

LMU

Caylor School of Nursing LINCOLN MEMORIAL UNIVERSITY



MASTER OF SCIENCE IN NURSING MSN STUDENT HANDBOOK 2025-2026

Revised August 7, 2025

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
MSN STUDENT HANDBOOK**

TABLE OF CONTENTS

SECTION I: LINCOLN MEMORIAL UNIVERSITY.....	4
Mission and Purpose.....	5
Academic Calendar.....	6
University Services and Resources.....	7
University Policies.....	8
SECTION II: CAYLOR SCHOOL OF NURSING.....	9
CSO Accreditation/Approvals.....	10
The Caylor School of Nursing Mission, Purpose, Vision, And Philosophy.....	10
General MSN Information.....	13
Student Essential Functions.....	16
Academic Integrity.....	17
Code of Ethics Violations.....	18
MSN Evaluation Methods.....	20
MSN Comprehensive Examination.....	22
Harassment, Discrimination, And Sexual Misconduct.....	23
CSO Alcohol & Drug Policy.....	23
Student Email Policy.....	24
Classroom Policies.....	25
Clinical Policies.....	28
Repeating Courses.....	28
Graduate Assistantships and Traineeships.....	29
SECTION III: FORMS.....	30
Student Appeal Request Form.....	31
Certificate of Authorship.....	32
Consent Form.....	33
Medical Records Release Consent Form.....	35
NURS 595 Special Topics Form.....	36
Plan for Removal of an Incomplete.....	38
Application for Readmission MSN-FNP, FPMHNP, and ADMN.....	39
Post Occurrence/Exposure Report Form.....	40
Student Essential Functions Form.....	41
SECTION IV: FAMILY NURSE PRACTITIONER CONCENTRATION.....	43
Family Nurse Practitioner (FNP) Concentration.....	44
FNP Curriculum Plan.....	44
FNP Request for Site Transfer.....	46
Request for Concentration Transfer.....	46
FNP Course Load.....	46
Graduation Requirements.....	46
Advising Worksheet for Full-Time MSN FNP Students.....	47
Advising Worksheet for Part-Time MSN FNP Students.....	48
Preparation for The Practicum.....	49
Clinical Guidelines.....	49
Student Preceptor Agreement.....	53
Student Clinical Portfolio.....	54
Student Clinical Objectives.....	55
Clinical Log.....	56
Student Self-Evaluation Inventory of Clinical Skills.....	57
Preceptor Feedback of Clinical Performance.....	61
Student Evaluation of Clinical Preceptor.....	65
Clinical Outcomes Tool.....	67

SECTION V: FAMILY PSYCHIATRIC & MENTAL HEALTH NURSE	76
PRACTITIONER CONCENTRATION.....	77
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration.....	77
FPMHNP Curriculum Plans.....	77
FPMHNP Request for Site Transfer.....	78
Graduation Requirements.....	79
Advising Worksheet for Full-Time MSN FPMHNP Students.....	80
Advising Worksheet for Part-Time MSN FPMHNP Students.....	81
Guidelines for Clinical Performance.....	82
Student Preceptor Agreement.....	85
Student Clinical Portfolio.....	86
Student Clinical Objectives.....	87
Clinical Log.....	88
Student Evaluation of Clinical Preceptor.....	89
Clinical Evaluation Form.....	91
Evaluation of Clinical Site.....	94
Evaluation of Preceptor.....	95
End of Semester Evaluation for Clinical Site – Student.....	96
SECTION VI: NURSING ADMINISTRATION.....	97
Nursing Administration Concentration.....	98
Nursing Administration Curriculum Plan.....	98
Nursing Administration Course Load.....	99
Graduation Requirements.....	99
Advising Worksheet for Full-Time/Part-Time MSN Nursing Administration Students.....	100
Practicum Guidelines.....	101
Practicum Policies.....	103
Student Preceptor Agreement.....	105
Student Clinical Objectives.....	106
Clinical Log.....	107
Student Evaluation of Clinical Preceptor.....	108
End of Semester Evaluation for Clinical Site – Student.....	109
Student Self-Evaluation Inventory of The American Organization of Nurse Leaders Competencies and The ANA Standards of Nursing Administration Practice.....	110
Preceptor Evaluation of Practicum Inventory of The American Organization of Nurse Leaders Competencies and The ANA Standards of Nursing Administration Practice.....	113

SECTION I:
LINCOLN MEMORIAL UNIVERSITY

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 tradition and heritage, accreditation, memberships, institutional goals, and academic information please see the *LMU Graduate Catalog*.

LINCOLN MEMORIAL UNIVERSITY
Undergraduate Academic Calendar 2025-2026

Official University Holidays (Offices closed/no classes):

2025: September 1; November 26-28; December 24-31;

2026: January 1; January 19; April 3; May 25 and July 3.

Faculty/Staff Conference Week: August 11-14

Fall Semester 2025

Final Registration before classes begin	August 15
Welcome Weekend	August 14-17
Matriculation Ceremony	August 14
Residence halls open (8 a.m.).....	August 17
Classes begin.....	August 18
Last day to complete registration/add classes.....	August 27
Labor Day (no classes, residence halls remain open).....	September 1
Last day to drop course without “WD”	September 19
Homecoming (classes held as scheduled).....	October 9-12
Mid-term	October 13-17
Last day to drop course without “F”	October 24
Fall Break	October 23-24
Early registration begins.....	October 26
Thanksgiving holiday (no classes)	November 26-28
Residence halls open (1 p.m.)	November 30
Classes end.....	December 5
Final exams	December 8-12
Commencement (10 a.m.)	December 13
Residence halls close (2 p.m.).....	December 13

Spring Semester 2026

Final Registration before classes begin	January 9
Residence halls open (8a.m.).....	January 11
Classes begin.....	January 12
Martin Luther King Day (no classes)	January 19
Last day to complete registration/add classes.....	January 22
Lincoln Day/Founders Day (special activities)	February 12
Last day to drop course without “WD”	February 13
Mid-term	March 9-13
Last day to drop course without “F”	March 20
Early registration begins.....	March 22
Spring Break	March 30-April 3
Good Friday	April 3
Classes end.....	May 1
Final exams	May 4-8
Commencement (10 a.m.)	May 9
Residence halls close (2 p.m.).....	May 9

Summer Term 2026 **May 11– July 31**

Memorial Day (no classes).....	May 25
Independence Day observed (no classes)	July 3

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

Revised 03/04/2025

UNIVERSITY SERVICES AND RESOURCES

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.

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 in the LMU/Harrogate Library, and they can be contacted via phone (423-869-6352) or email (library@lmunet.edu). They also serve Nursing students at the Corbin, KY off-campus site. Additionally, the Off-Campus Sites Librarian serves Nursing students at their respective campus in the Knoxville, TN and Tampa, FL regions. They can be contacted via phone or email (library@lmunet.edu), individual location contact information can be found on their website, <https://library.lmunet.edu/home>. 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 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.
- **DynaMed**—Provides information on drugs and conditions. Updated daily and monitors the content of over 500 medical journals and systematic evidence review databases.
- **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 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.
Health Source: Nursing/Academic Edition—Provides full-text access to nearly 550 scholarly journals; indexes over 850 journals, and includes 170 nursing periodicals.
- **MEDLINE**—Includes 21 million citations, including limited full-text articles.
- **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 1948.
- **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 include 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.

Additional University Services and Resources

Please refer to the information in the *LMU Graduate Catalog* on information on official academic records, change of address, residency requirement, applicable catalog, graduate degree time restrictions and limitations, Family Education Rights and Privacy Act (FERPA), 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).

LMU Annual Security & Fire Safety Report

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

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

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

UNIVERSITY POLICIES

University information including academic information, university services and resources, and university policies (e.g., 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) are found in the *LMU Graduate Catalog* and individual course syllabi.

SECTION II:
CAYLOR SCHOOL OF NURSING

CSON ACCREDITATION/APPROVALS

TENNESSE/KENTUCKY Programs

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN and BSN programs offered in Kentucky are approved by the Kentucky Board of Nursing.

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) is continuing accreditation.

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

FLORIDA Programs

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

The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs at Lincoln Memorial University at the Tampa campus located in Tampa, FL are accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000.

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

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

THE CAYLOR SCHOOL OF NURSING MISSION, PURPOSE, VISION, AND PHILOSOPHY

CSON Mission Statement

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

MSN Program Mission Statement

In agreement with the University's and Caylor School of Nursing's mission and goals, the faculty of the MSN program strive to instill responsibility and high moral/ethical standards to nurses seeking graduate education through quality academic programs at the MSN level. Specifically, the mission of the faculty is to prepare nurses in their respective advanced nursing role, 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 MSN program seeks to respond to the needs of nursing education and healthcare in the surrounding communities and a global society by preparing nurses in advanced practice roles 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 optimum level of wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the Master of Science in Nursing (MSN) program was initiated in 2006 to educate advanced practice nurses, the generic Bachelor of Science in Nursing (BSN) program commenced in 2010, and the Doctor of Nursing Practice (DNP) in 2015.

Vision

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

Philosophy

Nursing is a health care profession with a unique body of knowledge. The Caylor School of Nursing is viewed as a place where culturally diverse students and faculty actively engage in a **teaching-learning process** to attain and generate nursing knowledge. Faculty and students are partners in this process, creating unique learning opportunities. This knowledge can be imparted through multiple 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 acknowledge the ASN graduate's focus is care of persons with adaptive and/or ineffective health responses, whereas, the BSN graduate's focus is care of persons, groups, communities, and society with adaptive and/or ineffective health responses. Graduate education will prepare nurses to assume 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 personal 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 individual or in groups, use conscious awareness and choice to create human and environmental integration" (Roy, 2009, p. 28).

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

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

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

Nursing is defined as “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 11/10/16

GENERAL MSN INFORMATION

Admission

See the *LMU Graduate Catalog* for MSN Admission requirements.

Undergraduate (BSN) Degree Conferral and RN Licensure Policy

Exceptional students will be considered for conditional acceptance to the Family Nurse Practitioner (FNP), the Family Psychiatric Mental Health Nurse Practitioner (FPMHNP), or the Nursing Administration (ADMN) MSN Concentrations prior to undergraduate degree (BSN) completion and registered Nurse (RN) licensure. Admission to the MSN program including the FNP, FPMHNP, or Nursing Administration Concentrations will not be granted if an official transcript with the conferral of the Bachelor of Science degree in Nursing (BSN) is not received on or before the first day of class. Proof of an unencumbered registered nurse (RN) license will be required. If the student has not received RN licensure by the withdrawal date published in the academic calendar each semester, the student will be administratively withdrawn from the MSN program for failure to meet full admission criteria.

Categories of Enrollment in Graduate Nursing Classes

Students are admitted to the graduate program upon completion of all admission requirements. Students can be admitted as full-time, part-time, or non-degree seeking.

Full-Time: Each concentration designates full-time student course load. A sample full-time curriculum plan for each concentration is given in this handbook and the *LMU Graduate Catalog*.

Part-Time: A part-time option is offered in the FNP and FPMHNP Concentrations on a space available basis. Part-time options will vary in length. Once admitted to the program, part-time students will be assigned an academic advisor to work with and design a plan of progression, which is consistent with course prerequisites and future course availability. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to Graduate Nursing Office. Readmission to the MSN program is not guaranteed.

Non-degree: Students who have not been admitted to the graduate nursing program may seek permission from the Concentration Director to enroll (on a space available basis) in NURS 500 Theoretical Foundations and Research Methods, NURS 510 Advanced Pathophysiology, NURS 530 Advance Pharmacology, or NURS 580 Contemporary Roles and Issues for Advanced Practice Nurses. All other graduate nursing (NURS) courses are limited to students enrolled in the MSN program. Persons otherwise qualifying for admission to graduate studies, but not seeking admission to the degree program, are classified as non-degree MSN students. Individuals wishing to pursue graduate study at Lincoln Memorial University in this classification must submit an application for admission. Non-degree MSN student status does not guarantee admission to the Caylor School of Nursing MSN program. Non-degree MSN students wishing to enter the program must apply as degree-seeking students and follow the process outlined for regular graduate student status. Course credit transferred from non-degree status to degree seeking status must have a grade of a “B” or higher and be equivalent to coursework in the approved MSN concentration program of study (refer to the MSN Curriculum Plans in this handbook).

Orientation

New graduate nursing students are required to attend a mandatory new student orientation. The orientation session provides students with critical information for progressing through the program.

Transfer of Credit

Six (6) credit hours may be transferred into the Family Nurse Practitioner (FNP), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Nursing Administration (ADMN) concentrations from accredited institutions offering the graduate degree. Transfer of additional course work will be at the discretion of the Concentration Director. 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. Advanced pharmacology and advanced health assessment must be taken within one year prior to beginning the initial clinical practicum in the concentration. *No credit will be given for advanced pharmacology and advanced health assessment taken at another institution.* No credit for other graduate nursing courses earned more than five (5) years ago can 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 version of the course. The designated faculty will make a recommendation to the appropriate Concentration Director regarding substitution. All transfer credit into the MSN program must be approved by both the appropriate Concentration Director and/or the Assistant Dean for Graduate Programs or the Dean of the Caylor School of Nursing.

Request for Concentration Transfer

Students requesting to transfer to another concentration from their current program of study in the MSN program must submit an admission application to the Graduate Nursing Office. Transfer to another concentration is not guaranteed and will be reviewed by the admissions committee. Students must be in good standing in their current program of study and a formal letter should also be included with the admission application on why they are requesting to transfer to another concentration.

Student Health Insurance

All graduate nursing students must have medical insurance while enrolled in any of the Caylor School of Nursing programs. Students must submit adequate documentation demonstrating coverage of health insurance. Students are required to notify immediately the Graduate Nursing office of any change in health insurance provider or coverage. Students will be charged a fee by the finance department until proof of active insurance is provided.

Immunization Information/Requirements

Immunizations must be completed prior to matriculation into the MSN 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 student’s primary care provider (physician, nurse practitioner, or physician’s assistant). The following information/guidelines may be changed to reflect the Centers for Disease Control and Prevention (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 the Medical Profile. Please note the following information and documentation **must be provided** by the due date or the student will relinquish their 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 classes starting**.
- Provide 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 (TST, 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 TSTs 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). MSN students must complete the Hepatitis B vaccination series.
- Proof of current season's **Flu vaccination**. NOTE: vaccination is usually not available until mid/late August. This vaccination is mandatory and must be obtained annually by October 1. If the student cannot take the Flu vaccination because of a previous reaction, he/she must have a physician's statement per that effect.
- Proof of **Tdap booster** received within the past 10 years. If the student has never received a Tdap booster, one MUST be obtained prior to entering the program. A Td booster is required every 10 years.
- **COVID-19 Vaccine** in some cases, the COVID vaccine will be required by clinical agencies for the completion of clinical hours. The agency may allow an exemption but that is up to the individual agency's discretion. If you have been vaccinated, please submit documentation with dates.

Universal Precautions

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

Fitness for Duty

The student will be required to disclose and provide a release from a licensed health care provider to attend class and/or clinical 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 clinical. Delay in completion of the mandatory clinical hours within the time frame of the current semester may result in the inability to progress in the nursing program. The release will be reviewed by the Program Chair. It is at the discretion of the Program Chair to accept/reject the release from the healthcare provider.

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 concentration director and/or assistant dean for graduate programs, who in turn can approve/disapprove the release from the health care provider.

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 healthcare provider indicating the substance will not impair the student in any way. Positive results are reviewed by the concentration director and/or assistant dean for graduate programs, which in turn can approve/disapprove the release from the licensed health care provider.

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

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

Medical Withdrawal

The didactic portions of clinical courses provide the theoretical basis for evidence-based nursing practices applied in a clinical setting. The practical application of academic theory in a clinical setting reinforces the theoretical knowledge base needed to make evidence based clinical decisions. In order to master the academic theory and the clinical competencies that are the learning outcomes in this class, students must take the clinical and the didactic courses simultaneously.

If at any time during the term a student is unable to perform all of the Student Essential Functions listed in the CSON MSN 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 CSON MSN Student Handbook. Students will need to contact the concentration director if seeking a Medical Withdrawal.

STUDENT ESSENTIAL FUNCTIONS

With job duties that can change by the minute, nurses must be ready to perform a variety of tasks. Below are the essential functional abilities necessary for success (in addition to academic requirements) in the Lincoln Memorial University CSON Program. All students are required to meet these essential functions, which include the ability to perform a variety of interventions impacting patient care and safety, as well as interactions necessary in the clinical and classroom setting. The School of Nursing will work with students with documented disabilities to explore whether a reasonable accommodation exists which will allow them to perform essential functions without undue burden. Student essential functions include functions 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, please refer to the information on "Students with Disabilities Policy" in the *LMU Graduate Catalog*. The *Student Essential Functions Form* is found in this handbook under Section III: Forms.

