.
4. Meet with the student, if necessary.
5. Provide feedback and informal evaluations of the student to the faculty and the student.
6. May serve on student's DNP Project Team.
7. May attend proposal and final DNP Project presentations as applicable with faculty permission.

The faculty and/or project team chair is responsible for:

1. Formal evaluation of the student.
2. Communication throughout the practice regarding the experience.
3. Acting as a resource person for the student and practice facilitator.

The student is responsible for:

1. Sharing learning objectives with the practice facilitator(s).
2. Reporting progress to course faculty.
3. Planning, preparing, and implementing the DNP Project and meeting course objectives.
4. Scheduling meetings with faculty and practice facilitator(s).
5. Maintaining appropriate records of practice experiences.
6. Approval of practice facilitator(s), practice facility, and student's practice learning objectives for the practice experience as appropriate for the student's learning needs and to meet course and program objectives.

To initiate the approval process of a practice facilitator, the student and facilitator must complete a facilitator agreement and submit the form to faculty. Once the practice facilitator is approved, then an affiliation agreement will be sent to the authorized individual of the organization (if not already on file) for signature. A copy of the practice facilitator's resume, or information form with any appropriate licensure information should also be sent to course faculty for credentialing purposes. A student may not begin practice hours until they have received faculty permission.

Practice Evaluation Methods

Practice hours will be planned, approved, and evaluated by the practice facilitator and faculty. Practice hours are required to be logged into Typhon tracking system and in the appropriate course Blackboard site by the students when they are enrolled in practice courses. Students are required to maintain accurate logs of practice hours, activities completed, and documentation related to individual student practice goals. Falsification of practice hour logs will result in a zero or 'F' in a practice course and the student will not be able to progress in the program. Faculty will review the documents for meeting practice hours and content requirements. At the end of the semester, a grade will be assigned based on course assignments, practice performance and practice hours completed. Students and faculty will maintain ongoing dialog regarding practice experiences and performances. The dialog may occur in virtual class, via practice logs or journals, via web-based communications, or in individual meetings as appropriate. This information will be detailed in each practice course syllabi.

Formal evaluations will occur. Practice evaluation tools (student version, faculty version, and practice facilitator version) are used to structure the formal evaluations. These forms are located in individual course syllabi and in the *Forms Section V* of this *DNP Student Handbook*. Some written assignments may be based on current practice data or cases (with all identifying data removed). Feedback regarding appropriateness of practice hours and completion of any practice projects will be provided. It is at the faculty's discretion to call or visit the practice site at any time to assess the student's performance. While the instructor will seek input on practice performance from the practice facilitator. Final responsibility for the student grade is retained by the LMU-CSON faculty. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory by faculty, the student can receive a failing grade and/or overall failure in the practice course. This will result in a zero or "F" in the clinical practice course and the student will be dismissed from the program.

The faculty may remove a student from a practice site at any time and restrict students from the practice site or completing practice hours for the following:

- 1) Falsification of practice logs
- 2) The student displays unethical, unsafe, or unprofessional behavior.
- 3) Failure to maintain patient confidentiality
- 4) Not maintaining a current RN license (or APRN if required) license as required or not maintaining current clinical health requirements
- 5) Engagement in recent or past criminal activities
- 6) Unacceptable practice performance

Professionalism Expectations

As a DNP student, the expectation is to maintain a high level of professionalism at all times during the program. This includes the classroom, practice setting, University community, social media environment, and public settings. The student is expected to project this professionalism in everything said or done in various settings to promote a positive image of the Lincoln Memorial University Master of Science Nursing Program. Failure to do so can result in disciplinary action.

Health Information Privacy and Social Media

1. The student may not share information regarding any patient or agency encountered in their student role or their practice experience. Information cannot be shared during the program or after completion of the DNP program. Information includes verbal, written, or electronic material. The student may be required to sign a confidentiality statement by the concentration director, faculty, facilitator, or agency in which they complete any practice hours. If a student is found to have shared patient information, this will result in disciplinary action and the student may be dismissed from the program. Please use the following links as a guide in regard to social media:

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>, https://www.ncsbn.org/Social_Media.pdf, and <http://www.hhs.gov/ocr/privacy/>

2. The student shall provide and not impede access to any witnesses, written communication, electronic or social media to aid in the investigation of a possible offense.

DNP Student Professional Portfolio

Portfolio Overview

The DNP student professional portfolio allows students to document their achievement of the Essentials of Doctoral Education for Advance Practice Nursing and showcase their professional accomplishments and goals. The DNP Essentials are an important part of the guiding principles used in the creation and standards of the Caylor School of Nursing DNP Program. DNP students are required to develop a professional portfolio in addition to the DNP project in order to graduate. Students are encouraged to clarify and discuss questions about the portfolio with faculty and advisor throughout enrollment in the curriculum.