Core Performance Standards Required for Nursing

Issue	Standard	Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause and effect relationships in clinical situations, use diagnostic reasoning to develop a plan of care.
Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families and groups from diverse backgrounds.	Establish rapport with patients, families, and colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Elicit a detailed history, listen to client concerns, explain treatment plan, initiate health teaching, compose a medical record entry, accurately interpret data in the medical record
Mobility	Physical abilities sufficient to perform the duties of an advanced practice nurse.	Move about within and between clinical sites, perform CPR, and perform maneuvers associated with physical assessment.
Motor Skills	Fine and gross motor skills sufficient to provide safe nursing care.	Able to calibrate and use equipment, to draw up and administer medications, to position patient.
Hearing	Auditory function sufficient to monitor and assess health needs.	Hear monitor alarm, emergency signals, auscultator sounds, and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe patient/client responses, able to detect color change, able to use ophthalmoscope, otoscope, and microscope.
Tactile Senses	Tactile ability sufficient for physical assessment.	Able to perform palpation and other functions of physical examination involving touch, able to perform diagnostic or therapeutic procedures such as venipuncture or IV insertion.

MSN End-of-Program Student Learning Outcomes

The graduates of the Master of Science in Nursing (MSN) program will be able to:

1. Apply knowledge from science and related disciplines, including principles of evidence-based practice to improve care delivery and health outcomes.
2. Apply knowledge of organizational and leadership theories with an emphasis on ethical and critical decision making, to improve quality, manage risks, and provide cost-effective care using a systems perspective.
3. Improve quality, manage risks, and provide cost-effective care through the application of quality improvement methods and tools, performance measures, and best practice standards.
4. Demonstrate analytic techniques used to appraise the quality of existing evidence for best clinical practices, determine and evaluate outcomes, identify gaps in nursing science, and contribute to the dissemination of nursing knowledge.
5. Demonstrate technological and informational literacy in evaluating data management systems, healthcare information systems, consumer health information sources, and patient care technology to improve the effective and ethical use of information to improve health outcomes.
6. Advocate for ethical health care policies at the system level that ensure equity, stewardship of resources, and improvement of health outcomes.
7. Demonstrate effective communication and interprofessional collaboration, employing consultative and leadership skills to manage and coordinate care and improve health outcomes.
8. Analyze and apply scientific data to develop and implement culturally appropriate interventions to promote health, address disparities, reduce risk, and manage disease trajectories to improve health outcomes of individuals, communities, populations, and systems.
9. Apply advanced nursing knowledge and competencies to assess health and illness parameters, design, implement, and evaluate interventions to improve care delivery and health outcomes, while seeking life-long learning, and the promotion of practice excellence.

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. Full-time students will follow the curriculum plan for his/her concentration of study. The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree, but the academic advisor can give valuable information and direction. Advisors are accessible throughout the program for academic advisement. Students are responsible for checking the *LMU Graduate Catalog*, CSON MSN Student Handbook, LMU website, and LMU email for information and communication regarding program requirements.

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.

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

- B. The privacy right of all individuals must be honored. Confidential information shall remain confidential and be communicated only within the professional situation. Useless and mischievous gossip related to the health care setting must be avoided. Informed consent must be granted by the persons involved for any research or non-clinical purposes.
- C. Each individual must accept full responsibility and accountability for his/her own judgments and actions. Knowledge and/or performance of any incompetent, illegal, or unethical practice requires (mandates) immediate action. Such practices include reporting activities with potential harm for the patient (e.g., alcohol or drug use), questioning of potentially dangerous orders, and confronting and/or reporting cheating. Cheating shall include the use of any material belonging to another and represented as his/her own. Thus cheating on tests, care plans/maps, projects, etc. are considered equal infractions. Conduct issues include, but are not limited to, legal infraction, falsification of any records, or violation of any social norm, including written or unwritten laws. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided.

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

- D. An LMU CSON student is a representative of the University and his or her profession whether engaged in academic, research, or purely social pursuits, on or off 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 VIOLATIONS

Violations of the Code of Ethics include plagiarism, cheating, and 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**, students 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 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 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 or consult with the writing center.

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 significant amounts of plagiarized content.
3. In 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 MSN student papers must include the Certification of Authorship statement, found in this handbook under Section III: Forms.

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 an "F" for the course.
2. Students who have used "pirated" copies of examinations will fail 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 clinical, labs, or research data are expected to reflect an 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 clinical hours and has not performed those activities is guilty of falsifying logs. Any student who submits lab data that is fabricated or deceptive is guilty of falsifying data. Both violations represent academic dishonesty.

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

Professionalism Expectations

An advance practice nursing student is expected to maintain a high level of professionalism at all times during the program. Professionalism includes the classroom, clinical setting, university community, social media environment, and public settings. The student is expected to project professionalism in everything said or done in various settings in order to promote a positive image of the Lincoln Memorial University and Master of Science Nursing Program. Failure to do so can result in disciplinary action up to and including dismissal from the MSN program.

Health Information Privacy and Social Media

1. The student may not share information regarding any patient or agency encountered in the student role or the clinical experience. Information cannot be shared during the program or after completion of the master of science of nursing program. Information includes verbal, written, or electronic material.
2. The student may be required to sign a confidentiality statement by the concentration director, preceptor, or agency where the clinical rotation is completed. If a student is found to have shared patient information, this will result in disciplinary action and the student may be dismissed from the program.

Please use the following links as guides regarding social media:

<https://www.nursingworld.org/social/>

https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

<http://www.hhs.gov/ocr/privacy/>.

3. Students shall provide and not impede access to witnesses, written communications, or electronic or social media to aid in the investigation of possible offenses.
4. The student shall not photograph a patient, patient family member, staff, clinical case, standardize patient in Simlab, cadaver, or any physical structure during the student's clinical rotation or program without prior authorization from the Dean of the Caylor School of Nursing.
5. The student may not copy any materials at a clinical site. The student may take notes, with all patient identifiers removed, at the express direction of an instructor for a directed project required by the course, which shall only be viewed by the instructor.
6. The student may not remove any materials from a campus facility or clinical site.
7. The student may not present him or herself as a representative of Lincoln Memorial University unless express written consent is provided by the Dean of the Caylor School of Nursing.
8. The student shall be compliant with the Health Insurance Portability and Accountability Act of 1996 (HIPPA) Privacy and Security Rules. Information can be accessed at: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html> . The student will comply with the University and each clinical agency's guidelines for HIPPA.

MSN EVALUATION METHODS

Mastery of didactic content will be evaluated by a combination of in-class exams, on-line exams, application of content in graded case studies, oral and web-based presentations, 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. These 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. Each student's progress is reviewed periodically during, and at the end of, each semester. Evaluation is based on the student's performance on examinations, other assignments, and in the clinical or laboratory setting. If a student's performance is judged to be borderline or failing during a course, the faculty member will discuss this with the student and advise the student regarding how to remediate.

Grading System

The LMU grading system is based on a four-point scale. The grading scale for the Graduate Programs is as follows:

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

Partial points will be rounded to the nearest full point; for example, 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 has 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 deficient practice hours) and the written assignments or examinations to be completed. *The form for documenting a contract for an “I” is found in the MSN Handbook under Section III: Forms.* 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 clinical 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 six weeks 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 prevent completion of the clinical 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 a reasonable expectation that the student will be able to complete the clinical component and remove the “I” within the proposed time line. An alternative would be to request a medical withdrawal.

Practice Evaluation Methods

Students and faculty maintain ongoing dialog regarding practice experiences and individual performance. Dialog may occur in class, via practice logs or journals, via web-based communications, or in individual meetings as appropriate. Formal evaluations will occur in each practice course. Practice evaluation tools (student version, faculty version, and preceptor/facilitator version) are used to structure the formal evaluations. Some written assignments will be based on current practice data or cases (with all identifying data removed). Feedback regarding the development of diagnostic reasoning and practice management skills will be provided. **Practice performance is graded individually and should a student fail a practice course, the student will be dismissed from the program.**

Practice Failure: The instructor will seek input on clinical performance from the clinical preceptor/facilitator; however, final responsibility for the student’s grade is retained by the LMU-CSON faculty.

Course and Program Evaluation

Mechanisms for ongoing evaluations have been built-in to both course and program designs. This is consistent with the faculty commitment to the development of innovative, quality courses and to being responsive to student needs and perceptions.

Course Evaluation: At LMU, students complete course evaluations and have an opportunity to provide open-ended feedback anonymously. Students also complete preceptor and clinical placement evaluation forms. This information will be used by the CSON nursing faculty to determine if courses or placements need to be modified. Faculty will look at test item evaluation data and student performances on written assignments to determine if the assignments are consistent with the course objectives. The MSN faculty will meet to review and assess this evaluative data.

Program Evaluation: The nursing faculty review the evaluative data described above to determine if courses are meeting their stated objectives. Exit interviews and surveys will provide data regarding student satisfaction. Preceptors complete a survey regarding their satisfaction with student preparation and program support. Students complete preceptor and clinical site evaluations. Pass rates on national certification exams will be monitored to evaluate end-of-program student learning outcomes. As students graduate and are employed, employers will be surveyed to determine if graduates exhibit core competencies consistent with the advanced practice nurse role and asked to evaluate how LMU-MSN program graduates compare with new graduates of other programs.

MSN COMPREHENSIVE EXAMINATION

The MSN program has been designed as a non-thesis option master's degree. Graduate nursing students, in the FNP, and FPMHNP concentrations must pass a Comprehensive Examination as part of program degree/certificate requirements. This exam is given in the last clinical course of the concentration program. The student must obtain a score of 83% to pass the examination. Should the student fail the Comprehensive Exam, they will be required to retake the exam at the discretion of the concentration Director.

STUDENT COMPLAINT AND APPEAL PROCESS

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

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

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

Channel of Communication:

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

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

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

*Complaints involving ADA accommodations should be filed in accordance with the appropriate ADA/Section 504 grievance procedure find in the Accessible Education Services Accommodations Policy and Procedures,

https://www.lmunet.edu/student-life/documents/accessible_education_policy_and_procedures1.pdf.

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

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277 or schedule an appointment online at <https://www.lmunet.edu/counseling/schedule-an-appointment>

If you have experienced discrimination and would like to make a report to the University, contact: Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R. - Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

CSON ALCOHOL & DRUG POLICY

LMU CSON believes that in order to maintain a safe effective learning environment for students; and for the safe and effective care of patients while students are in the clinical area, a student must be alcohol and drug free. This pertains to all areas of activity, including academic and clinical experiences, relationships between faculty and other students and maintenance of conduct, which reflect upon nursing and Lincoln Memorial University.

1. A student must be alcohol and drug free.
2. Have a chain of custody drug screen performed within 90 days of the start of the nursing program that will be 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 clinical 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, 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/clinical agency used for student clinical experience 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.
7. Positive results can be shared by the Caylor School of Nursing with employers of students.

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 7 or above operating system. The student will need access to MS Office 2013 including MS Word, PowerPoint, and an Excel software programs. 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: Internet Explorer, Google Chrome, and Firefox (Certain aspects of Canvas 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 Canvas. The general recommendation for Canvas is use of Firefox or Google Chrome with a hard-wired connection if at all possible. A hard wire connection is particularly important for online testing and synchronous course materials. The primary and preferred method for verification of student identity, for distance and online education purposes, is the use of a secure login and passcode. Other options include proctored examinations and the use of approved technologies. The Respondus Lockdown Browser, which is available for download on Canvas, should be installed. Additional help and information on informational literacy and technology resources and support is available at the helpdesk at 423-869-7411.

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 on a frequent and regular basis 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:

- A. 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.
- B. The creation and exchange of messages which are harassing, obscene, or threatening.
- C. The unauthorized exchange of proprietary information or any other privileged, confidential sensitive information.
- D. The creation and exchange of information in violation of any laws, including copyright laws, or University policies.
- E. The knowing transmission of a message containing a computer virus.
- F. The misrepresentation of the identity of the sender of an email.
- G. The use or attempt to use the accounts of others without their permission.
- H. 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 this type of behavior it will be considered a violation of the policy and will result in disciplinary action.

CLASSROOM POLICIES

Online Exam Policies (Seated Policy can be found in each course syllabus)

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

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

LMU Caylor School of Nursing Online Testing Policy

- A. All students are expected to take exams as scheduled.
 1. Technical requirements:
 - Technology is an essential and integral part of online testing. The student must have a laptop computer no more than 2-3 years old on a stable connection to a high-speed internet such as a cable modem or digital subscriber line (DSL) during online examinations. A webcam and microphone are also required. Browsers should be kept up to date and tested to ensure the student has the necessary browser capabilities for exam purposes. All exams will be given via online LockDown Browser unless otherwise specified in the course syllabus.
 2. If unable to complete or take the exam:
 - Students must notify the faculty by phone or email (see Faculty Contact Information) prior to the scheduled exam if they cannot take an exam (for reasons of sickness, etc.). Students are given faculty contact information in each NURS course syllabi and are expected to always have it available.
 - If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office in Harrogate (1- 800-325-0900, ext. 6324) or the appropriate site location and talk to an administrative assistant or leave a message on the voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name, and the site you attend. **Any student that does not notify the appropriate faculty may receive a zero for the exam.**
 - Faculty will determine the date, time, and method of any alternative make-up exam. A pattern of missing exams in a specific course or throughout the program will not be tolerated. A counseling record will be written with each missed exam, and the specific consequences of another missed exam will be provided. If the student does not make up the exam on the scheduled date and time, the student will receive a zero on the exam.
 3. During the exam:
 - At LMU, the primary and preferred method of verification of a student's identity for online education is the use of your username and password and student ID.
 - Please be sure you have the Respondus LockDown Browser installed (Instructions for download on the Canvas site-must be LMU version) on your device, a webcam, and LMU ID available prior to the exam start time.
 - You may have a small white erase board, dry erase pen, & dry marker eraser. You will be prompted to show this before and after the exam. There is a built-in calculator on the Lockdown Browser if needed.
 - Prior to beginning the exam, you will be asked to perform several tasks – picture of yourself, picture of your LMU ID, and an environmental scan. When you are asked to do these, please ensure you:
 - are forward facing to the computer/webcam.
 - show both your face and ID at the same time when doing the ID photo, and while doing the environmental scan:
 - move slowly while videoing the area, show your entire desk, computer screen, the area behind the computer, and the area on both sides and behind your seat, and you will also need to video both sides of your dry erase board, pen, and eraser before you begin the exam and again at the end of the exam,
 - use a mirror to video the computer screen, showing both sides of the mirror during the environmental scan.
 - Failure to record all areas of the environment will be considered a violation of the Academic Integrity Policy and may be subject to dismissal.
 - The exam will be timed. Once the ID verification and environmental scan is completed the exam timer will begin. You will have only one opportunity to enter and complete the exam.

- If you should run into technical difficulties during the exam, speak to the camera and say that you are using your phone to contact the instructor or the help desk.
- Videos will be reviewed and any suspicion of cheating will be investigated.
- Student questions related to exam content will not be answered by faculty during the exam.
- Students are not to talk or communicate with another person during the exam. If talking/communication occurs, the students involved will be subject to the University's cheating policy.
- The student is prohibited from sharing any information with any other individual or student in written, verbal, electronic, photographic, or other format at any time during the exam period or the semester. Sharing of any quiz or exam information will be considered a form of academic dishonesty/ cheating and will follow the disciplinary proceedings described in the Graduate/ Undergraduate Student Handbook. The instructor reserves the right to investigate any potential sharing of information in the above format anytime during the semester.
- Cell phones, smart watches, or any electronic devices usage are NOT permitted during online course time. This includes taking photos of the material, sending, and receiving text messages. No hats are allowed while testing. No blankets or throws are allowed while taking the examination.

4. After the exam:

- An item analysis of all questions is completed before the exam grades are determined and released.
- You may review your exam according to the specific course syllabus.
- Challenges to exam questions will be accepted according to course syllabus.
- Challenges should be sent in an email format and should specify the rationale as to why the chosen answer should also be considered as a “correct answer.” Appropriate references from course materials and documentation should be provided with rationale. Challenges concerning the appropriateness or relevance of the question are not within the purview of the student and will not be considered.
- Nursing faculty will have one week to review and score exams. Individual student grades will be available and posted on Canvas within one week after the exam has been given.
- For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue.
- Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.