Portfolio Purpose and Guidelines

The purpose of the portfolio is to document DNP student achievement of the eight DNP Essentials and showcase their professional accomplishments and goals. The portfolio includes a collection of scholarly work (exemplars) including, but not limited to, papers, presentations, and practice and professional development experiences that demonstrate the student's growth and development of knowledge and competency in their specialty area while achieving each of the eight DNP Essentials. The portfolio is an electronic web-based format in Typhon (in the "My Portfolio" feature) to allow faculty to access the portfolio. The student is also free to share their portfolio with others by editing the privacy features in Typhon. As an important professional tool, it is the student's responsibility to regularly revise and update the portfolio throughout the DNP Program. The portfolio is a graded assignment per a rubric in DNP practice courses. Students continue to add, refine, and develop the portfolio as they progress through the DNP Program. The student and faculty will work together to determine which exemplars to include in the portfolio. The required sections of the portfolio are outlined below. However, faculty may require additional sections, or the student may need to make additions based on their professional interests and goals, or based on the nature of their DNP project. Students have the ability to be creative in their portfolio through the use of various color schemes, and organizational tools, and content.

1. **Introduction:** The introduction will be the first thing the reader sees when following the link for the student's professional portfolio. The student's name, credentials, photo and contact information should appear in the header. The introduction is 2-3 paragraphs of text below the header. It should include, but is not limited to, a biosketch of the student including an introduction, professional experience, and background or interests. Also include a brief overview of how the portfolio content is organized, and an introduction or overview of the student's DNP project and scholarly interests. The student may opt to include other items such as their area of specialization, relevant background information about the importance of their project or area of specialization, or how their interests have evolved or grown during the DNP program.
2. **Curriculum Vitae:** The student will include a current copy of an updated and professional presented CV.
3. **DNP Essentials:** The organization of the portfolio is up to the student and varies based on the nature of the DNP project or the student's area of specialization. For example, some students opt to have one folder for all of the DNP Essentials and some opt to have a separate folder for each of the essentials. However, each of the eight DNP Essentials must be included within the portfolio (<https://www.aacnursing.org/DNP/DNP-Essentials>). For each essential, the student must include a 1-2 paragraph summary of their progress in meeting the essential. This will need to be updated as the student progresses through the curriculum. Students are required to make use of the "link" feature in Typhon to link supporting documentation of their progress toward the essentials, such as papers, presentations, IRB documents, continuing education certificates, etc. A single exemplar may not be used for more than two essentials. Exemplar materials may include, but are not limited to, description of work on quality improvement projects, leadership activities, case studies, literature reviews, papers, presentations, development of evidence-based protocol, descriptions of work in interprofessional initiatives, evaluation of protocols or policies, or description of practice patterns to identify needs or gaps.
4. **DNP Project:** This section must include supportive documents of the DNP project. The contents of this

section will vary with the level of progress the DNP student has accomplished for their DNP project. Appropriate items for this section include project formulation plans or papers, the DNP project proposal papers or presentations, IRB approval documentation, final DNP project written manuscript or presentation, and any submissions of the DNP project for dissemination such as publications, presentations, or posters.

5. Professional Conclusion: this section includes a 1-3 paragraph summation of the portfolio and the student's plans for the future. The student should consider the portfolio not just a culmination of doctoral studies but as a foundation for future professional and scholarly work, and as a reflection of their role as a DNP prepared nurse. This section must include how the student plans to influence practice as a DNP prepared nurse and a 5-year plan for professional growth and scholarship.

DNP PROJECT GUIDELINES

Project Overview

The DNP program culminates in the successful completion of a DNP Project. According to the American Association of Colleges and Nursing (AACN), doctoral education is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The DNP curriculum primarily involves mastery of an advanced specialty within nursing practice and methods of practice for improvement and change.

The DNP Project must be used to demonstrate mastery of the DNP curricular content by integrating the role of the DNP in a comprehensive health care environment that includes use of leadership, consultation, advocacy, and collaboration. The DNP Project should also serve as a foundation for future scholarly practice within the practice setting.

The DNP Project may take a number of forms. One example of a DNP Project might be a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, or a consulting project. Additional examples of DNP projects could include practice-oriented manuscript(s) submitted for publication, a research utilization project, or other practice-based projects. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. The DNP Project produces a tangible and deliverable academic product that is derived from the practice experience (minimum of 500 practice hours) and is reviewed and evaluated by a two-member DNP Project Team. The DNP Project documents outcomes of the student's educational experiences, provides a measurable medium for evaluation the practice experience, and summarizes the student's growth in knowledge and expertise.

Description

The DNP Project begins in the early stages of the program and continues throughout the program. The scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. Furthermore, the project provides the opportunity for students to demonstrate synthesis of scientific knowledge in the specialty practice area and contributes to existing nursing knowledge.

It is the intent of the faculty that students use various course projects as a means of facilitating progress toward completion of the project. While these course projects should contribute to the DNP project, an individual course project cannot fulfill DNP Project requirements. For successful completion of NURS 783 DNP Scholarly Project: Completion and Presentation, the student's DNP Project Team must approve the final paper and oral presentation of the DNP project. Should a student be unable to complete the project during enrollment in NURS 783, it will be necessary to continue to enroll in coursework until the DNP project has been submitted, presented, and accepted by the student's project team.