5. Please refer to the syllabus for course specific exam policies that may be in addition to the above.

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

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

Seated Examination Policy:

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 Administrative Assistant or leave a message on the voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name, and the site you attend. **Any student that does not notify the appropriate faculty may receive a zero for the exam.**
2. The faculty will determine the date, time, and method of any alternate make-up exam. A pattern of missing exams in a specific course or throughout the program will not be tolerated. A counseling record will be written with each missed exam, and the specific consequences of another missed exam will be provided. **If the student does not make up the exam on the scheduled date and time, the student will get a zero on the exam.**
3. The exam will be timed. The time for exam booklets to be turned in and for class to resume will be announced and posted. Any student entering late will be required to turn in the exam at the stated time. Failure to submit the exam at the appropriate time will result in a zero.
4. Students are not to talk or communicate in any way between themselves during the exam. If talking/communication occurs the students involved will be subject to the cheating policy of the University.
 - The student is prohibited from sharing any information with any other individual or student in written, verbal, electronic, photographic or other format at any time during the semester or exam period. Sharing of any quiz or exam information will be considered a form of academic dishonesty/cheating and will follow the disciplinary proceedings described in the Graduate/Undergraduate Student Handbook. The instructor

reserves the right to investigate any potential sharing of information in the above format anytime during the semester.

5. Student questions related to exam content will not be answered by faculty during the exam.
6. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction as well as post it in the classroom.
7. Pencils are the ONLY writing instrument allowed during test time.
8. Simple calculators are the ONLY calculators allowed during test time. Scientific calculators or those combined with cell phones, PDAs, or other electronic devices are not permitted. If a student presents to an exam with any calculator other than a simple calculator, the faculty will collect the calculator and the student will be required to do mathematic calculations by hand. Calculators collected prior to the exam will be returned after the exam is completed. Sharing of calculators is not permitted.
9. Cell phone, smart watches, or any electronic devices usage are NOT permitted during the examination or the post-exam review. This includes taking photos of the material, sending and receiving text messages. This is imperative during all quizzes and tests.
10. Personal belongings (book bags, purses, coats) are prohibited during examination times. Students must make arrangements for their other personal belongings during test time.
 - Hats will not be allowed to be worn during exam administration.
 - No clear beverage containers allowed during an exam.
 - No blankets, throws, etc. allowed around a student or in a student's lap during the exam.
11. The student must not leave his/her seat until the exam is finished, except for emergencies.
12. After the exam is finished, the student has the following options:
 - Return to his/her seat, and remain quiet until class resumes, or
 - Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
13. The students' scantron/answer sheet is the official document to be graded (not the exam booklet). Exam booklets will be shredded following the exam.
14. Nursing Faculty will have one week to review and score exams. Individual student grades will be available and posted by one week after the exam has been given.
15. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
16. Post-exam reviews will be scheduled. Attendance at these reviews is strongly recommended. No books, pencils, electronic devices, or taping are allowed during the post-exam review.
17. Students have one calendar week after the test results are posted to contact their instructor for clarification of any exam related issue.
 - For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue. In order for faculty to consider an appeal for any exam related issue, the issue must be presented via email to the instructor who taught the content and must be submitted within the time frame listed above.
18. At no time will a student be left alone to review a previous test and no note taking will be allowed.

Sleeping in Class

Students are expected to develop proper work habits and to remain engaged and on task while in class. Students are not permitted to sleep in class. If sleeping in class occurs the student will be asked to leave the class for the day and a conference record will be written.

Student Permission to Tape Record Lecture

Taping of lectures is a privilege which may be granted by the individual faculty member, but it is up to students who wish to tape lectures to ask permission and not simply assume permission. Students should ask for permission at the beginning of the semester with each individual faculty member. Faculty members reserve the right to discuss with students their desire to tape lecture and what benefit it will have for the student.

Cell Phone or Other Electronic Use

Cell phone use is NOT permitted in the classroom or clinical area. Usage includes, but is not limited to, talking on the phone, checking messages, and text messaging. If a student uses a cell phone during class or clinical, they will be asked to leave and counted absent for the day. Students may use computers to take course notes but are not to use computers or other electronic devices, including smart watches, to engage in activities such as checking email, playing computer games, texting, or surfing the internet.

CLINICAL POLICIES

1. Students are expected to be familiar with and comply with all requirements and policies in course syllabi and the CSON MSN Student Handbook regarding the clinical component of coursework.
2. Under extenuating circumstances, an Incomplete “I” grade may be given to allow completion of required clinical hours with the provision that any deficiency in clinical hours will be removed before the next clinical course begins. **Students may not enroll in subsequent clinical classes until the “I” is removed. Please review the incomplete policy in this handbook.**

Preceptor Requirements

Criteria for selection of MSN clinical preceptor are as follows:

1. Clinical Preceptors will maintain all applicable accreditation requirements and certify such compliance to LMU or other entity as requested by LMU.
2. Preceptor will allow authorities responsible for accreditation of LMU’s curriculum to inspect the facility as necessary.
3. Preceptors may be a Certified Advanced Practice Registered Nurse, Medical Doctor, or a Doctor of Osteopathic Medicine. Physician Assistant rotations will be approved by concentration director on a case by case bases for limited hours/rotations.
4. Preceptors will be supportive of the LMU program.
5. Preceptors will provide appropriate clinical opportunities for the student to meet the course learning objectives and clinical outcomes within a particular setting.
6. Preceptors will be experienced health care providers (greater than one year of practice).
7. Preceptors will be health care providers who are receptive to placement of students.
8. Preceptors should have a sufficient number of patients seen in the practice in order that students may assess and plan care for a variety of patients.
9. Preceptor evaluations are completed by students.

Clinical Facility Requirements

Qualifications for facility (clinical site placements) are as follows:

1. The facility will comply with all federal, state, and municipal laws, advice, rules, and regulations, which are applicable to the performance of responsibilities, which shall include, but are not limited to, Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and Centers for Medicare & Medicaid Services (CMS) standards, facility policies, and any regulatory standards or requirements of third-party payers.
2. The facility will be supportive of LMU’s CSON MSN program.

Withdrawal from 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.

REPEATING COURSES

Graduate nursing students must maintain a “B” (3.0) cumulative grade point average (GPA) to remain in good academic standing. Each course syllabus clearly outlines the criteria for successful course completion.

MSN Program – FNP, FPMHNP and ADMN FNP, FPMHNP, and ADMN students may repeat only one the following nursing courses: NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, or NURS 590. A “C” or “C+” for the course requires an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the Concentration Director. The student must present a plan for success as part of the advisement session.

The student will not continue with other nursing coursework until the course is repeated successfully. The student must repeat the course for which a “C” or “C+” was earned, and earn at least a “B” for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student’s permanent academic record. The following courses require a “B” or higher grade, and cannot be repeated: NURS 561, NURS 561A, NURS 562, NURS 562A, NURS 564, NURS 564A, NURS 563, NURS 563A, NURS 566, NURS 567, NURS 535, NURS 541, NURS 541A, NURS 542, NURS 542A, NURS 543, NURS 543A, NURS 521, NURS 522, NURS 533, NURS 534, NURS 579, NURS 587A, and NURS 587B.

Readmission Policy

Readmission to the MSN FNP, FPMHNP, or ADMN program is NOT guaranteed.

If a student earns a “C” in a select core NURS course (NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, NURS 590), a readmission application for that course must be submitted to the nursing office. The student will not be allowed to progress in the MSN FNP, FPMNP, and ADMN concentrations until the student is readmitted and successfully completes the same repeated nursing 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 or 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 semester or different semesters, the student will not be eligible for readmission, and/or progression in the MSN program.

a. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Students re-entering the nursing program may not have a lapse of more than 18 months from when the student was last enrolled in nursing courses in his or her program of study.

b. The student will be considered for readmission by the MSN 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, number of times enrolled/admitted in this or other nursing programs, and span of time since enrolled in nursing course.
5. Number of times enrolled/admitted in this or other nursing programs and span of time since enrolled in nursing program.
6. Overall GPA in the current and in previous programs, including the nursing course in which the student was unsuccessful.
7. Readmission students are considered on a space available basis.
 - a. The student is required to repeat all class content for the course. All of the requirements of the courses in which students are repeating must be completed before the student will be allowed to progress (take other courses) within the nursing program.
 - b. The student is required to repeat the course at the original campus to which he or she was admitted unless a request for campus transfer is requested and granted.
 - c. Readmission forms should be returned to the Nursing office on the Harrogate campus.

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.

SECTION III: FORMS

**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 _____

Alternate email _____

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

2. Course to which appeal is requested: _____

3. LMU campus last attended: _____

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

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

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

7. Signature of Student: _____

PLEASE EMAIL THIS REQUEST TO THE COURSE COORDINATOR

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision: _____

MASTER OF SCIENCE IN NURSING

CERTIFICATE OF AUTHORSHIP

All MSN student papers 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's Name (Print)

Student's Signature

Student ID Number

Date

MSN Concentration ☐ FNP ☐ FPMHNP ☐ ADMN

MSN Campus ☐ Harrogate ☐ Cedar Bluff ☐ Online

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

I HAVE READ AND AGREE TO ABIDE BY THE FOLLOWING LMU CSON POLICIES:

Student Name: (print please) _____

- I. Code of Ethics** I have read and agree to abide by the CSON Code of Ethics while I am a student within this program. _____ (Initial here)
- II. Academic Integrity** I have read both the LMU and CSON policies regarding cheating and plagiarism and agree to follow these policies while enrolled in this program. _____ (Initial here)
- III. Failure to Abide by Code of Ethics and/or Academic Integrity Policies** I understand the failure to abide by the Nursing Code of Ethics and/or the policy on Academic Integrity may subject me to immediate dismissal from the nursing program. _____ (Initial here)
- IV. Reporting Infractions of the Law** I understand should I be arrested or formally charged with any infraction of the law other than minor traffic violations, the student shall report such arrest or charges to the appropriate LMU-CSON Program Chair as soon as possible **in no case later than one week after the arrest or charge.** _____ (Initial here)
- V. Policy Regarding Alcohol and Drugs on Campus** In order to encourage chemical-free activities and support people who choose not to use alcohol and other drugs, and to enforce university, local and state codes, ordinances, and statutes which govern alcohol and other drug use, LMU prohibits students from possessing, consuming, or using alcoholic beverages and non-medically prescribed drugs and narcotics while on campus or while participating in university-sponsored events on or off campus. Enforcement and penalties regarding this policy are outlined in the current *LMU Student Handbook*. _____ (Initial here)
- VI. Permission to Release Medical Information** I hereby give permission for the CSON of LMU to release medical information according to the policies of clinical agencies. _____ (Initial here)
- VII. Work Hours Prior to Clinical Practice** I understand the failure to abide by the nursing policy prohibiting work eight hours prior to clinical practice will result in being administratively withdrawn from the nursing program. _____ (Initial here)
- VIII. CSON Student Handbook** I have viewed the online copy of the current *MSN Student Handbook* for the Caylor School of Nursing. I agree by my signature to abide by the contents within. Failure to abide with the requirements stated herein will result in appropriate action by nursing faculty. _____ (Initial here)
- IX. LMU Catalog** I have viewed the online copy of the current *Graduate Catalog*. I agree by my signature to abide by the contents within. Failure to abide with the requirements stated herein will result in appropriate action by nursing faculty. _____ (Initial here)
- X. Student Essential Function** I have read the Student Essential Functions for the CSON. I can meet the:
- Physical and Psychomotor Essential Functions;
 - Communication, Reading, and Writing Essential Functions;
 - Cognitive/Psychological/Affective Essential Functions; and
 - Professional Behaviors as stated.

If I can no longer meet the Student Essential Functions, I agree to notify the Program Chair/Director immediately. _____ (Initial here)

- XI. Acknowledgement of CSON student appeals policy** I hereby acknowledge receipt of LMU CSON's student appeals policy. I agree to follow this policy in the event I wish to file an appeal. _____ (Initial here)
- XII. Permission to Photocopy** I hereby give my permission for photocopying of my written work. I understand that this material is to be utilized by the faculty for curriculum evaluation and development. Further, I understand that my name will not appear on the copy. _____ (Initial here)
- XIII. Permission to Release Name and Address** I hereby give permission for the CSON to release my name and address for professional purposes, i.e., employment. _____ (Initial here)
- XIV. Acknowledgement of receipt of drug/alcohol use/abuse policy** I hereby acknowledge receipt of LMU Caylor School of Nursing's policy governing the use and/or abuse of drugs and alcohol, its intention to test for such substances, and the possible penalties for violation of that policy.
- I understand the purpose of the policy is to provide a safe working environment for persons (patients, students, hospital staff, and school staff) and property. Accordingly, I understand that prior to participation in a clinical experience, I will be required by the CSON and may be required by the clinical agency to undergo drug screening of my blood and/or urine. I further understand that I am subject to subsequent testing based on reasonable suspicion that I am using or under the influence of drugs or alcohol such that it impairs my ability to perform competently the tasks required of me.
- I agree to be bound by this policy and understand that refusal to submit to testing or a positive result from testing under this policy will affect my ability to participate in a clinical experience and may also result in dismissal from the program.
- I hereby release LMU from any claim or liability arising from such tests, including, but not limited to the testing procedure, the analysis, and the accuracy of the analysis or the disclosure of the results.
_____ (Initial here)
- XV. The National Council Licensure Examination for Registered Nurses** The student will be eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN) upon completion of this program. The Board of Nursing has the power to deny license to practice nursing upon certain grounds, such as commission of a crime, alcohol or drug addiction, mental incompetence, unprofessional conduct, etc. Questions regarding eligibility to take the NCLEX-RN should be directed to the Board of Nursing in which the student wishes to be registered.
_____ (Initial here)

Student's Signature _____

Date _____

MSN Concentration ☐ FNP ☐ FPMHNP ☐ ADMN
MSN Campus ☐ Harrogate ☐ Cedar Bluff ☐ Online

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 Blood borne Pathogen Standard CFR 1910.1030.

Patient Name: _____

List other names patient has been known as: _____

Date of Birth: _____

Date of Medical Services: _____

The patient authorizes the health care provider _____ to release medical information to the Lincoln Memorial University Caylor School of Nursing regarding hepatitis B vaccinations 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:

Dean
Caylor School of Nursing
Lincoln Memorial University
6965 Cumberland Gap Parkway
Harrogate, TN 37752

NURS 595 SPECIAL TOPICS FORM

- All items must be completed by the individuals listed: proposed student, proposed instructor, and Concentration 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: _____ Student I.D. _____

MSN Concentration: _____

MSN Campus: _____

Proposed Credit: _____ Credit 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 Concentration Director: _____

Date filed to Student's File: _____

NURS 595 SPECIAL TOPICS FORM

To be initiated as confirmation by Proposed Instructor:

_____ 1. Attached is the learning contract, adapted as necessary to the Special Topic course.

_____ 2. The proposed Instructor agrees to meet with the student regularly for appropriate periods (approximately 15 minutes for each semester credit hour) to treat the course matter/specific schedule subject to mutual agreement of the instructor and student.

ADDITIONAL CONDITIONS OR STIPULATIONS (IF ANY)

SIGNATURES INDICATING APPROVAL

Proposed Instructor _____ Date _____

Concentration Director _____ Date _____

MSN Concentration ☐ FNP ☐ FPMHNP ☐ ADMN

MSN Campus ☐ Harrogate ☐ Cedar Bluff ☐ Online

PLAN FOR REMOVAL OF AN INCOMPLETE

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.

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

MSN Concentration ☐ FNP ☐ FPMHNP ☐ ADMN

MSN Campus ☐ Harrogate ☐ Cedar Bluff ☐ Online

Course to which incomplete was assigned _____

Course Faculty's Name _____

Filing Instruction: The original copy goes to the Concentration Director; faculty keeps one photo copy; and student keeps one copy.

Assignments to be completed:

Item	Negotiated Due Date
Exams:	
_____	_____
_____	_____
_____	_____
Quizzes:	
_____	_____
_____	_____
_____	_____
Papers:	
_____	_____
_____	_____
_____	_____
Clinical Hours	
Sites:	
_____	_____
_____	_____
_____	_____
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 instructor, the Concentration Director, and the Dean. Revision of these dates might make the student ineligible to enroll in any sequential nursing class for which this course is a pre-requisite.