Students must obtain project team and **Institutional Review Board (IRB) approval** before proceeding

with the scholarly project. Prior to submitting the proposal for IRB approval, all investigators must complete the mandatory CITI program for protection of human subjects. Additionally, IRB Closure forms must be submitted as appropriate, upon completion of the project. The IRB process, procedures and forms are available through the LMU pathway link: <https://pathway.lmunet.edu/Info/research/Information>. For any questions or additional IRB information, contact melissa.miracle02@lmunet.edu or telephone (423) 869-6834.

Examples

Examples of possible projects include, but are not limited to: (a) program needs assessment with program development and evaluation, (b) evaluation of an existing program, (c) development of an assessment instrument/protocol, (d) a meta-analysis project, (e) a cost/benefit analysis of program models, (f) development of a strategic plan, (g) development and implementation of health promotion programs, (h) development and testing of nursing interventions or continuing education programs, (i) integrative literature reviews where not previously available, (j) other scholarly project as approved by the School of Nursing.

Project Team

Each DNP student will have a two-member project team that will supervise the DNP Project. The responsibility of the Members is to serve as oversight to the DNP Project. A summary of functions are as follows:

1. Each project is developed and implemented under the direction of a project team of two members.
2. Project team members will be assigned by the DNP Program Director after consulting with the student and must hold the rank of assistant professor or higher.
3. The two team members must be faculty members with the Caylor School of Nursing and hold an earned doctorate, except in extenuating circumstances as determined by the DNP Program Director.
4. Students may elect to add a third team member to serve as a content expert. The content expert team member may be from outside the CSON, e.g., someone who is a specialist in the student's project content area.
5. If a member of the team is a practice expert, that member is not required to have an academic appointment.
6. Changes to project team require the completion of DNP Project Team Members Change Request form.

Role of the Project Chairperson:

1. The Chairperson will assure IRB compliance, guide the preparation of the DNP project proposal, the project development, implementation, and evaluation process, and the final project write-up.
2. The Chairperson is responsible for ensuring that the entire team meets with the student at least once before the candidate's DNP Project proposal is submitted for review and approval. It is advisable that there be at least two meetings of the entire Project Team, one early in the development of the DNP Project Proposal and one closer to the time the DNP Project Proposal is submitted for review.

Project Team Members:

1. Critique drafts of the developing DNP Project Proposal.
2. Participate actively in the team member meeting on the DNP Project Proposal.
3. Review drafts of the DNP Project and the final DNP Project product.
4. Share critique and concerns with the student and the Chairperson.
5. Participate actively in the conduct of the DNP Project presentation.

DNP PROJECT

Overview

The candidate is required to submit a DNP Project Proposal for review, which should be developed under supervision of the Chairperson and the DNP Project Team.

Preparation of Project Proposal:

- The DNP Project Proposal will consist of a formal written project proposal and oral presentation at the DNP Project Proposal review meeting.
- The DNP Project Proposal should include a needs assessment, rationale, and problem statement for the project. The DNP Project Proposal should also include objectives, project activities, project time table, necessary resources, and an evaluation plan. The DNP Project Proposal is characterized by logical progression of thought, good literary style, and acceptable practices of scholarly writing.
- The DNP Project Proposal should adhere to the most recent edition of the Publication Manual of the American Psychological Association (APA).
- The DNP Project Proposal final draft will be submitted to the project team chairperson at least two weeks prior to the scheduled oral presentation.

Project Proposal Review Meeting:

- The candidate, chairperson, and members of the candidate's team must attend the proposal review meeting. The chairperson is responsible for recording basic points made during the meeting, any recommendations for revisions, and/or progression procedures.
- At completion of the proposal review meeting, the chairperson will summarize the major points raised by the reviewers and ask for their recommendations.
- The team members may choose to: (1) accept the proposal as is or with minor revisions and no re-review; (2) require minor or major revisions and re-review; (3) reject the proposal.
- The Chairperson will then meet with the candidate to review any recommendations or required revisions and determine the procedures, if needed, for additional proposal review.
- In the case of approval of the DNP Proposal Paper and presentation drafts with minor revisions required, the project team will determine a timeline for the revisions and the candidate will notify the project team members when they have made the revisions and are ready for another review by the project team. After the additional revisions have been reviewed, the project team will determine if the candidate's proposal paper and presentation draft is approved and if they are ready to submit their final oral presentation, or if any additional minor revisions are needed. Once the final proposal paper and oral proposal presentation is approved, the student will complete the Approval of DNP Project Proposal and Oral Presentation form (found in Section V) and collect project team signatures. After the project team signs the form, the DNP Director is notified and it is placed in their student file.
- If a candidate does not put forth a proposal that is considered acceptable by the Team Members after two attempts, the candidate may be dismissed from the program.
- In the case of major revisions required or approval denied, the candidate must develop a significantly revised or new proposal. The Chairperson will work with the candidate. The Team Members will review the new proposal and all prior steps will be repeated.

The Final Oral Presentation of Project:

- Each student will complete a final oral presentation of the DNP Project. DNP candidates are only eligible for oral presentation after project approval and completion. The presentation will be a formal presentation of the DNP Project, open to the public. Following the formal presentation, a closed question and answer session will be conducted between the student and the DNP Project Team.