APPLICATION FOR READMISSION MSN-FNP, FPMHNP, and ADMN

Name _____
Last First Middle

Date of Birth _____ Student ID Number: _____

Home Address _____
Number and Street City State Zip Code

Telephone Number _____ Cell Phone Number _____

Email _____

Readmissions requested for: (choose one) Fall 20 _____ Spring 20 _____ Summer 20 _____

Course to which readmission is sought:

☐ NURS 500 ☐ NURS 520 ☐ NURS 580 ☐ NURS 510 ☐ NURS 530 ☐ NURS 590

Location applying for: (check one) ☐ Cedar Bluff ☐ Harrogate ☐ Online

Reason(s) for this request:

Extenuating circumstances affecting performance in last nursing courses attempted:

Student Signature _____ Date _____

Mail completed application to:

**LMU Caylor School of Nursing
6965 Cumberland Gap Parkway
Harrogate, Tennessee 37752**

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision: **APPROVED** **DENIED** Date: _____

Notification sent to student: _____ Date: _____

Committee Member's Signature/Date:

Program Director's Signature/Date:

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

Date of Report _____ Time of Report _____

Student's Name _____ LMU ID # _____

MSN Concentration ☐ FNP ☐ FPMHNP ☐ ADMN

MSN Campus ☐ Harrogate ☐ Cedar Bluff ☐ Online

SS# _____ Phone _____

Date of Occurrence _____ Time of Occurrence _____

Facility _____ Location of Occurrence _____

Date of last tetanus _____ Hepatitis B Vaccination Record _____

Type of Occurrence: (please check or complete)

Possible Injury _____ No injury _____ Property Damage _____ Complaint _____

Confidentiality Breach _____ Missing Article _____ Medication Error _____

Potential Hazard _____ Exposure to blood born communicable diseases _____ Other _____

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

Student responsibilities:

1. Notified supervising faculty: _____ Date: _____ Time: _____

Name of supervising faculty: _____

2. Completed incident report as required by facility: Date: _____ Time: _____

3. Reported for testing/treatment: Date: _____ Time: _____

Physician on site _____ Facility ER _____ Student's PCP _____

4. Name/Signature of attending physician/health care provider:

(Print Name)

(Signature)

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

Student Signature: _____

Faculty Signature: _____

Concentration Director Signature: _____

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

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

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

Physical and Psychomotor- The student must be able to:

1. Accurately and reliably, visually inspect and observe the skin, facial expression, anatomical structures, postures and movement of others, and color differentiation of fluids.
2. Detect and distinguish odors from patients and environment.
3. Examine and evaluate/assess blood pressure, and lung and heart sounds.
4. Accurately and reliably read and/or manipulate equipment dials and monitors.
5. Exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc.; provide support and resistances as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines.
6. Feel pulses, skin condition, muscle and tendon activity, and joint and limb movement.
7. Negotiate level surfaces, ramps, and stairs to assist patients/classmates appropriately.
8. Lead patients through a variety of examinations and treatments, typically requiring sitting, standing, squatting and kneeling on the floor or treatment table.
9. React effectively and respond quickly to sudden or unexpected movements of patients/classmates.
10. Transport self/patients from one room to another, from one floor to another.
11. Manipulate another person’s body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques.
12. Lift at least 30 pounds on a regular basis and, on occasion, move real/simulated patients generating lifting forces of up to 75 pounds.
13. Maintain patient care activities, and other essential functions, throughout a twelve (12) hour workday for ASN and BSN students and up to a sixteen (16) hour workday for MSN and DNP students.

Provider’s Name (Print)

Provider’s Signature

Date

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

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

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

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

Professional Behaviors- The student must be able to:

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

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

Student's Name (Print)

Student's Signature

Date

SECTION IV:
FAMILY NURSE PRACTITIONER
CONCENTRATION

FAMILY NURSE PRACTITIONER (FNP) CONCENTRATION

Lincoln Memorial University's MSN degree program, Family Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in family health promotion and culturally competent clinical management of common conditions across the life span. The seventeen (17) month program requires 43 semester hours of graduate course work including 750 clinical hours. Clinical courses have a 1:5 credit hour to clinical hour ratio. A Comprehensive Exam is required during the final semester.

The minimum number of credit hours required for graduation should not be construed as indicating a maximum number of credit hours for any particular student. Students who complete the program in seventeen months will have limited opportunity for elective courses, but students who pursue a part-time option may elect to explore additional topics. Thus, each program of study may vary as to total number of credit hours necessary to receive the degree.

FNP CURRICULUM PLAN

Full-Time Curriculum Plan

Students may request full or part-time status for the FNP concentration. The full-time curriculum plan is provided below. Cohorts for Harrogate and Online first semester are in the fall. Cohort for Cedar Bluff first semester is in the spring.

Full-Time Plan (17 months, 4 semesters)			
First Semester		Cr Hrs.	
NURS 510 Advance Pathophysiology		3	
NURS 520 Advance Health Assessment		3	
NURS 530 Advance Pharmacology and Therapeutics		3	
Total:		9	
Second Semester		Cr Hrs.	
NURS 500 Theoretical Foundations and Research Methods		4	
NURS 561 Young and Middle Adults		4	
NURS 561A Young and Middle Adults Practicum		3	
Total:		11	
Third Semester		Cr Hrs.	
NURS 562 Pediatrics		2	
NURS 562A Pediatrics Practicum		1	
NURS 564 Women's Health		2	
NURS 564A Women's Health Practicum		1	
NURS 566 Family Nurse Practitioner Internship I		1	
NURS 568 Essential Procedures for the Family Nurse Practitioner		2	
NURS 580 Contemporary Roles and Issues for Advanced Practice Nurses		4	
Total:		13	
Fourth Semester		Cr Hrs.	
NURS 563 Lifespan of Older Adults		2	
NURS 563A Lifespan of Older Adults Practicum		2	
NURS 567 Family Nurse Practitioner Internship II		2	
NURS 569 Family Nurse Practitioner Senior Seminar		1	
NURS 590 Directed Scholarly Inquiry		3	
Total:		10	
Total MSN FNP Concentration Hours = 43 credit hours			
<i>*Clinical courses have a 1:5 credit hour to clinical hour ratio. (For example, NURS 561A Young and Middle Adults Practicum is a 3 hour clinical course = Each credit hour equals 75 hours = 225 hours over the semester)</i>			

Part-Time Option

A part-time option is offered to FNP students on a space available basis. Part-time options will vary in length. Part-time FNP students must also meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites and future course availability will be incorporated into the plan. A change in status from part-time to full-time or vice versa must be approved by the Concentration Director and a new curriculum plan must be designed with the faculty advisor.

Sample Part-Time Plan (28 months, 7 semesters)			
First Semester		Second Semester	
NURS 510 Advance Pathophysiology	3	NURS 500 Theoretical Foundations and Research Methods	4
Total:	3	Total:	4
Third Semester		Fourth Semester	
NURS 580 Contemporary Roles and Issues for Advanced Practice Nurses	4	NURS 530 Advance Pharmacology and Therapeutics	3
	4	NURS 520 Advance Health Assessment	3
		Total:	6
Fifth Semester		Sixth Semester	
NURS 561 Young and Middle Adults	4	NURS 562 Pediatrics	2
NURS 561A Young and Middle Adult Practicum	3	NURS 562A Pediatrics Practicum	1
		NURS 564 Women's Health	2
		NURS 564A Women's Health Practicum	1
		NURS 566 Family Nurse Practitioner Internship I	1
		NURS 568 Essential Procedures for the Family Nurse Practitioner	2
Total:	7	Total:	9

Seventh Semester	
NURS 563 Lifespan of Older Adults	2
NURS 563A Lifespan of Older Adults Practicum	2
NURS 567 Family Nurse Practitioner Internship II	2
NURS 569 Family Nurse Practitioner Senior Seminar	1
NURS 590 Directed Scholarly Project	3
Total:	10

Total MSN FNP Concentration Hours = 43 credit hours

**Clinical courses have a 1:5 credit hour to clinical hour ratio. (For example, NURS 561A Young and Middle Adults Practicum is a 3 hour clinical course = Each credit hour equals 75 hours = 225 hours over the semester)*

FNP REQUEST FOR SITE TRANSFER

Transfer requests between campuses will only be considered in extreme circumstances and are approved by the Family Nurse Practitioner Concentration Director on a case-by-case basis. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to the Graduate Nursing Office. Readmission to the MSN program is not guaranteed.

REQUEST FOR CONCENTRATION TRANSFER

Students requesting to transfer to another concentration from their current program of study in the MSN program must submit an admission application to the Graduate Nursing Office. Transfer to another concentration is not guaranteed and will be reviewed by the admissions committee. The student must be in good standing in their current program of study and a formal letter on why the student is requesting to transfer to another concentration should be included with the admission application.

FNP COURSE LOAD

The minimum load for full-time status as a graduate student is nine (9) hours during fall, spring, and summer semesters. Students must petition the Dean to receive approval for any proposed overloads.

Repeating Graduate Nursing Courses

Graduate nursing students must maintain a “B” (3.0) cumulative grade point average (GPA). Each course syllabus clearly outlines the criteria for successful course completion.

FNP graduate nursing students may repeat a maximum of one nursing course (NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, NURS 590) if a “C” was earned for the course. This would require an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the FNP Director. The student must present a plan for success as part of the advisement session. **The student will not continue with other nursing coursework until the course is repeated successfully.** The student must repeat the course for which a “C” was earned, and earn a “B” for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student’s permanent academic record. The following courses require a “B” or higher grade, and cannot be repeated: NURS 561, NURS 561A, NURS 562, NURS 562A, NURS 564, NURS 564A, NURS 563, NURS 563A, NURS 566, or NURS 567.

Repeating Non-Nursing Graduate Courses

Graduate nursing students may repeat any non-nursing course if permissible. However, the student must attain a cumulative GPA of at least 3.0 to remain in good academic standing. Only the most recent grade will be used in computing the cumulative grade point average. All attempts will remain a part of the permanent academic record.

GRADUATION REQUIREMENTS

The following requirements must be met for earning the degree:

1. Completion of the 43 credit hours specified in the approved Program of Study
2. Take an approved FNP certification review course in their last semester prior to graduation. The FNP student is responsible for the associated costs/fees for this review course.
3. Completion of a minimum of 750 clinical hours.
4. A minimum cumulative Grade Point Average (GPA) of 3.0 (B)
5. A passing score on the Comprehensive Examination.
6. Payment of all fees.

Graduate Coursework Requirements for Those with MSN and No Advanced Practice Nurse Certification

Graduate coursework for those with MSN and no advanced practice nursing certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a pre or co-requisite with NURS 561 and NURS 561A Young and Middle Adults, NURS 562 and NURS 562A Pediatrics, NURS 564 and NURS 564A Women’s Health, NURS 563 and NURS 563A Lifespan of the Older Adult, NURS 566 FNP Internship I, NURS 567 Internship II. FNP students who are not already NPs are required to complete a minimum of 750 supervised clinical hours and pass the Comprehensive Examination. Other coursework that may be required at the master’s level includes Theoretical Foundations and Research Methods, Contemporary Roles and Issues for Advance Practice Nurses as determined by the transcript analysis by the FNP Concentration Director.

LINCOLN MEMORIAL UNIVERSITY CAYLOR SCHOOL OF NURSING

ADVISING WORKSHEET FOR FULL-TIME MSN FNP STUDENTS

Student's Name (Print) Student's Signature Student ID Number Campus: ☐ Harrogate ☐ Cedar Bluff ☐ Online

Course Number	Course Title	Credits	Semester/ Year	Student's Initials	Student's Signature	Advisor Signature	Date
NURS 510	Advanced Pathophysiology	3					
NURS 520	Advanced Health Assessment	3					
NURS 530	Advanced Pharmacology and Therapeutics	3					
NURS 500	Theoretical Foundations and Research Methods	4					
NURS 561	Young and Middle Adults	4					
NURS 561A	Young and Middle Adults Practicum	3					
NURS 562	Pediatrics	2					
NURS 562A	Pediatrics Practicum	1					
NURS 564	Women's Health	2					
NURS 564A	Women's Health Practicum	1					
NURS 566	Family Nurse Practitioner Internship I	1					
NURS 568	Essential Procedures for the Family Nurse Practitioner	2					
NURS 580	Contemporary Roles and Issues for Advance Practice Nurses	4					
NURS 563	Lifespan of Older Adults	2					
NURS 563A	Lifespan of Older Adults Practicum	2					
NURS 567	Family Nurse Practitioner Internship II	2					
NURS 569	Family Nurse Practitioner Senior Seminar	1					
NURS 590	Directed Scholarly Inquiry	3					

Total Program= 43 Credits

LINCOLN MEMORIAL UNIVERSITY CAYLOR SCHOOL OF NURSING

ADVISING WORKSHEET FOR PART-TIME MSN FNP STUDENTS

Student's Name (Print)

Student's Signature

Student ID Number

Campus: ☐ Harrogate ☐ Cedar Bluff ☐ Online

Course Number	Course Title	Credits	Semester/ Year	Student Initials	Student Signature	Advisor Signature	Date
NURS 510	Advanced Pathophysiology	3					
NURS 500	Theoretical Foundations and Research Methods	4					
NURS 580	Contemporary Roles and Issues for Advanced Practice Nurses	4					
NURS 520	Advanced Health Assessment	3					
NURS 530	Advanced Pharmacology and Therapeutics	3					
NURS 561	Young and Middle Adults	4					
NURS 561A	Young and Middle Adults Practicum	3					
NURS 562	Pediatrics	2					
NURS 562A	Pediatrics Practicum	1					
NURS 564	Women's Health	2					
NURS 564A	Women's Health Practicum	1					
NURS 566	Family Nurse Practitioner Internship I	1					
NURS 568	Essential Procedures for the Family Nurse Practitioner	2					
NURS 563	Lifespan of Older Adults	2					
NURS 563A	Lifespan of Older Adults Practicum	2					
NURS 567	Family Nurse Practitioner Internship II	2					
NURS 569	Family Nurse Practitioner Senior Seminar	1					
NURS 590	Directed Scholarly Inquiry	3					

Total Program= 43 Credits

PREPARATION FOR THE FNP PRACTICUM

Goal: To optimize the clinical learning experience

Plan:

1. The student will complete a Student Preceptor Agreement. Each preceptor will need to sign a copy and turn into the faculty.
2. The student will complete a Student Clinical Portfolio. The student will discuss with the preceptor, sign, and turn in to the faculty.
3. Each student should complete a Self-Evaluation Inventory of Clinical Skills form. The student will discuss with the preceptor, sign, and turn in to the faculty.
4. Each student should read the course objectives & develop a specific set of learning objectives for the practicum experience. These must be turned in by the second clinical week.
5. Each student will make an appointment with his/her preceptor to discuss practicum logistics, to review the proposed learning objectives, and to add preceptor generated modifications or suggestions.
6. The student will incorporate the preceptor feedback into a final set of objectives. Both the preceptor and the student will sign the refined objectives. The student will make two copies: the preceptor retains one, and the student will turn the copy in to the faculty.
7. The student will schedule a meeting with the preceptor during the last week of clinical to review the practicum experience and to evaluate progress on the learning objectives.
8. The preceptor will then complete the preceptor evaluation of the student and will return to the faculty for review.

CLINICAL GUIDELINES

General Overview

1. Students may use a physician or family nurse practitioner (FNP) for clinical rotations. Hours with a physician assistant will be approved by concentration director on a case by case basis, with majority of clinical hours being with a physician or nurse practitioner.
2. A clinical contract must exist before the student can start clinical at any site. If the Family Nurse Practitioner Program does not have an existing contract with a prospective site, a contract may be developed prior to the clinical rotation. Please allow up to 2 months for this contract to be completed.
3. Any preceptor must have minimum one year of experience to serve as a preceptor.
4. The student will complete a minimum of 225 hours for NURS 561A, 75 hours for NURS 562A, 150 hours for NURS 563A, 75 hours for NURS 564A, 75 hours for NURS 566 and 150 for NURS 567. These hours must be completed before the last day of class for each semester.
5. The student will not be able to perform clinical rotations at a site where they are related to an employee by blood or marriage. If a student is found performing clinical at a site where they are related to an employee by blood or marriage at any time during the clinical rotation or program, accumulated hours in that time frame will be voided and no credit will be given for those hours. This may result in the student failing the course and/or not progressing in the program.
6. The faculty reserves the right to refuse clinical hours, clinical sites or clinical preceptors at any time during the semester or program.
7. Faculty reserve the right to assign or re-assign a student to a different site at any time during the semester. The site may be located outside the community or geographical area in which the student resides.
8. Students will be required to obtain access to the Typhon system throughout the family nurse practitioner program. Any associated fees with the Typhon system are the responsibility of the student.
9. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory at any time during the program, the student shall be removed immediately from the clinical rotation and corresponding class. This can create a delay in the completion of the associated clinical hours for the clinical course. Additionally, the student may receive a failing grade for the course and can be dismissed from the FNP program.
10. The faculty may reject a request for a clinical rotation at any time during the student's program.
11. The student shall not remove or take any equipment, documents, clinic supplies, or any materials from their assigned clinical setting or in an environment which they represent themselves as a FNP student.

12. The student may not interact with a patient in the event that the preceptor is not present at the clinical site at any time (i.e., is late, leaves early).
13. If the preceptor leaves the clinical site before the regularly scheduled time, the student will be required to leave the clinical site and must deduct these clinical hours from their schedule and in Typhon. The student must also notify the faculty of the change in the clinical schedule.