Post Project Completion:

After DNP Project completion, the DNP candidate will:

- Submit to the DNP Program Director, a properly signed DNP Project Approval and Approval of Final DNP Project Presentation form (found in Section V) and a clean copy of the final written paper.
- The DNP candidate will communicate with the Chairperson of the DNP Project Team before submitting for public dissemination any materials that are an integral component of the DNP Project.
- Determine the appropriateness of copyrighting the DNP Project with the inclusion of any instruments by another author.
- Upload a copy of their approved final clean copy of their DNP Project manuscript to the LMU Library to be archived in the LMU Library Digital Commons Repository.

Termination of Candidacy:

- A member of the faculty or DNP Project Team may recommend, at any time, termination of a DNP Student's candidacy for a DNP degree based on lack of sufficient academic progression or lapsed matriculation.

**CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE FORMS**

**DNP PRACTICE PROSPECTUS
NURS 760 – DNP PRACTICE I
NURS 761 – DNP PRACTICE II**

The practice in the DNP Program provides the opportunity for students to synthesize and apply knowledge and skills learned in previous doctoral level courses in the practice setting. Specific course objectives and requirements are described in the course syllabi for NURS 760. The prospectus provides a standardized format for establishing the purpose, objectives, learning activities/plan of action, timeline, expected outcomes, and methods of evaluation of the practice. Students will develop the prospectus and obtain the faculty advisor's approval prior to initiating the practice. Both student and faculty advisor should retain a copy of the prospectus. Upon completion of the practice, the faculty advisor will award a grade based on the appropriate course syllabus.

Student Name: _____ Course Number: _____

Faculty Advisor: _____ Semester: _____

Practice Facilitator: _____ (Copy, if necessary, for multiple facilities/facilitators)

DNP Project Title:

Practice Objectives:

(For each objective, complete the information below. Add more objectives as necessary. Also, be sure to include an objective encompassing the DNP project)

Learning Activities/Plan of Action:

Timeline:

Expected Outcomes:

Methods of Evaluation:

Student Signature

Date

Faculty Signature

Date

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

DNP Student Agreement with Facilitator

DNP Faculty Contact Information:

Faculty Name: _____ Faculty email: _____

Faculty Phone: _____

DNP Student Information:

Student Name: _____ Student email: _____

Student Phone: _____

Student RN License(s): State _____ Number _____ Expires _____

State _____ Number _____ Expires _____

Student APN License(s) (if applicable): Type(s) of APN License _____

State _____ Number _____ Expires _____

State _____ Number _____ Expires _____

Student National Certification(s) (if applicable):

Type of Certification: _____ Certifying Agency: _____ Expires: _____

DNP Student Current BLS/CPR certification: Provider: _____ Expires: _____

I have a current Health Profile on file at LMU indicating that I have current immunizations, annual TB status, proof of Hepatitis B vaccination or signed declination form, rubella and rubeola immunization or documentation of immunity, and a negative drug screen. (*Attach copy*) (student initial) _____

I understand that I may be required to provide a copy of my criminal background check to the practice facility and/or practice facilitator. (student initial) _____

I have personal health insurance and I understand that any emergency care that I may require will be at my sole expense and responsibility. (student initial) _____

The Caylor School of Nursing maintains a malpractice insurance policy.

OBLIGATIONS:

- I will prepare for assignments and perform them carefully, conscientiously, and to the best of my abilities.
- I will maintain a professional demeanor.
- I will respect time, space, equipment, and materials.
- I will take responsibility for my own learning and maintain regular communication with my practice facilitator.
- I will work cooperatively with the staff to maintain an environment of learning and quality patient care (*if applicable to agency*)
- I will work under the supervision and guidance of my practice facilitator.
- I will identify myself as a student. If a staff member, patient or patient's family (*if applicable*) does not wish to work with or see a student, then I will not have access to, or experience with that patient or staff member.
- I understand that the practice facilitator retains responsibility for the disposition of all practice site materials and patients (*if applicable*)
- I will comply with all laws, policies, and regulations relevant to the site setting, including those related to patient privacy and patient rights to confidentiality (*if applicable*).

Agreed to, as acknowledged by the signatures below (with copy to Practice Facilitator and Primary Faculty):

Practice Facilitator Name (printed) _____ Practice Facilitator Signature _____ Date _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

Facilitator Agreement

DNP Facilitator Name: _____

Name of Agency/Site of Practice Experience: _____

Position/Title at Agency: _____

Address: _____
Street City State Zip Code

Phone: _____

Fax: _____

Email: _____

I agree to function as a DNP Facilitator for Lincoln Memorial University Caylor School of Nursing Doctor of Nursing Practice Program. I have reviewed the facilitator responsibilities and accept the role and function. I am including my Professional Profile (or resume/vitae) for your files.

DNP Facilitator Signature, Title

Date

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

DNP Facilitator Professional Profile
(A resume may be attached instead)

Date: _____

Name: _____
 Last First Middle Initial Credentials

Agency Affiliation: _____

Address: _____
 Street City State Zip Code

Telephone Number: _____ Fax: _____

Email Address: _____

Agency Position/Title: _____

Education Profile:

Level of Education (circle all that apply): MSN, MN, MBA, PhD, DSN, DNP, DO, MD, Other: _____

Area of Specialization: _____

Certification Type and Certifying Organization, if applicable: _____

License Number(s), if applicable: _____ State _____ Expiration Date: _____

Other Advanced Areas of Education: _____

In the space below, please describe your role. If the site is a clinical agency, describe the patient type and population, and the types of care you provide. If the site is not a clinical agency, describe the site.