Clinical Health Requirements

1. All health requirements must be completed and uploaded into the Typhon program before the start of the clinical rotation. A hard copy of the medical profile shall also be submitted to the faculty before starting classes.
2. Requirements include a current Medical profile, drug screen, unrestricted multistate RN license, BLS CPR, proof of immunizations per the latest guidelines from the Centers for Disease Control and Prevention (CDC) for health professionals (www.cdc.gov), and personal health insurance. There are no exceptions. Students will not be allowed to begin clinical rotations until faculty have noted requirement have been completed. Throughout the semester, the requirements must remain current. If any of the requirements expire, the student will not be allowed to perform any clinical rotations. Any clinical hours the student performed while a health requirement was expired will be voided and not counted toward the required hours. It is required that the student maintain a current, unrestricted multistate RN license during the FNP program.
3. Students will be required to have a background check performed during the program at their cost. If any aspect of the background check is found to be unacceptable, the faculty reserves the right to restrict the student from attending clinical. This may result in dismissal from or delay progression in the FNP program.
4. The faculty may request, at any time, that the student will be required to have a chain of custody drug screen performed at the faculty's discretion, at the facility of choice by the faculty, at any time during the student's FNP program. The student will be responsible for the cost of the drug screen.
5. The student may be required to have additional clinical health requirements as determined by the clinical agency.

Health Information Privacy and Social Media

The student may not share information regarding any patient encountered in their student role or their clinical experience. Information cannot be shared during the program or upon completion of the family nurse practitioner program. Information includes verbal, written, or electronic material. The student may be required to sign a confidentiality statement by the family nurse practitioner program, preceptor, or agency in which they complete the clinical rotation. 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/social/> and <http://www.hhs.gov/ocr/privacy/>. 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.

Dress Code

Approved dress is business casual with a white lab coat and LMU name badge or scrubs if the clinical site allows. 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. Please see clinical syllabi for further dress code information.

Faculty Clinical Site Visit and Clinical Performance

1. It is mandatory that a student will receive a clinical site visit from clinical faculty with the Caylor School of Nursing during each clinical rotation. Additional site visits may be scheduled at the faculty's discretion. A site visit may be announced or unannounced. Students must perform satisfactorily during the site visits. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory during a site visit, the student can receive a failing grade and/or overall failure in the clinical course.
2. If any portion of the student's clinical performance is unsatisfactory at any time during the semester, the faculty reserves the right to assign a "zero" or "fail" as a grade for the class. This will result in an "F" for the FNP clinical course and the student will not be allowed to progress in the family nurse practitioner program.
3. The faculty may visit a site or perform a phone call at any time during the semester to assess the student's punctuality or performance.
4. The faculty may remove the student from the clinical site at any time during the program and may restrict the students from attending clinical for the following:
 - a. The student displays unsatisfactory performance, punctuality, professionalism, or behavior.
 - b. Unsafe behavior.
 - c. Fails to maintain patient confidentiality.
 - d. Does not maintain a multistate registered nurse license or current health requirements.
 - e. Has a significant medical or psychiatric event which potentially interfere with performance.
 - f. Is noted to have engaged in recent or past criminal activities.
 - g. If performance is found to be unacceptable by a clinical preceptor.

Clinical Schedule and Punctuality

1. In the event there is an unexpected emergency and the student is late or absent for the scheduled clinical experience, the student must communicate this change in the schedule to the preceptor, the assigned clinical faculty, and clinical course coordinator as soon as possible. Failure to appropriately inform the preceptor, the clinical faculty, or clinical course coordinator may result in a disciplinary action and/or a grade of "fail" for the course.
2. Clinical schedules will be developed with the preceptor at the beginning of the semester and must be approved by the clinical faculty. The approved schedule must be uploaded into Canvas. If changes in the schedule occur, the clinical faculty and clinical course coordinator must be notified immediately. The student must also submit the revised preceptor approved schedule (which will reflect this make-up time) no later than one week after the first missed day. The student must then upload these revised changes into Canvas. No changes shall be made once the clinical faculty approves the clinical schedule; changes shall only be made in the event of the preceptor's schedule changes.
3. In the event the student experiences illness, injury, or emergency which constitutes changes in the clinical schedule, the student must notify the clinical faculty, clinical course coordinator, and preceptor as soon as possible. The student shall provide the clinical faculty any documents related to the illness, injury, or emergency which resulted in changes in the clinical schedule. The clinical faculty reserves the right to approve or deny any changes in the student clinical schedule.

Clinical Documentation

1. The student shall maintain accurate clinical documents throughout the semester as required by each class. Additionally, the student shall maintain accurate clinical information in Typhon during the semester.
2. The student shall submit accurate and timely clinical documents as scheduled or the student may receive a zero for their overall clinical document grade. **If the student fails to appropriately submit assignments and/or clinical logs, without prior approval of the instructor, they may receive one warning from the instructor and may receive a zero for the course grade at the discretion of the instructor.**
3. If a student falsifies report hours and was not present at the clinical site at the assigned times or participated in falsification of clinical documents related to this class, the student will receive a zero for the FNP clinical course for the semester. If a student is not at the clinical site at the scheduled time and date, he/she will receive one verbal/written/email warning from the instructor. The second time he/she is not at the clinical site at the scheduled time and date a zero will be assigned.

Significant Medical or Psychiatric Event

The student will be required to provide a release from a health care provider to attend class and/or clinical if a significant medical or psychiatric event occurs during the term of the semester. The statement must be a full medical release without restrictions to attend clinical. The student will receive a 2% reduction in the final grade for each class missed without provision of the release to attend class and/or clinical. Delay in completion of the mandatory clinical hours within the time frame of the current semester may result in the inability to progress in the FNP program.

Employment

Given the rigorous nature of the FNP program, students are advised to refrain from seeking or maintaining employment during the MSN FNP program. If the student decides to work during the program, it is expected that employment will not interfere or impede with any portion of student academic responsibilities. Academic responsibilities include, but are not limited to, absence from lectures, examinations, clinical labs, assignments, and/or clinical rotations. Students will be required to be available for all required class, labs, and clinical rotations.

FNP STUDENT PRECEPTOR AGREEMENT

Student Name _____
Cell phone number _____ Email _____
Student Address _____

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

Current infant, children and adult CPR certification:

Provider: _____ Expires _____

I have a current Health Profile on file at LMU indicating that I have current immunizations, annual TB status, and a negative drug screen. (Attach copy) _____ (initial)

I understand that I may be required to provide a copy of my criminal background check to the clinical agency and/or preceptor. _____ (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. _____ (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.
- I will work cooperatively with the staff to maintain an environment of quality patient care and learning.
- I will work under the supervision and guidance of my preceptor.
- I will identify myself as a student. If a patient or family does not wish to see a student, then I will not have access to, or experience with, that patient.
- I understand that the preceptor retains responsibility for the disposition of all patients.
- I will comply with all laws, rules, policies and regulations related to patient privacy and patient rights to confidentiality.

Agreed to, as acknowledged by the signature below:

Preceptor Name (Printed) _____ Date _____

Preceptor Signature _____ Date _____

Student Signature _____ Date _____

Copy to Preceptor and Instructor

FNP STUDENT CLINICAL PORTFOLIO

Student Name: _____ Course Number: _____

1. Clinical Experiences

Formal clinical experiences:

Other clinical experiences:

2. Clinical Interests

What aspects of primary care do you find most interesting?

What aspects of primary care do you find least interesting?

What are your career interests?

3. What are your clinical strengths?

4. What clinical skills do you need most support to improve?

5. What preceptor qualities or behaviors would help you learn the most?

6. How do you learn best?

7. What are your responsibilities as a student?

FNP STUDENT CLINICAL OBJECTIVES

Student Name: _____ **Course Number:** _____

Learning Objectives: Review the course objectives. Then list your most important goals for this clinical experience and specific strategies you propose to meet these goals. Students should have 2-4 reasonable objectives specific to the rotation.

Objective	Strategies

Student Name _____

Student Signature _____ Date _____

Preceptor Name _____

Preceptor Signature _____ Date _____

FNP CLINICAL LOG

Students must keep accurate clinical logs via approved electronic clinical tracking software. All graduate programs use Typhon as the electronic clinical tracking software. Login information will be provided upon admission to the graduate program. All fees associated with Typhon are the responsibility of the student. The American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) each require documentation of clinical hours as part of the eligibility criteria to take the certification examination. Some State Boards of Nursing require documentation of clinical hours. Evaluation of the types of clinical experiences which a student has had can help determine what types of clinical experiences would be best for subsequent placements.

FNP STUDENT SELF-EVALUATION INVENTORY OF CLINICAL SKILLS

Student Name: _____ Course Number: _____

Rating	Criteria
0=not applicable	No opportunity to observe.
1=Novice	Little or no experience; may know important, related content, but has not had opportunity to apply. Needs to observe and/or be closely supervised. Psychomotor skills may be tentative or may need correction.
2=Advanced Beginner	Some previous experience and some ability to integrate didactic content with experience. Psychomotor skills reveal correct technique, but may be slow or uneven; requires additional experience and supervision.
3=Competent	Demonstrates growing ability to analyze the clinical situation in the light of previous experience and didactic knowledge. Psychomotor skills are smooth and sure. Able to interpret assessment results/data and plan management of care. Requires minimal supervision for common patient presentations. Meets expectations for level of progression.
4=Proficient	Demonstrates ability to analyze the clinical situation in the light of previous experience and didactic knowledge and to consider holistic context. Psychomotor skills are smooth and sure. Demonstrates good clinical judgment. Requires minimal supervision across a wide array of patient presentations. Seeks consultation as required. Meets or exceeds program outcome level of performance.
5=Expert	Exceeds expectations for student clinicians; exhibits consistent ability to synthesize didactic and clinical experiences to perform at a superior level. Demonstrates creative and critical thinking in approach to management of care. Few students achieve this level.

It is expected that AFTER completion of NURS 561A, many skills will be at the high-lighted levels for items with which the student acquires experience.

This form is to be completed before each clinical course. This document should be reviewed and signed by the clinical preceptor.

Reference: The rating scale was influenced by the work of Benner: Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.

**Lincoln Memorial University
Caylor School of Nursing
MSN FNP Program**

Self-Evaluation: Inventory of Clinical Skills							
	Ratings (see instructions)						
1. Interview							
a. Basic interview	0	1	2	3	4	5	
b. Cross-cultural communication	0	1	2	3	4	5	
c. Developmental assessment	0	1	2	3	4	5	
d. Family assessment	0	1	2	3	4	5	
e. Occupational history	0	1	2	3	4	5	
f. Risk assessment	0	1	2	3	4	5	
g. Sexual history	0	1	2	3	4	5	
h. Modifies interview technique to meet different client circumstance/cultural variation	0	1	2	3	4	5	
2. Physical Exam							
a. Performs complete physical examination as historical information/situation dictates	0	1	2	3	4	5	
b. Differentiates normal from abnormal findings/ recognizes range of normal	0	1	2	3	4	5	
c. Judiciously orders/performs lab and other diagnostic tests	0	1	2	3	4	5	
3. Assessment							
a. Differentiates relevant from irrelevant diagnostic cues	0	1	2	3	4	5	
b. Formulates a diagnosis fully supported by the patient data	0	1	2	3	4	5	
c. Produces accurate, prioritized list of client risk factors and risk taking behaviors	0	1	2	3	4	5	
d. Develops an accurate, complete and prioritized problem list	0	1	2	3	4	5	
4. Plan (for each identified problem)							
a. Plan includes judicious use of further diagnostic studies	0	1	2	3	4	5	
b. Plan includes appropriate non-pharmacologic strategies	0	1	2	3	4	5	
c. Plan includes appropriate pharmacologic strategies	0	1	2	3	4	5	
d. Provides accurate and appropriate educational counseling/anticipatory guidance	0	1	2	3	4	5	
e. Plan logically relates to the diagnoses	0	1	2	3	4	5	
f. Plans for appropriate follow-up/referral/consultation	0	1	2	3	4	5	
5. Documentation/Presentation of Cases							
a. Can articulate a succinct and accurate bullet presentation	0	1	2	3	4	5	
b. Records client data accurately, using appropriate terminology and format	0	1	2	3	4	5	

6. General						
a. Uses current evidence-based findings as a base for health care planning	0	1	2	3	4	5
b. Demonstrates critical thinking and diagnostic reasoning	0	1	2	3	4	5
c. Able to establish good rapport/therapeutic relationship with individuals and families	0	1	2	3	4	5
d. Collaborates and consults appropriately with members of the health care team	0	1	2	3	4	5
e. Is considerate of individuals and families time by managing health care problems quickly	0	1	2	3	4	5
f. Assumes responsibility appropriate to current knowledge/skill level and appropriate to the requirements of this practice	0	1	2	3	4	5
g. Recognizes and seeks to remediate weak areas and seeks assistance appropriately	0	1	2	3	4	5
h. Communicates clinical goals/objectives clearly to preceptor/faculty	0	1	2	3	4	5
i. Retains composure under stress.	0	1	2	3	4	5
j. Responsible and professional in manner, use of equipment and supplies, deportment, appearance, and practice	0	1	2	3	4	5
7. Examination (Specific Lifecycle Stages)						
a. Prenatal	0	1	2	3	4	5
b. Newborn	0	1	2	3	4	5
c. Postpartum	0	1	2	3	4	5
d. Infant	0	1	2	3	4	5
e. Child	0	1	2	3	4	5
f. Adolescent	0	1	2	3	4	5
g. Adult	0	1	2	3	4	5
h. Geriatric	0	1	2	3	4	5
8. Examination (Specific Components)						
a. Integument	0	1	2	3	4	5
b. HEENT						
Use of otoscope	0	1	2	3	4	5
Use of ophthalmoscope	0	1	2	3	4	5
Mouth and throat	0	1	2	3	4	5
c. Heart	0	1	2	3	4	5
d. Lung	0	1	2	3	4	5
e. Chest	0	1	2	3	4	5
f. Breasts	0	1	2	3	4	5
g. Abdomen	0	1	2	3	4	5
h. Back	0	1	2	3	4	5
i. Genitourinary	0	1	2	3	4	5
j. Pelvic exam	0	1	2	3	4	5
k. Extremities	0	1	2	3	4	5
l. Neurologic	0	1	2	3	4	5
m. Developmental (pediatrics)	0	1	2	3	4	5
n. Functional (adult)	0	1	2	3	4	5
o. Mental status	0	1	2	3	4	5
Other (specify)	0	1	2	3	4	5

9. Office Procedures and Lab						
Abscess incision & drainage	0	1	2	3	4	5
CPR	0	1	2	3	4	5
Foreign body removal	0	1	2	3	4	5
Gram stain, interpretation	0	1	2	3	4	5
Growth chart	0	1	2	3	4	5
Hematocrit	0	1	2	3	4	5
KOH, skin/vaginal	0	1	2	3	4	5
Laryngoscopy	0	1	2	3	4	5
Pap smear	0	1	2	3	4	5
Rapid strep	0	1	2	3	4	5
Stool test, blood	0	1	2	3	4	5
Suturing	0	1	2	3	4	5
Suture or staples removal	0	1	2	3	4	5
Telephone referral	0	1	2	3	4	5
Throat culture	0	1	2	3	4	5
Urinalysis	0	1	2	3	4	5
Venipuncture	0	1	2	3	4	5
X-ray interpretation, chest	0	1	2	3	4	5
X-ray interpretation, extremities	0	1	2	3	4	5
Wet mount, vaginal	0	1	2	3	4	5
Write referral	0	1	2	3	4	5
Write prescription	0	1	2	3	4	5

Comments:

Student's Name _____

Preceptor's Name _____

Student Signature *Date*

Preceptor Signature *Date*

**Lincoln Memorial University
Caylor School of Nursing
MSN FNP Program**

STUDENT NAME:

PRECEPTOR FEEDBACK OF CLINICAL PERFORMANCE

Rating	Criteria
0=not applicable	No opportunity to observe
1=Novice	Little or no experience; may know important, related content, but has not had opportunity to apply. Needs to observe and/or be closely supervised. Psychomotor skills may be tentative or may need correction.
2=Advanced Beginner	Some previous experience and some ability to integrate didactic content with experience. Psychomotor skills reveal correct technique, but may be slow or uneven; requires additional experience and supervision.
3=Competent	Demonstrates growing ability to analyze the clinical situation in the light of previous experience and didactic knowledge. Psychomotor skills are smooth and sure. Able to interpret assessment results/data and plan management of care. Requires minimal supervision for common patient presentations. Meets expectations for level of progression.
4=Proficient	Demonstrates ability to analyze the clinical situation in the light of previous experience and didactic knowledge and to consider holistic context. Psychomotor skills are smooth and sure. Demonstrates good clinical judgment. Requires minimal supervision across a wide array of patient presentations. Seeks consultation as required. Meets or exceeds program outcome level of performance.
5=Expert	Exceeds expectations for student clinicians; exhibits consistent ability to synthesize didactic and clinical experiences to perform at a superior level. Demonstrates creative and critical thinking in approach to management of care. Few students achieve this level.

It is expected that AFTER completion of NURS 561A, many skills will be at the high-lighted levels for items with which the student acquires experience.

The rating scheme was influenced by: Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.

**Lincoln Memorial University
Caylor School of Nursing
MSN FNP Program**

Inventory of Clinical Skills							
	Ratings (see instructions)						
1. Interview							
a. Basic interview	0	1	2	3	4	5	
b. Cross-cultural communication	0	1	2	3	4	5	
c. Developmental assessment	0	1	2	3	4	5	
d. Family assessment	0	1	2	3	4	5	
e. Occupational history	0	1	2	3	4	5	
f. Risk assessment	0	1	2	3	4	5	
g. Sexual history	0	1	2	3	4	5	
h. Modifies interview technique to meet different circumstances & cultural variation	0	1	2	3	4	5	
2. Physical Exam							
a. Performs complete physical examination as historical information/situation dictates	0	1	2	3	4	5	
b. Differentiates normal from abnormal findings/ recognizes range of normal	0	1	2	3	4	5	
c. Judiciously orders/performs lab and other diagnostic tests	0	1	2	3	4	5	
3. Assessment							
a. Differentiates relevant from irrelevant diagnostic cues	0	1	2	3	4	5	
b. Formulates a diagnosis fully supported by the patient data	0	1	2	3	4	5	
c. Produces accurate, prioritized list of client risk factors and risk taking behaviors	0	1	2	3	4	5	
d. Develops an accurate, complete and prioritized problem list	0	1	2	3	4	5	
4. Plan (for each identified problem)							
a. Plan includes judicious use of further diagnostic studies	0	1	2	3	4	5	
b. Plan includes appropriate non-pharmacologic strategies	0	1	2	3	4	5	
c. Plan includes appropriate pharmacologic strategies	0	1	2	3	4	5	
d. Provides accurate and appropriate educational counseling/anticipatory guidance	0	1	2	3	4	5	
e. Plan logically relates to the diagnoses	0	1	2	3	4	5	
f. Plans for appropriate follow-up/referral/consultation	0	1	2	3	4	5	
5. Documentation/Presentation of Cases							
a. Can articulate a succinct and accurate bullet presentation	0	1	2	3	4	5	
b. Records client data accurately, using appropriate terminology and format	0	1	2	3	4	5	
6. General							
a. Uses current evidence-based findings as a base for health care planning	0	1	2	3	4	5	
b. Demonstrates critical thinking and diagnostic reasoning	0	1	2	3	4	5	

c. Able to establish good rapport/therapeutic relationship with individuals and families	0	1	2	3	4	5
d. Collaborates and consults appropriately with members of the health care team	0	1	2	3	4	5
e. Is considerate of patient's time by managing health care problems quickly	0	1	2	3	4	5
f. Assumes responsibility appropriate to current knowledge/skill level and appropriate to the requirements of this practice	0	1	2	3	4	5
g. Recognizes and seeks to remediate weak areas and seeks assistance appropriately	0	1	2	3	4	5
h. Communicates clinical goals/objectives clearly to preceptor/faculty	0	1	2	3	4	5
i. Retains composure under stress.	0	1	2	3	4	5
j. Responsible and professional in manner, deportment, appearance, and practice	0	1	2	3	4	5
7. Examination (Specific Lifecycle Stages)						
a. Prenatal	0	1	2	3	4	5
b. Newborn	0	1	2	3	4	5
c. Postpartum	0	1	2	3	4	5
d. Infant	0	1	2	3	4	5
e. Child	0	1	2	3	4	5
f. Adolescent	0	1	2	3	4	5
g. Adult	0	1	2	3	4	5
h. Geriatric	0	1	2	3	4	5
8. Examination (Specific Components)						
a. Integument	0	1	2	3	4	5
b. HEENT						
Use of otoscope	0	1	2	3	4	5
Use of ophthalmoscope	0	1	2	3	4	5
Mouth and Throat	0	1	2	3	4	5
c. Heart	0	1	2	3	4	5
d. Lung	0	1	2	3	4	5
e. Chest	0	1	2	3	4	5
f. Breasts	0	1	2	3	4	5
g. Abdomen	0	1	2	3	4	5
h. Back	0	1	2	3	4	5
i. Genitourinary	0	1	2	3	4	5
j. Pelvic exam	0	1	2	3	4	5
k. Extremities	0	1	2	3	4	5
l. Neurologic	0	1	2	3	4	5
m. Developmental (pediatrics)	0	1	2	3	4	5
n. Functional (adult)	0	1	2	3	4	5
o. Mental status	0	1	2	3	4	5
Other: Specify	0	1	2	3	4	5

Office Procedures and Lab						
Abscess incision & drainage	0	1	2	3	4	5
CPR	0	1	2	3	4	5
Foreign body removal	0	1	2	3	4	5
Gram stain, interpretation	0	1	2	3	4	5
Growth chart	0	1	2	3	4	5
Hematocrit	0	1	2	3	4	5
KOH, skin/vaginal	0	1	2	3	4	5
Pap smear	0	1	2	3	4	5
Rapid strep	0	1	2	3	4	5
Stool test, blood	0	1	2	3	4	5
Suturing	0	1	2	3	4	5
Suture or staples removal	0	1	2	3	4	5
Telephone referral	0	1	2	3	4	5
Throat culture	0	1	2	3	4	5
Urinalysis	0	1	2	3	4	5
Venipuncture	0	1	2	3	4	5
X-ray interpretation, chest	0	1	2	3	4	5
X-ray interpretation, extremities	0	1	2	3	4	5
Wet mount, vaginal	0	1	2	3	4	5
Write referral	0	1	2	3	4	5
Write prescription	0	1	2	3	4	5

Comments:

Student's Name _____

Preceptor's Name _____

Student Signature Date

Preceptor Signature Date

FNP STUDENT EVALUATION OF CLINICAL PRECEPTOR

Student: _____ Date: _____

Clinical Preceptor: _____ Course: _____

Please check or comment as appropriate:

1. Did this placement give you an opportunity to see a wide variety of patients and problems?

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

2. Did your clinical preceptor support your clinical learning with helpful feedback and critique?

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

3. What would you recommend to your preceptor about providing feedback to students?

Comments:

4. Did your preceptor allow you to evaluate, assess, and manage patient encounters to a level of autonomy consistent with your clinical abilities?

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

5. What would you change about the way your preceptor collaborates with students?

Comments:

6. Did your preceptor listen to your concerns or questions in the clinical setting?

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

7. What would you recommend to your preceptor regarding dealing with student questions or concerns?

Comments:

8. Did your preceptor challenge you to think by asking you to explain your diagnostic decisions or treatment choices?

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

9. Would you recommend any changes to your preceptor about challenging students?

Comments:

10. Additional comments about the site or the preceptor:

Comments:

Student Name: _____

MUST HAVE AN 83% FOR EACH CLINICAL SITE VISIT TO PROGRESS IN THE PROGRAM.

NURSE PRACTITIONER CLINICAL COMPETENCIES								
DOMAIN 1: KNOWLEDGE OF NURSING PRACTICE			561A	562A	564A	566	563A	567
Possible Points			50	33	33	33	20	20
A.	Elicits an appropriate health history based on the purpose of the visit.							
B.	Performs a pertinent physical examination related to the purpose of the visit.							
C.	Orders indicated diagnostic tests.							
D.	Uses principles of ethical decision-making in selecting treatment modalities.							
E.	Maintains clinical records that reflect diagnostic and therapeutic reasoning.							
DOMAIN 2: PERSON-CENTERED CARE			561A	562A	564A	566	563A	567
Possible Points			10	14	14	14	16	16
A.	Analyzes client data to determine health status.							
B.	Formulates a list of appropriate differential diagnoses.							
C.	Uses diagnostic reasoning to arrive at a primary diagnosis.							
D.	Chooses suitable pharmacological, behavioral, and other non-pharmacological treatment modalities to develop a plan of care.							
E.	Designs a comprehensive plan of care to attain/promote, maintain, and/or restore health.							
G.	Explains the plan of care to the client; incorporates client preferences; engages and advocates for the client in the treatment plan.							
H.	Performs a relevant and concise oral presentation of case.							
I.	Articulates projected client outcomes in relation to the plan of care and discusses any potential modifications, including risks/benefits, to the plan of care to optimize client outcomes.							

DOMAIN 3: POPULATION HEALTH		561A	562A	564A	566	563A	567
<i>Possible Points</i>		5	8	8	8	10	10
A.	Considers the socioeconomic impact of the delivery of care.						
B.	Utilizes knowledge of community resources to assist client(s) in navigating barriers to healthcare.						
DOMAIN 4: PRACTICE SCHOLARSHIP AND TRANSLATIONAL SCIENCE		561A	562A	564A	566	563A	567
<i>Possible Points</i>		5	8	8	8	10	10
A.	Integrates best evidence and clinical practice guidelines to inform practice.						
DOMAIN 5: QUALITY AND SAFETY		561A	562A	564A	566	563A	567
<i>Possible Points</i>		5	7	7	7	8	8
A.	Applies principles of client safety, quality assurance, and/or continuous improvement to evaluate and modify practice.						
B.	Maintains infection control, client safety, and protection of client integrity.						
DOMAIN 6: INTERPROFESSIONAL COLLABORATION IN PRACTICE		561A	562A	564A	566	563A	567
<i>Possible Points</i>		3	7	7	7	7	7
A.	Refers clients to other health care professionals as indicated by client health care needs.						
B.	Collaborates with other healthcare professionals to meet client health care needs.						
DOMAIN 7: HEALTH SYSTEMS		561A	562A	564A	566	563A	567
<i>Possible Points</i>		2	3	3	3	4	4
A.	Uses knowledge of third-party payment systems to access resources on behalf of clients.						
B.	Applies knowledge of the regulatory processes to deliver safe and cost-effective client care.						
DOMAIN 8: TECHNOLOGY AND INFORMATION LITERACY		561A	562A	564A	566	563A	567
<i>Possible Points</i>		10	10	10	10	10	10
A.	Protects client confidentiality when accessing protected health information.						
B.	Uses technology systems to generate, analyze, and interpret data on variables for the evaluation of healthcare.						

DOMAIN 9: PROFESSIONAL ACUMEN		561A	562A	564A	566	563A	567
<i>Possible Points</i>		5	5	5	5	5	5
A.	Demonstrates professional behavior in the community and/or clinical setting.						
DOMAIN 10: PERSONAL AND PROFESSIONAL LEADERSHIP		561A	562A	564A	566	563A	567
<i>Possible Points</i>		5	5	5	5	10	10
A.	Articulates the nurse practitioner role and scope of practice.						
B.	As reported by the preceptor, student progress is sufficient to meet the course objectives.						
TOTAL SCORE:							

561A YOUNG & MIDDLE ADULTS PRACTICUM: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
Comments Regarding Preceptor:			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
Comments Regarding Clinical Agency Site:			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

562A PEDIATRICS PRACTICUM: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
Comments Regarding Preceptor:			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
Comments Regarding Clinical Agency Site:			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

564A WOMEN'S HEALTH PRACTICUM: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
<u>Comments Regarding Preceptor:</u>			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
<u>Comments Regarding Clinical Agency Site:</u>			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

566 FNP INTERNSHIP I: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
Comments Regarding Preceptor:			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
Comments Regarding Clinical Agency Site:			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

563A LIFESPAN OF OLDER ADULTS PRACTICUM: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
Comments Regarding Preceptor:			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
Comments Regarding Clinical Agency Site:			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

567 FNP INTERNSHIP II: CLINICAL FACULTY EVALUATION			
Preceptor Name & Credentials:		Clinical Agency Site Location:	
Preceptor Evaluation		Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family nurse practitioner program while providing appropriate autonomy that fosters independent clinical decision-making skills.		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the NP role and population-focused competencies.		
3.	Preceptor maintains educational and experiential preparation to provide supervision of the student as a qualified MD, DO, PA, or APRN.		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program.		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision.		
6.	Student reports preceptor support of learning and advanced practice role.		
Comments Regarding Preceptor:			
Clinical Agency Site Evaluation		Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives.		
2.	The administration, staff, and employees are supportive of the school and student role.		
3.	The clinical agency site serves diverse client populations across a range of demographics and insurance types, maximizing student learning opportunities.		
4.	Student reports support of role and learning by the clinical site.		
Comments Regarding Clinical Agency Site:			
Faculty Comments Regarding Student Performance:			
Faculty Name/Signature: _____			

**SECTION V:
FAMILY PSYCHIATRIC MENTAL HEALTH
NURSE PRACTITIONER CONCENTRATION**

Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration

Lincoln Memorial University's MSN degree program, Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentration prepares nurses in an advanced practice role with competencies in mental health promotion and culturally competent care of common conditions with persons, groups, and families across the lifespan. The FPMHNP concentration at LMU can be completed in seventeen (17) months of full-time study and requires 44 credit hours of graduate course work including a minimum of 750 clinical hours. Students may request full or part-time status for the FPMHNP concentration. Clinical courses have a 1:5 credit hour to clinical hour clinical ratio. A Comprehensive Exam is required during the final semester. FPMHNP students who successfully complete the graduate nursing program will receive the MSN degree. FPMHNP students will meet the eligibility criteria for the American Nurses Credentialing Center (ANCC) FPMHNP certification examination.

Students may request full or part-time status for the FPMHNP concentration. Once accepted into the program, part-time FPMHNP students will be assigned an academic advisor to meet with and discuss an individualized progression plan. This will help to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the Director and a new curriculum plan must be designed with the faculty advisor.

FPMHNP CURRICULUM PLANS
Full-Time Curriculum Plan

Full-Time Plan (17 months, 4 semesters)			
First Semester		Cr Hrs.	
NURS 510 Advance Pathophysiology		3	
NURS 520 Advance Health Assessment		3	
NURS 530 Advance Pharmacology and Therapeutics		3	
Total:		9	
Second Semester		Cr Hrs.	
NURS 500 Theoretical Foundations and Research Methods		4	
NURS 535 Psychopharmacology		3	
NURS 541 FPMHNP I		3	
NURS 541A FPMHNP I Practicum		2	
Total:		12	
Third Semester		Cr Hrs.	
NURS 580 Contemporary Roles & Issues for Advance Practice Nurses		4	
NURS 542 FPMHNP II		4	
NURS 542A FPMHNP II Practicum		4	
Total:		12	
Fourth Semester		Cr Hrs.	
NURS 590 Directed Scholarly Inquiry		3	
NURS 543 FPMHNP III		3	
NURS 543A FPMHNP III Practicum		4	
NURS 544 Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner		1	
Total:		11	
Total MSN FNP Concentration Hours = 44 credit hours			
<i>*Clinical courses have a 1: 5 credit hour to clinical hour ratio. (For example, NURS 541A FPMHNP Practicum I is a 2 hour clinical course = Each credit hour equals 75 clinical hours = 150 clinical hours over the semester)</i>			

Part-Time Curriculum Plan
The part-time curriculum plan is provided below.

Sample Part-Time Plan (28 months, 7 semesters)			
First Semester		Cr Hrs.	
NURS 510 Advance Pathophysiology		3	
Total:		3	
Second Semester		Cr Hrs.	
NURS 500 Theoretical Foundations and Research Methods		4	
Total:		4	
Third Semester		Cr Hrs.	
NURS 580 Contemporary Roles & Issues for Advance Practice Nurses		4	
Total:		4	
Fourth Semester		Cr Hrs.	
NURS 530 Advance Pharmacology and Therapeutics		3	
NURS 520 Advance Health Assessment		3	
Total:		6	
Fifth Semester		Cr Hrs.	
NURS 535 Psychopharmacology		3	
NURS 541 FPMHNP I		3	
NURS 541A FPMHNP I Practicum		2	
Total:		8	
Sixth Semester		Cr Hrs.	
NURS 542 FPMHNP II		4	
NURS 542A FPMHNP II Practicum		4	
Total:		8	

Seventh Semester	Cr Hrs.
NURS 543 FPMHNP III	3
NURS 543A FPMHNP III Practicum	4
NURS 544 Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner	1
NURS 590 Directed Scholarly Inquiry	3
Total:	11

Total MSN FNP Concentration Hours = 44 credit hours

**Clinical courses have a 1: 5 credit hour to clinical hour ratio. (For example, NURS 541A FPMHNP Practicum I is a 2-hour clinical course = Each credit hour equals 75 clinical hours = 150 clinical hours over the semester)*

FPMHNP REQUEST FOR SITE TRANSFER

Transfer requests between campuses will only be considered in extreme circumstances and are approved by the FPMHNP Concentration Director on a case-by-case basis. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to the Graduate Nursing Office. Readmission to the MSN program is not guaranteed.

REQUEST FOR CONCENTRATION TRANSFER

Students requesting to transfer to another concentration from their current program of study in the MSN program must submit an admission application to the Graduate Nursing Office. Transfer to another concentration is not guaranteed and will be reviewed by the admissions committee. The student must be in good standing in their current program of study and a formal letter on why the student is requesting to transfer to another concentration should be included with the admission application.

FPMHNP COURSE LOAD

The minimum load for full-time status as a graduate student is nine (9) credit hours during fall, spring, and summer semesters. Students must petition the Dean to receive approval for any proposed overloads.