Experience:

Please describe your experience (Past five years. Attach resume/vitae if desired)

1. Agency/Institution: _____
Position Held: _____
Dates: _____

2. Agency/Institution: _____
Position Held: _____
Dates: _____

3. Agency/Institution: _____
Position Held: _____
Dates: _____

4. Agency/Institution: _____
Position Held: _____
Dates: _____

5. Agency/Institution: _____
Position Held: _____
Dates: _____

Please submit to your assigned student.

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

PRACTICE (NON-FACILITATED) ACTIVITY

Proposed Activity: _____

Date(s) of Activity(ies): _____ Location(s): _____

Practice Facilitator(s): _____

Financial Support (Amount/Source): _____

Total Number of Activity Hours: _____

Examples of activities to use: seminars, conferences, workshops, manuscript writing, actual participation as a leader in political issues, grant-writing participation, research participation, committee participation, and podium/poster presentation.

Please attach a copy of the certificates of attendance/credits awarded, or other documentation.

Show this activity is related to your goals & objectives for the semester and/or DNP Project and describe specific linkages with the AACN DNP Essentials (*place and "x" in the box(es) to show all applicable essentials*).

- Essential 1: Scientific Underpinnings for Practice
- Essential 2: Organizational and Systems Leadership for QI and Systems Thinking
- Essential 3: Practice Scholarship and Analytical Methods for Evidence-Based Practice
- Essential 4: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- Essential 5: Health Care Policy for Advocacy in Health Care
- Essential 6: Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- Essential 7: Practice Prevention and Population Health for Improving the Nation's Health
- Essential 8: Advanced Nursing Practice

Student Signature: _____ Date: _____

Approved:

*Director/Faculty Signature: _____ Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

Facilitator Evaluation of DNP Student

Circle One: NURS 760 Practice I or NURS 761 Practice II

DNP Student Name: _____

Facilitator Name/Credentials: _____

Please check or comment as appropriate.

1. The student demonstrated adaptive leadership skills with an emphasis on interprofessional practice.
 Always Usually Sometimes Seldom Never

2. The student applied theories, standards of practice, and evidence-based research to improve healthcare delivery and outcomes.
 Always Usually Sometimes Seldom Never

3. The student demonstrated analytical skills for appraising, implementing, and evaluating evidence-based direct or indirect care across populations and/or settings to improve quality and patient safety.
 Always Usually Sometimes Seldom Never

4. The student developed and sustained therapeutic relationships and inter-professional partnerships with patients and/or other professionals to facilitate optimal care and outcomes.
 Always Usually Sometimes Seldom Never

5. The student supported, guided, and mentored other professionals to achieve excellence in practice.
 Always Usually Sometimes Seldom Never

6. The student used conceptual and analytical skills to evaluate links among practice, organizational, population, administrative, fiscal, and/or policy issues.
 Always Usually Sometimes Seldom Never

7. The student supported, facilitated, modeled, designed and/or implemented equitable policies or practices that promoted cultural diversity and inclusion.
 Always Usually Sometimes Seldom Never

Comments: _____

Facilitator Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

DNP Student Evaluation of Practice Facilitator and Practice Site

NURS 760 Practice I and NURS 761 Practice II

Student Name: _____ Date: _____

Facilitator Name/Credentials: _____

Practice Site Name/Location: _____

Please check or comment as appropriate.

Practice Site:

1. This practice site provided opportunity and appropriate resources in order to meet your learning goals and objectives and enabled you to augment your learning outcomes for your DNP Project.
__Always __Usually __Sometimes __Seldom __Never
2. This practice site and staff were supportive of you in your DNP student role, and your learning in meeting your DNP Project objectives.
__Always __Usually __Sometimes __Seldom __Never
3. This practice site supported evidence-based practice and practice excellence in a setting of professional integrity, collaboration, and equitable inclusion.
__Always __Usually __Sometimes __Seldom __Never
4. Would you recommend this practice site for other DNP students?
__Yes __No

Comments: _____

Facilitator:

1. Your practice facilitator supported your practice learning with helpful feedback and critique.
__Always __Usually __Sometimes __Seldom __Never
2. Your practice facilitator was available for you to meet as needed and to communicate regularly, as needed, about your DNP Project, and listened to your concerns or questions regarding your site or DNP Project.
__Always __Usually __Sometimes __Seldom __Never
3. Your practice facilitator demonstrated collaborative leadership, mentoring, and guidance in a way that supported your DNP Project.
__Always __Usually __Sometimes __Seldom __Never
4. Your practice facilitator demonstrated professionalism and competence in their area of expertise and modeled ethical leadership that supported practice excellence and diversity.
__Always __Usually __Sometimes __Seldom __Never
5. Your practice facilitator encouraged your professional growth within your focus of interest.
__Always __Usually __Sometimes __Seldom __Never
6. Would you recommend this facilitator to other DNP students?
__Yes __No

Comments: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

Faculty Evaluation of Facilitator

Circle One: NURS 760 DNP Practice I; or NURS 761 DNP Practice II

Facilitator Name/Credentials: _____

Description of Facilitator's Professional Focus: _____

	Description	Satisfactory	Unsatisfactory
1.	The facilitator is supportive of student learning, the Caylor School of Nursing, and the DNP Project.		
2.	Facilitator/Student interactions ensure that students engage in activities and experiences sufficient to meet the student's project goals.		
3.	The facilitator has the educational preparation and is qualified as delineated in the DNP Handbook to facilitate the student to meet course and program objectives.		
4.	The facilitator is appropriately credentialed and/or licensed to practice in his/her population-focus and/or specialty area of practice and/or leadership to meet the objectives of the DNP program.		
5.	The facilitator has experience in the are of the student's DNP project interest.		
6.	The facilitator provides the student access to site systems or key personnel as needed for the DNP project.		
7.	The facilitator demonstrates ethical leadership, professional integrity, and cultural competence.		

Comments: _____

Faculty Signature: _____ Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

Faculty Evaluation of Practice Site

Circle One: NURS 760 DNP Practice I; or NURS 761 DNP Practice II

Student Name: _____ Date: _____

Name and Location of Practice Site: _____

Brief Description of Site: _____

	Evaluation Criteria	Satisfactory	Unsatisfactory
1.	The practice setting is conducive to the DNP student achieving learning outcomes and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of LMU CSON and the student's role as a DNP student.		
3.	The practice setting provides adequate learning opportunities, resources, and experiences to meet the learning outcomes and the course and DNP project objectives.		
4.	The practice setting is compliant with applicable regulatory agencies, supportive of inclusion and diversity and of evidence-based practice.		
5.	The DNP student reports support by the practice site of their role and learning.		
6.	The practice site is an appropriate setting based on the nature of the student's DNP project and objectives.		

Comments: _____

Faculty Signature: _____ Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
Faculty Evaluation of DNP Student**

Circle One: NURS 760 DNP Practice I; or NURS 761 DNP Practice II

Student Name: _____ Date: _____

Facilitator Name: _____ Faculty Name: _____

Site/Agency Name: _____

DNP Project Title: _____

This section will not be assigned a numeric score, however, will be pass/fail. The student is expected to pass on all areas the associated practicum documentation and communication from the facilitator to course faculty. The faculty reserves the right to visit the student at the practice site, if necessary. Any unsatisfactory areas may result in failure and the inability to progress in the program.

Competency	Circle One Pass/Fail	Comments
1. Formulates individual practice objectives and a comprehensive plan for completing practice hours within the time frame of the course.	P / F	
2. DNP Student progress as reported to faculty by the facilitator is sufficient to meet practice course objectives.	P / F	
3. Maintains timely and complete clinical health requirements in Typhon and other select information required in the DNP student Typhon account (e.g. licensure, IRB approval forms, proposal approval documentation).	P / F	
4. Manages professional relationships and collaborates with faculty, facilitator, and other health professionals to meet project and practice objectives and refers to other professionals as needed.	P / F	
5. Completes appropriate number of project and non-project hours to complete the practicum course requirements.	P / F	
6. Maintains detailed records of practice hours in Typhon of project hours and non-project hours including descriptive information of practicum hours, linking hours to represent each of the DNP Essentials.	P / F	
7. Chooses appropriate practice activities, reflective leadership development, course objectives, and of DNP Essentials.	P / F	
8. Demonstrates effective professional communication and behavior with faculty, facilitator, other health care professionals, and community members in completing practice hours.	P / F	
9. Accesses appropriate resources necessary to complete project and professional goals.	P / F	
10. Demonstrates progression of the DNP Project and leadership development in recorded practice hours.	P / F	
11. Develops a professional portfolio documenting progress of the DNP Project, meeting the DNP Essentials, and demonstrating leadership development.	P / F	
12. Demonstrates moving project forward for IRB approval or if approved, adheres to the ethical parameters of the DNP Project as presented for IRB approval and maintains ethical behavior completing DNP project hours.	P / F	
13. Submits all required course forms and paperwork (e.g. facilitator profile, practicum site information, evaluations) in a timely manner for faculty approval.	P / F	
14. Maintains infection control, scope of practice, patient safety, and protection of patient integrity in any practice activities.	P / F	
15. Demonstrates professional integrity including cultural competency and ethical leadership skills.	P / F	
16. DNP project faculty reports the DNP student is progressing satisfactorily in his/her DNP project.	P / F	

Faculty Signature _____ Date _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
DNP PROJECT TEAM MEMBER CHANGE REQUEST FORM**

_____DNP Project Team Member Appointment

_____Change in DNP Project Team

Student Name (please print): _____

Date Submitted: _____

I request that the faculty members listed below be appointed to serve as my DNP Project Team.