REPEATING COURSES

Repeating Graduate Nursing Courses

Graduate nursing students must maintain a “B” (3.0) cumulative grade point average (GPA). Each course syllabus clearly outlines the criteria for successful course completion.

Graduate nursing students, with the exception of NA students, may repeat a maximum of one nursing course (NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, NURS 590) if a “C” was earned for the course. This would require an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the Concentration Director. The student must present a plan for success as part of the advisement session. **The student will not continue with other nursing coursework until the course is repeated successfully.** The student must repeat the course for which a “C” was earned, and earn a “B” for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student’s permanent academic record. The following classes require a “B” or higher grade, and cannot be repeated: NURS 541, NURS 541A, NURS 535, NURS 542, NURS 542A, NURS 543, or NURS 543A.

Repeating Non-Nursing Graduate Courses

Graduate nursing students may repeat any non-nursing course if permissible. However, the student must attain a cumulative GPA of at least 3.0 to remain in good standing as described above. Only the most recent grade will be used in computing the cumulative grade point average. All attempts will remain a part of the permanent academic record.

GRADUATION REQUIREMENTS

The following requirements must be met for earning the degree:

1. Completion of the 44 credit hours as specified in the approved Program of Study
2. FPMHNP concentration students will be required to take a FPMHNP certification review course in their last semester prior to graduation. The FPMHNP student is responsible for the associated costs/fees for this review course.
3. Completion of a minimum of 750 clinical hours
4. A minimum cumulative Grade Point Average (GPA) of 3.0 (B)
5. A passing score on the Comprehensive Examination
6. Payment of all fees

Graduate Coursework Requirements for Those with MSN and No Advanced Practice Nurse Certification

Graduate coursework for those with MSN and no advanced practice nursing certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a prerequisite with NURS 535, NURS 541 and NURS 541A FPMHNP I, NURS 542 and NURS 542A FPMHNP II, and NURS 543 and NURS 543A FPMHNP III. FPMHNP students who are not already NPs are required to complete a minimum of 750 supervised clinical hours and pass the Comprehensive Examination. Other coursework that may be required at the master’s level includes Theoretical Foundations and Research Methods, and Contemporary Roles and Issues for Advance Practice Nurses as determined by transcript review by the FPMHNP Concentration Director.

Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration
ADVISING WORKSHEET FOR FULL-TIME MSN FPMHNP STUDENTS

Student's Name (Print)

Student's Signature

Student ID Number

Campus: ☐ Cedar Bluff ☐ Online

Course Number	Course Title	Credits	Semester/Year	Student's Initials	Student's Signature	Advisor Signature	Date
NURS 510	Advanced Pathophysiology	3					
NURS 520	Advanced Health Assessment	3					
NURS 530	Advanced Pharmacology & Therapeutics	3					
NURS 500	Theoretical Foundations & Research Methods	4					
NURS 535	Psychopharmacology	3					
NURS 541	Family Psychiatric & Mental Health Nurse Practitioner I	3					
NURS 541A	Family Psychiatric & Mental Health Nurse Practitioner I Practicum	2					
NURS 580	Contemporary Roles & Issues for Advanced Practice Nurses	4					
NURS 542	Family Psychiatric & Mental Health Nurse Practitioner II	4					
NURS 542A	Family Psychiatric & Mental Health Nurse Practitioner II Practicum	4					
NURS 590	Directed Scholarly Inquiry	3					
NURS 543	Family Psychiatric & Mental Health Nurse Practitioner III	3					
NURS 543A	Family Psychiatric & Mental Health Nurse Practitioner III Practicum	4					
NURS 544	Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner	1					

Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration
ADVISING WORKSHEET FOR PART-TIME MSN FPMHNP STUDENTS

Student's Name (Print)

Student's Signature

Student ID Number

Campus: ☐ Cedar Bluff ☐ Online

Course Number	Course Title	Credits	Semester/Year	Student's Initials	Student's Signature	Advisor Signature	Date
NURS 510	Advanced Pathophysiology	3					
NURS 500	Theoretical Foundations & Research Methods	4					
NURS 580	Contemporary Roles & Issues for Advanced Practice Nurses	4					
NURS 520	Advanced Health Assessment	3					
NURS 530	Advanced Pharmacology and Therapeutics	3					
NURS 541	Family Psychiatric & Mental Health Nurse Practitioner I	3					
NURS 541A	Family Psychiatric & Mental Health Nurse Practitioner I Practicum	2					
NURS 535	Psychopharmacology	3					
NURS 542	Family Psychiatric & Mental Health Nurse Practitioner II	4					
NURS 542A	Family Psychiatric & Mental Health Nurse Practitioner II Practicum	4					
NURS 590	Directed Scholarly Project	3					
NURS 543	Family Psychiatric & Mental Health Nurse Practitioner III	3					
NURS 543A	Family Psychiatric & Mental Health Nurse Practitioner III Practicum	4					
NURS 544	Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner	1					

Total Program = 44 Credits

Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration

Guidelines for Clinical Performance

General Overview

1. Although students may use a psychiatrist for clinical practicum hours, it is preferred a Family and/or Adult Psychiatric Mental Health Nurse Practitioner is used for this rotation, a student cannot do clinical with a physician assistant anytime during the program.
2. A clinical contract must exist before clinical is started at any site. If the Family Psychiatric Nurse Practitioner concentration does not have an existing contract with a prospective site, a contract may be developed prior to the clinical rotation. Finalizing a contract may take several months to a year for the contract to be completed.
3. A family psychiatric nurse practitioner must have minimum one year of experience to serve as a preceptor.
4. The student will complete a minimum of 150 hours for NURS 541A, 300 hours for NURS 542A, and 300 hours for NURS 543A. A minimum total of 750 clinical hours is required. Clinical hours must be completed before the designated last day of class for each semester.
5. The student is required to seek approval from the concentration director to complete clinical hours at a facility(ies) where he/she is employed and if related to a blood relative or by marriage.
6. The faculty reserves the right to refuse clinical hours, clinical sites, or clinical preceptors at any time during the semester or program.
7. Faculty reserve the right to assign or re-assign a student to a different site at any time during the semester. The site may be located outside the community or geographical area in which the student resides.
8. Students will be required to obtain access to the Typhon system throughout the family psychiatric nurse practitioner concentration. Any associated fees with the Typhon system are the responsibility of the student.
9. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory at any time during the program, the student shall be removed immediately from the clinical rotation and corresponding class. This can create a delay in the completion of the associated clinical hours for the clinical course. Additionally, the student may receive a failing grade for the course and can be dismissed from the FPMHNP concentration.
10. The faculty may reject a request for a clinical rotation at any time during the student's program.
11. The student shall not remove or take any equipment, documents, clinic supplies, or any materials from their assigned clinical setting or in an environment which they represent themselves as a FPMHNP student.
12. The student may not interact with a patient in the event that the preceptor is not present at the clinical site at any time (i.e., is late, leaves early).
13. If the preceptor leaves the clinical site before the regularly scheduled time, the student will be required to leave the clinical site and must deduct these clinical hours from their schedule and in Typhon. The student must also notify the faculty of the change in the clinical schedule.

Clinical Health Requirements

1. All health requirements must be completed and uploaded into the Typhon program before the start of the clinical rotation. A hard copy of the medical profile shall be submitted to the Administrative Assistant for Graduate Nursing before starting classes.
2. Requirements include a current Medical profile, background check, drug screen, unrestricted multistate RN license, BLS CPR, proof of immunizations per the latest guidelines from the Centers for Disease Control for health professionals (www.cdc.gov), and personal health insurance. There are no exceptions. Students will not be allowed to begin clinical rotations until faculty have noted requirements have been completed. Throughout the semester, the requirements must remain current. If any of the requirements expire, the student will not be allowed to perform any clinical rotations and the hours for which this time was accumulated may not be counted toward required hours. Any clinical hours the student performed while a health requirement was expired will be voided and not counted toward the required hours. It is required that the student maintain a current, unrestricted multistate RN license during the FPMHNP concentration.
3. Students may be required to have an additional background check performed at any time during the program at their cost. If any aspect of the background check is found to be unacceptable, the faculty reserves the right to restrict the student from attending clinical. This may result in dismissal from or delay progression in the FPMHNP concentration.
4. The faculty may request, at any time, that the student will be required to have a chain of custody drug screen performed at the faculty's discretion, at the facility of choice by the faculty, at any time during the student's FPMHNP concentration. The student will be responsible for the cost of the drug screen.
5. The student may be required to have additional clinical health requirements as determined by the clinical agency.

Professionalism Expectations

As an advance practice nursing student, the expectation is to maintain a high level of professionalism at all times during the program. This includes the classroom, clinical 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 clinical experience. Information cannot be shared during the program or after completion of the master of science of nursing program. Information includes verbal, written, or electronic material. The student may be required to sign a confidentiality statement by the concentration director, clinical faculty, preceptor, or agency in which they complete the clinical rotation. 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/social/>, https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf, and <http://www.hhs.gov/ocr/privacy/>. 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.

Dress Code Guidelines

Approved dress during clinical is business casual. 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.

Faculty Clinical Site Visit and Clinical Performance

1. A student may receive a clinical site visit from a site visitor from the Caylor School of Nursing during each clinical rotation. Additional site visits may be scheduled at the faculty's discretion. A site visit may be announced or unannounced. Students must perform satisfactory during the site visits. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory during a site visit, the student can receive a failing grade and/or overall failure in the clinical course.
2. If any portion of the student's clinical performance is unsatisfactory at any time during the semester, the faculty reserves the right to assign a "zero" or "fail" as a grade for NURS 541, 542, and/or 543 classes. This will result in an "F" for the FPMHNP clinical course and the student will not be allowed to progress in the family psych mental health nurse practitioner program.
3. The faculty will conduct a Zoom meeting, email, or a phone call at any time during the semester to assess the student's punctuality or performance.
4. The faculty may remove the student from the clinical site at any time during the program and may restrict the students from attending clinical for the following:
 - a. The student displays unsatisfactory performance, punctuality, professionalism, or behavior
 - b. Unsafe behavior
 - c. Fails to maintain patient confidentiality
 - d. Does not maintain a multistate registered nurse license or current health requirements
 - e. Has a significant medical or psychiatric event which potentially interfere with performance
 - f. Is suspected to be impaired or under the influence of drugs or alcohol
 - g. Is noted to have engaged in recent or past criminal activities
 - h. If performance is found to be unacceptable by a clinical preceptor

Clinical Schedule and Punctuality

1. In the event there is an unexpected emergency and the student is late or absent for the scheduled clinical experience, the student must communicate this change in the schedule to the preceptor, the assigned clinical faculty, and the faculty as soon as possible. Failure to appropriately inform the preceptor, the assigned clinical faculty may result in a disciplinary action and/or a grade of “fail” for the course.
2. Clinical schedules will be developed with the preceptor at the beginning of the semester and must be approved by the instructor. The approved schedule must be uploaded into Typhon. If changes in the schedule occur, the clinical faculty must be notified immediately. The student must also submit the revised preceptor approved schedule (which will reflect this makeup time) no later than one week after the first missed day. The student must then upload these revised changes into Typhon. No changes shall be made once the clinical faculty approves the clinical schedule; changes shall only be made in the event of the preceptor’s schedule changes.
3. In the event the student experiences illness, injury, or emergency which constitutes changes in the clinical schedule, the student must notify the clinical faculty, and preceptor as soon as possible. The student shall provide the clinical faculty any documents related to the illness, injury, or emergency which resulted in changes in the clinical schedule. The clinical faculty reserves the right to approve or deny any changes in the student clinical schedule.

Clinical Documentation

1. The student shall maintain accurate clinical documents throughout the semester as required by each class. Additionally, the student shall maintain accurate clinical information in Typhon during the semester.
2. The student shall submit accurate and timely clinical documents as scheduled or the student may receive a zero for their overall clinical document grade. **If the student fails to submit assignments and/or clinical logs appropriately, without prior approval of the clinical instructor, they can receive one warning from the clinical instructor; thereafter, they will receive a zero for the overall course grade at the discretion of the clinical instructor.**
3. If a student falsifies report hours and was not present at the clinical site at the assigned times or participated in falsification of clinical documents; the student will receive a zero for the FPMHNP clinical course. If a student is not at the clinical site at the scheduled time and date, he/she will receive one verbal/written/email warning from the instructor. The second time he/she is not at the clinical site at the scheduled time and date a zero will be assigned.

Significant Medical or Psychiatric Event

The student will be required to provide a release from a health care provider to attend class and/or clinical if a significant medical or psychiatric event occurs during the term of the semester. The statement must be a full medical release without restrictions to attend clinical. The student will receive a 2% reduction in the final grade for each class missed without provision of the release to attend class and/or clinical. Delay in completion of the mandatory clinical hours within the time frame of the current semester may result in the inability to progress in the FPMHNP program.

Employment

Given the rigorous nature of the FPMHNP program, students may be advised to refrain from seeking or maintaining employment during the MSN FPMHNP program. If the student decides to work during the program, it is expected that employment will not interfere or impede with any portion of student academic responsibilities. Academic responsibility includes, but are not limited to, absence from lectures, examinations, clinical labs, assignments, and/or clinical rotations. Students will be required to be available for all required class, labs, and clinical rotations.

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

STUDENT PRECEPTOR AGREEMENT

Student name _____
Cell phone _____ Email _____
Address _____

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

Current infant, children, and adult 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.) _____ (initial)

I understand that I may be required to undergo a criminal background check. _____ (initial)

I have personal health insurance _____ Yes _____ No, I do not have personal health insurance. I understand that any emergency care that I may require will be at my sole expense and responsibility.

I have a malpractice insurance policy in minimum amounts of per occurrence and in the annual aggregate. (Attach copy of certificate.) _____ (initial)

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.
- I will work cooperatively with the staff to maintain an environment of quality patient care and learning.
- I will work under the supervision and guidance of my preceptor.
- I will identify myself as a student. If a patient or family does not wish to see a student, then I will not have access to, or experience with, that patient.
- I understand that the preceptor retains responsibility for the disposition of all patients.
- I will comply with all laws, rules, policies, and regulations related to patient privacy and patient rights to confidentiality.

Agreed to, as acknowledged by the signatures below:

Preceptor signature _____ date _____

Student signature _____ date _____

Copy to preceptor and instructor

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

STUDENT CLINICAL PORTFOLIO

Student Name: _____ **Course Number:** _____

1. Clinical Experiences

Formal clinical experiences:

Other clinical experiences:

2. Clinical Interests

What aspects of mental health, including primary and acute, do you find most interesting?

What aspects of mental health, including primary and acute, do you find least interesting?

What are your career interests?

3. What are your clinical strengths?

4. What clinical skills do you need the most support to improve?

5. What preceptor qualities or behaviors would help you learn the most?

6. How do you learn best?

7. What are your responsibilities as a student?

Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration

STUDENT CLINICAL OBJECTIVES

Student Name: _____ Course Number: _____

Learning Objectives: Review the course objectives. Then list your most important goals for this clinical experience and specific strategies you propose to meet these goals. Students should have 2-4 reasonable objectives specific to the rotation.

Objective	Strategies

Student Name _____

Student Signature _____ *Date* _____

Preceptor Name _____

Preceptor Signature _____ *Date* _____

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

CLINICAL LOG

Students must keep an accurate clinical log via approved electronic clinical tracking software. All graduate programs use Typhon as the electronic clinical tracking software. Login information will be provided upon admission to the graduate program. All fees associated with Typhon are the responsibility of the student. The American Nurses Credentialing Center (ANCC) requires documentation of clinical hours as part of the eligibility criteria to take the certification examination. Some State Boards of Nursing require documentation of clinical hours. Evaluation of the types of clinical experiences which a student has had can help determine what types of clinical experiences would be best for subsequent placements.