Chair of Team Name (printed)

Chair of Team Signature

Member Name (printed)

Member Signature

Student Signature

Signature of DNP Program Director

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

APPROVAL OF DNP PROJECT PROPOSAL & ORAL PRESENTATION

Formal approval is hereby given to this submitted DNP Project Proposal:

DNP Student Name

Title of DNP Project Proposal

Date

Chair of DNP Project Team Signature

DNP Project Team Member Signature

DNP Project Team Member Signature

NOTE: A copy of your proposal as approved is to be filed with the Graduate Nursing Office and uploaded into Typhon.

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

DNP PROJECT APPROVAL AND APPROVAL OF FINAL PRESENTATION

This form is to be completed and returned to the DNP Program Director after the DNP Project presentation.

Student Name:	Last	First	Middle Initial
---------------	------	-------	----------------

Presentation Date: _____

Project Topic/Title: _____

Approval Date: _____

DNP Project Team Members:

Chairperson

Team Member

Team Member

SIGNATURES		
Member Type	Printed Name	Signature
Chairperson:		
Team Member:		
Team Member:		
DNP Program Director:		

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

CERTIFICATE OF AUTHORSHIP

The final DNP Project student paper must include the following Certification of Authorship statement:

I certify that I am the author of this paper titled: _____

and that any assistance I received to its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate nursing student.

Student Name (Print)	Student Signature	Student ID	Date
-----------------------------	--------------------------	-------------------	-------------

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

PLAN FOR REMOVAL OF AN INCOMPLETE

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED

Student's Name: _____ **LMU ID#:** _____

Course to which incomplete was assigned: _____

Course Faculty's Name: _____

Filing Instruction: The original copy goes to the DNP Program Director; faculty keeps one photocopy; student keeps one copy.

Assignments to be completed

Item	Negotiated Due Date
Exams	
Quizzes	
Papers	

Practice Hours	Negotiated Due Date
Facility	
Other	

I understand that if the above assignments are not completed by the agreed upon dates* then my grade of Incomplete will convert to an "F".

Student Signature

Date

Faculty Signature

Date

*At the discretion of the course instructor, DNP Program Director, and the Dean of the Caylor School of Nursing. Revision of these dates might make the student ineligible to enroll in any sequential nursing class for which this course is a pre-requisite.

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

NURS 795 SPECIAL TOPICS FORM

- All items must be completed by the individuals listed: proposed student, proposed instructor, and DNP Program Director.
- The proposed student must not begin work on a Special Topic course until all approvals are obtained.
- All work and examinations must be retained for at least one year.
- A learning contract must be attached to this form by the proposed instructor.

Student Name: _____ LMU ID#: _____

Proposed Course Credit Hours: _____ Cr. Hrs.

Semester for initiation and completion of the course: _____

Justification of this proposed Special Topic course:

With the student's signature below, he/she agrees to comply with the requirements and details appearing in the attached learning contract and any conditions or stipulations, which may be added by appropriate personnel prior to affixing their signatures of approval.

Student Signature

Student's mailing address for notification of action regarding this request:

Date submitted to Proposed Instructor: _____

Date submitted to DNP Program Director: _____

Date filed to Student's File: _____

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

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.

Date _____ **Telephone** _____

Name _____ **LMU ID #** _____

Address _____

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

2. Course to which appeal is requested: _____

3. LMU campus last attended: _____

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

5. Supporting evidence for the appeal and policy it is based on: (Use back if needed.)

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

7. Signature of Student: _____

PLEASE EMAIL THIS REQUEST TO THE COURSE FACULTY

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

POST OCCURRENCE/EXPOSURE REPORT FORM
(Complete and forward to the DNP Program Director within 24 hours)

Date of Report: _____ Time of Report: _____

Student's Name: _____ LMU ID#: _____

Email Address: _____ 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 Medication Error
 Confidentiality Breach Missing Article Potential Hazard Other
 Exposure to blood borne communicable diseases

Description of occurrence or exposure: (Use separate sheet of paper 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: _____

4. Name/Signature of attending physician/healthcare provider:

Print Name	Signature
------------	-----------

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

Student Signature: _____

Faculty Signature: _____

DNP Program Director Signature: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

MEDICAL RECORDS RELEASE CONSENT FORM

The Lincoln Memorial University Caylor School of Nursing is required to keep certain medical records on LMU students with potential occupational exposure to human blood. The medical records include Hepatitis B vaccination status and medical records after an exposure to human blood. This release form, when signed by the LMU student, authorizes the health care provider to give LMU the medical records as required by the OSHA Bloodborne Pathogen Standard CFR 1910.1030.

Patient Name: _____

List other names patient has been known as: _____

Date of Birth: _____

The patient authorizes the health care provider _____, to release medical information to the Lincoln Memorial University Caylor School of Nursing, regarding Hepatitis B vaccination and/or records relating to the treatment of the patient after an occupational exposure to human blood.

Patient Signature: _____ **Date:** _____ **Or**

Authorized Representative: _____ **Date:** _____

Witness: _____ **Date:** _____

This consent expires on the following date _____, or no later than two years from the date of signature. This release can be revoked at any time. To revoke this release, a written statement must be signed, dated, and received by the health care provider.

Records may be sent to:

**ATTENTION: DR. TAMMY DEAN
CAYLOR SCHOOL OF NURSING
LINCOLN MEMORIAL UNIVERSITY
6965 CUMBERLAND GAP PKWY.
HARROGATE, TN 37752**

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

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 practice and classroom settings. 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 Graduate Catalog*.

Physical and Psychomotor – The student must be able to:

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

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.
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 practice 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 practice 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/her own 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 practice activity 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, practice facilitator, and fellow students.
3. Demonstrate ethical behavior in the performance of nursing responsibilities including: maintaining patient confidentiality, exercising ethical judgement, 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 DNP Student Handbook*.

Student’s Name (Print)

Student’s Signature

Date

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

CONSENT FORM

(To be printed and signed by each nursing student)

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

I. Code of Ethics

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

II. Plagiarism

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

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

I understand the failure to abide by Code of Ethics and/or the policy on Plagiarism may subject me to immediate dismissal from the nursing program. _____ *(Initial)*

IV. Policy Regarding Alcohol and Drugs on Campus

In order to encourage chemical-free activities and support people who choose not to use alcohol and other drugs, and to enforce university, local and state codes, ordinances, and statutes which govern alcohol and other drug use, LMU prohibits students from possessing, consuming, or using alcoholic beverages and 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 Graduate Catalog and CSON DNP Student Handbook*. _____ *(Initial)*

V. Permission to Post Grades

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

VI. Permission to Release Medical Information

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

VII. Caylor School of Nursing DNP Student Handbook

I have viewed the *LMU CSON DNP Student Handbook* for the LMU-CSON Nursing Program. I agree by my signature to abide by the contents within. Failure to abide with the requirements stated herein will result in appropriate action by nursing faculty. _____ *(Initial)*

VIII. Student Essential Functions

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

IX. Permission to Photocopy

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

X. Permission to Release Name, Address, and Phone Number

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

XI. Cell Phone Usage

I have read the Caylor School of Nursing policy regarding cell phone and electronic usage and agree to abide by the policy while I am a student in this program. ____ (Initial)

XII. Permission to Tape Record

I have read the Caylor School of Nursing policy regarding tape recording lectures and agree to abide by the policy while I am a student in this program. _____(Initial)

XIII. Acknowledgement of receipt of drug/alcohol use/abuse policy I hereby acknowledge receipt of

Lincoln Memorial University Caylor School of Nursing’s policy governing the use and/or abuse of drugs and alcohol, its intention to test for such substances, and the possible penalties for violation of that policy.

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

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

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

IVX. Fitness of Duty Policy/ Medical Withdrawal

I have read the copy of the Fitness of Duty Policy/ Medical Withdrawal for the LMU Nursing Program. I agree to follow the guidelines set forth in the policy. _____(Initial)

Student’s Name (Print) Student’s Signature Student ID Number Date

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

DNP APPLICATION FOR READMISSION

Please type or print

Student's Name	Last	First	MI
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Email: _____ Student ID: _____

Address: _____
Street/Number Apt. #

City _____ State/Country _____ Zip _____

Readmission request for: Fall _____ Spring _____ Summer _____ Year _____

LMU campus last attended: _____

Reason(s) for this request:

Explain circumstances affecting last enrollment in the DNP Program:

How do you plan to be successful?

Student's Signature _____ Date _____

Please return to: Lincoln Memorial University, Caylor School of Nursing
6965 Cumberland Gap Parkway
Harrogate, TN 37752

Do not write below this line

FOR CAYLOR SCHOOL OF NURSING USE ONLY:	
Committee Decision: _____	
Notification sent to student: _____	Date: _____
Committee Chair's Signature: _____	Date: _____
DNP Program Director's Signature: _____	Date: _____

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

**Faculty – Staff Directory
2021-2022**

FACULTY

Name	Title	Email Address
Dr. Tammy Dean	Dean, Caylor School of Nursing Associate Professor of Nursing	tammy.dean@lmunet.edu
Dr. Angie Heatherly	Adjunct Faculty	Angela.heatherly@lmunet.edu
Dr. Logan McCarthy	Assistant Professor of Nursing	logan.mccarthy@lmunet.edu
Dr. Amy Pettit	Assistant Professor of Nursing	amy.pettit@lmunet.edu
Dr. Lisa Pullen	Professor of Nursing	lisa.pullen@lmunet.edu
Dr. Jennifer Stewart-Glenn	Associate Professor of Nursing	j.stewart-glenn@lmunet.edu

SUPPORT SERVICES

Name	Title	Email Address
Theresa Ann Weaver	Executive Administrative Assistant for Nursing	theresa.weaver@lmunet.edu
Sherry Pearman	Director, Recruitment & Advising	sherry.pearman@lmunet.edu
Marisa Anders	Coordinator, Recruitment & Advising	marisa.anders@lmunet.edu
Natalie Oakley	Coordinator, Recruitment & Advising	natalie.oakley@lmunet.edu
Patsy Bolden	Coordinator, CSON Assessment & Graduate Support	patsy.bolden@lmunet.edu
Tonya Lee	Administrative Assistant	tonya.lee02@lmunet.edu
Derek Massengill	Administrative Assistant	derek.massengill@lmunet.edu
Garrett Ball	Administrative Assistant, Cedar Bluff	garrett.ball@lmunet.edu