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

STUDENT EVALUATION OF CLINICAL PRECEPTOR

Student Name: _____ **Course Number:** _____

Clinical Preceptor: _____ **Date:** _____

Please check or comment as appropriate:

1. Did this placement give you an opportunity to see a wide variety of patients and problems?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

2. Did your clinical preceptor support your clinical learning with helpful feedback and critique?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

3. What would you recommend to your preceptor about providing feedback to students?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

4. Did your preceptor allow you to evaluate, assess, and manage patient encounters to a level of autonomy consistent with your clinical abilities?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

5. What would you change about the way your preceptor collaborates with students?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

6. Did your preceptor listen to your concerns or questions in the clinical setting?
_____Always_____Usually_____Sometimes_____Seldom_____Never

Comments:

7. What would you recommend to your preceptor regarding dealing with student questions or concerns?
_____Always_____Usually_____Sometimes_____Seldom_____Never

Comments:

8. Did your preceptor challenge you to think by asking you to explain your diagnostic decisions or treatment choices?
_____Always_____Usually_____Sometimes_____Seldom_____Never

Comments:

9. You recommend any changes to your preceptor about challenging students?

Comments:

10. Additional comments about the site or the preceptor:

Comments:

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

CLINICAL EVALUATION FORM

Student: _____ Clinical Faculty: _____ Preceptor: _____

Semester/Course: _____

Rate the student's performance of the listed competencies with the particular population as follows:

- Demonstrates knowledge of role of advanced practice psychiatric-mental health nurse in health care delivery system through collaboration and referral (3 points)
- Utilizes the nursing process in the assessment and treatment of individuals (26 points)
- Theory/knowledge base (6 points)
- Collaboration with Interdisciplinary team (19 points)
- Clinical reasoning (5 points)
- Practices with an advanced practice role (9 points)
- Practice Standards (3 points)

TOTAL = 71 points

Need 83% (59 points) for a passing grade. If that grade is not achieved a repeat site visit will be done. A grade of 83% or higher by the end of the semester is required to pass the course. Any competency not evidenced at the site visit will be circled, a score for the competency will be put in the Evaluation Score column, and a total score given.

Evaluation	Competency
	Demonstrates knowledge of role of advanced practice psychiatric-mental health nurse in health care delivery system through collaboration and referral
	1. Sets role appropriate boundaries
	2. Establishes rapport with client
	3. Develops therapeutic verbal and nonverbal communication skills
	Utilizes the nursing process in the assessment and treatment of individuals
	1. Assesses clients accurately
	2. Demonstrates therapeutic interviewing skills
	3. Demonstrates competency in assessment techniques
	4. Collects relevant and complete objective and subjective data from client and other relevant sources
	5. Data on all body systems
	6. Data on culture, environment, and socioeconomic status
	7. Data on spirituality
	8. Data on psychological competency in individual assessment techniques including use of genograms
	9. Analyzes data
	10. Interprets laboratory data accurately
	11. Develops differential diagnoses
	12. Develops priorities
	13. Organizes data using DSM-IV-TR
	14. Plans care appropriate for client status, diagnoses, socioeconomic and cultural status, and environment
	15. Relates assessment findings to pathophysiological changes
	16. Includes health promotion activities
	17. Includes nutrition
	18. Bases care on theoretical framework
	19. Intervenes therapeutically using effective communication skills
	20. Adapts interventions to client's customs, beliefs and resources
	21. Determines pharmacologic and non-pharmacologic therapies at beginning level

	22. Suggests psychotropic medications at novice level
	23. Monitors client responses to psychotropic medications
	24. Evaluates client response to interventions
	25. Revises plan appropriately
	26. Competes discharge summary or clinical evaluation summary when appropriate

	Theory/Knowledge Base
	1. Uses theoretical framework as basis for organization of nursing practice
	2. Utilizes current knowledge of acute and chronic psychiatric disorders in assessment and plan
	3. Applies knowledge from a variety of individual therapies
	4. Applies knowledge of general systems theory
	5. Applies knowledge of anatomy and physiology especially related to human brain
	6. Applies knowledge of physical and psychological growth and development

	Collaboration with Interdisciplinary Team
	1. Uses interpersonal skills to collaborate with an interdisciplinary team
	2. Evaluates achievement of health care goals with health care team
	3. Consults with and refers to health team members and other resources
	4. Includes client in development of care plan
	5. Acts as client advocate
	6. Collaborates with other health care providers communication
	7. Uses technology and informatics
	8. Modifies communication for diverse populations
	9. Writes/Dictates notes that are concise, organized and articulate
	10. Communicates when appropriate with political entities to inform them of the impact on clients of policies effecting psychiatric-mental health care
	11. Uses non-judgmental and accurate terminology
	12. Obtains informed consent when appropriate
	13. Provides scientific rationale to support clinical reasoning and management plan
	14. Evaluates implications of research to client situations at beginning level
	15. Plans care-based on socioeconomic resources (considers cost and availability of treatment interventions)
	16. Plans care-based on culture
	17. Considers impact of health care policies on treatment
	18. Considers cost of treatment and makes recommendations for increasing cost effectiveness of care
	19. Performs risk assessment
	Clinical Reasoning
	1. Identifies therapeutic options for individuals
	2. Prioritizes interventions among treatment options
	3. Clarifies decisions as independent or collaborative
	4. Generates timeline for client's responses
	5. Conducts risk-benefit analysis of treatment plan
	Practices Within an Advanced Practice Role
	1. Uses time effectively
	2. Models self-directed learning
	3. Validates practice with clients and health care providers
	4. Professional in appearance
	5. Articulates values of an advanced practice psychiatric-mental health clinical specialist/nurse practitioner
	6. Bases practice on ethical theories/framework
	7. Evaluates clinical decisions based on ethical and legal guidelines
	8. Practices within legal scope of practice
	9. Evaluates impact of personal beliefs and experiences on care provided to client

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

(TO BE COMPLETED BY THE FACULTY MEMBER)

Evaluation of Clinical Site

Student Name:_____ **Date:**_____

Name of Clinical Site:_____

Primary Population of Focus (circle all that applies):

Children Adolescents Adults Other: _____

	Description	Satisfactory	Unsatisfactory
1.	The clinical setting is conducive to student learning and to meet the program and course objectives		
2.	The administration, staff, employees are supportive of the school and student role		
3.	Adequate mix of patient types and mix provide ample learning opportunities and experiences to meet the course objectives		
4.	Student reports support by the clinical site of role and learning		

Comments:

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

Evaluation of Preceptor

Name of Preceptor: _____

Primary Population of Focus (circle all that applies):

Children

Adolescents

Adults

Other: _____

	Description	Satisfactory	Unsatisfactory
1.	The preceptor is supportive of student learning, the school of nursing, and family psychiatric mental health nurse practitioner program		
2.	Preceptor/student interactions ensure that students engage in experiences sufficient to meet the FPMHNP role and population-focused competencies		
3.	The preceptor has the educational preparation and is qualified as a MD, DO, APRN to provide supervision of the student to meet course and program objectives		
4.	The preceptor is credentialed and licensed to practice in his/her population-focused and/or specialty area of practice to meet the objectives of the family nurse practitioner program		
5.	The preceptor has at least one year of clinical experience in the population-focused practice area and role prior to providing clinical supervision		
6.	Student reports support of learning and role		

Comments:

Clinical Faculty Name and Signature: _____ **Date:** _____

**Lincoln Memorial University
Caylor School of Nursing
Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Concentration**

END OF SEMESTER EVALUTION FOR CLINICAL SITE - STUDENT

- Name of Site/Agency:_____

- Clinical Practicum Semester/ Course :_____

- Student Evaluation of Site/Agency:_____

In narrative format, evaluate the site (for example: opportunities for clinical experiences related to the course objectives, opportunities for professional development in the MSN role and the receptiveness of administration and staff to having a student at the site).

SECTION VI: NURSING ADMINISTRATION

NURSING ADMINISTRATION CONCENTRATION

Lincoln Memorial University's MSN degree program, Nursing Administration (ADMN) concentration, prepares nurses in an advanced leadership role with competencies in finance, budgeting, marketing, and analytics for health care strategy and culturally competent management of complex healthcare nursing administration. The seventeen (17) month program requires 36 semester hours of graduate course work including 360 clinical hours.

The minimum number of credit hours required for graduation should not be construed as indicating a maximum number of credit hours for any particular student. Students who complete the program in seventeen months will have limited opportunity for elective courses, but students who pursue a part-time option may elect to explore additional topics. Thus, each program of study may vary as to total number of credit hours necessary to receive the degree.

NURSING ADMINISTRATION FULL-TIME CURRICULUM PLAN

Full-Time Plan (17 months, 4 semesters)			
Fall I Semester		Cr Hrs.	
NURS 521 Human Resource Management and Business Strategy		4	
NURS 522 Organizational and Leadership Theory		3	
NURS 529 Nursing Administration Seminar		2	
Total:		9	
Spring Semester		Cr Hrs.	
NURS 500 Theoretical Foundations and Research Methods		4	
NURS 533 Finance and Budget for Strategic Decision Making		4	
NURS 534 Healthcare Informatics, Data Analysis, and Technology		2	
Total:		10	
Summer Semester		Cr Hrs.	
NURS 580 Contemporary Roles and Issues for Advanced Practice Nurses		4	
NURS 587A Nursing Administration Practicum I		3	
Total:		7	
Fall II Semester		Cr Hrs.	
NURS 579 Leadership Synthesis for the Nursing Administrator		4	
NURS 587B Nursing Administration Practicum II		3	
NURS 590 Directed Scholarly Project		3	
Total:		10	
Total MSN Nursing Administration Concentration Hours = 36 credit hours			
<i>MSN Core = 11 credit hours; Cognate = 19 credit hours; Clinical/Practicum = 6 credit hours</i>			
<i>*Clinical courses have a 1: 6 credit hour to clinical hour ratio, making 360 clock hours for the program.</i>			

Part-time Option

A part-time option is offered to Nursing Administration students on a space available basis. Part-time options will vary in length. Once admitted to the program, part-time Nursing Administration students will be assigned an academic advisor to meet with and plan an individualized progression plan. This will help to ensure that course prerequisites and future course availability will be incorporated into the plan. A change in status from part-time to full-time or vice versa must be approved by the Concentration Director and a new curriculum plan must be designed with the faculty advisor. The part-time curriculum plan will vary based on the student.

Nursing Administration Certificate

An Administration Certificate is offered through the Caylor School of Nursing. This certificate is not a post-master's certificate. The certification includes three of the existing courses taught in the MSN Nursing Administration concentration.

This certificate is meant to demonstrate the student's attainment of further education related to nursing administration. The certificate consists of three courses:

NURS 521 Human Resource Management and Business Strategy (4cr hr)

NURS 533 Finance and Budget for Strategic Decision Making (4cr hr)

NURS 579 Leadership Synthesis for the Nurse Administrator (4cr hr)

If the student chooses to further their education and obtain the MSN in Nursing Administration, these three courses (12 credit hours) will count towards the concentration's requirement of 36 hours.

Completion of the nursing administration certificate will be guided under the direction of the nursing administration concentration director.

NURSING ADMINISTRATION COURSE LOAD

The minimum load for full-time status as a graduate student is nine (9) hours during fall, spring, and summer semesters. Students must petition the Dean to receive approval for any proposed overloads.

Repeating Graduate Nursing Courses

Graduate nursing students must maintain a "B" (3.0) cumulative grade point average (GPA). Each course syllabus clearly outlines the criteria for successful course completion.

Nursing Administration graduate nursing students may repeat a maximum of one nursing course (NURS 500, NURS 580, NURS 590) if a "C" was earned for the course. This would require an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the Nursing Administration Director. The student must present a plan for success as part of the advisement session. **The student will not continue with other nursing coursework until the course is repeated successfully.** The student must repeat the course for which a "C" was earned, and earn a "B" for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student's permanent academic record. The following courses require a "B" or higher grade, and cannot be repeated: NURS 521, NURS 522, NURSING 529, NURS 533, NURS 534, NURS 587A, NURS 579, and NURS 587B.

Repeating Non-Nursing Graduate Courses

Graduate nursing students may repeat any non-nursing course if permissible. However, the student must attain a cumulative GPA of at least 3.0 to remain in good academic standing. Only the most recent grade will be used in computing the cumulative grade point average. All attempts will remain a part of the permanent academic record.

GRADUATION REQUIREMENTS

The following requirements must be met for earning the degree:

1. Completion of the 36 credit hours specified in the approved Program of Study.
2. Completion of a minimum of 360 practicum hours.
3. A minimum cumulative Grade Point Average (GPA) of 3.0 (B).
4. Payment of all fees to Lincoln Memorial University.
5. Completion and submission of the Academic Evaluation form.

**Lincoln Memorial University
Caylor School of Nursing
Nursing Administration Concentration**

ADVISING WORKSHEET FOR FULL-TIME/PART-TIME MSN NURSING ADMINISTRATION STUDENTS

Student's Name (Print)

Student's Signature

Student ID Number

Course Number	Course Title	Credits	Semester/ Year	Student's Initials	Student's Signature	Advisor Signature	Date
NURS 521	Human Resource Management and Business Strategy	4					
NURS 522	Organizational and Leadership Theory	3					
NURS 529	Nursing Administration Seminar	2					
NURS 500	Theoretical Foundations and Research Methods	4					
NURS 533	Finance and Budget for Strategic Decision Making	4					
NURS 534	Healthcare Informatics, Data Analysis, and Technology	2					
NURS 580	Contemporary Roles and Issues	4					
NURS 587A	Nursing Administration Practicum I	3					
NURS 579	Leadership Synthesis for the Nursing Business Administrator	4					
NURS 587B	Nursing Administration Practicum II	3					
NURS 590	Directed Scholarly Inquiry	3					

Total Program= 36 Credits

Acceptance of Facsimile and Scanned Signature

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.

PRACTICUM GUIDELINES

The Nursing Administration Concentration student is expected to maintain a high level of professionalism at all times during the program. Professionalism includes the classroom, practicum 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 ADMN program. Failure to do so may result in disciplinary action including possible dismissal from the ADMN program.

General Overview

1. Students may use a Chief Nursing Officer, Director, Manager, Supervisor, or Nurse Executive for these rotations. Based on the clinical rotation, the student may also, after consultation with their Practicum Preceptor meet with other management representatives in the facility, such as Human Resources VP, Director, Chief Financial Officer, Chief Operating Officer, etc. The titles utilized in facilities may vary, so confer with faculty if there are questions.
2. A clinical contract must exist before the student can start clinical at any site. If the Chief Nursing Officer, Director, Manager, Supervisor, or Nurse Executive does not have an existing contract with a prospective site, a contract may be developed prior to the clinical rotation. Please allow up to 2 months for this contract to be completed. Please contact the concentration director to initiate the contract process.
3. A Chief Nursing Officer, Director, Manager, Supervisor, or Nurse Executive must have a minimum of one-year experience to serve as a preceptor.
4. The student will complete a minimum of 135 hours for NURS 587A and 135 hours for NURS 587B. These hours must be completed before the last day of class for each semester. All other required clinical hours will be obtained in specific nursing administration courses within the curriculum. Information in logging these course associated clinical hours will be given by the course faculty and/or concentration director.
5. The student will not be able to perform clinical rotations at a site where they are related to an employee by blood or marriage. If a student is found performing clinical at a site where they are related to an employee by blood or marriage at any time during the clinical rotation or program, accumulated hours in that time frame will be voided and no credit will be given for those hours. This may result in the student failing the course and/or not progressing in the program.
6. The faculty reserves the right to refuse clinical hours, clinical sites, or clinical preceptors at any time during the semester or program.
7. Faculty reserve the right to assign or re-assign a student to a different site at any time during the semester. The site may be located outside the community or geographical area in which the student resides.
8. Students will be required to obtain access to the Typhon system throughout the Nursing Administration Program. Any associated fees with the Typhon system are the responsibility of the student.
9. If a student's performance, behavior, punctuality, or professionalism is found to be unsatisfactory at any time during the program, the student shall be removed immediately from the clinical rotation and corresponding class. This can create a delay in the completion of the associated clinical hours for the clinical course. Additionally, the student may receive a failing grade for the course and can be dismissed from the program.
10. The faculty may reject a request for a clinical rotation at any time during the student's program.
11. The student shall not remove or take any equipment, documents, clinic supplies, or any materials from their assigned clinical setting or in an environment which they are representing themselves as a Nursing Administration student.
12. The student may not interact with a patient in the event that the preceptor is not present at the clinical site at any time (i.e., is late, leaves early)
13. If the preceptor leaves the clinical site before the regularly scheduled time, the student will be required to leave the clinical site and must deduct these clinical hours from their schedule and in Typhon. The student must also notify the faculty of the change in the clinical schedule.

Preparation for the Practicum

Goal: To optimize the practicum learning experience

1. The student will complete a Student Preceptor Agreement. An additional two copies need to be made. The program will maintain a copy, the student retains one copy, and the original goes to the preceptor.

2. Each student should read the course objectives & develop a specific set of learning objectives for the practicum experience. The objectives will be discussed and submitted during the second class period.
3. Each student will make an appointment with his/her preceptor to discuss practicum logistics. During this meeting the student will review the proposed learning objectives, and add preceptor generated modifications or suggestions.
4. The student will incorporate the preceptor feedback into a final set of objectives. Both the preceptor and the student will sign the refined objectives. The student will make two additional copies: the preceptor retains one, the student retains one, and the Instructor will place one in the student's course file.
5. The student will schedule a meeting with the preceptor during the last week of the practicum to review the practicum experience and to evaluate progress on the learning objectives.
6. Three copies of the self-evaluation inventory and once copy of the preceptor evaluation need to be made. The student will submit a copy of the self-evaluation at the beginning of the semester. The preceptor practicum evaluation of the student needs to be submitted to the course faculty prior to the end of the semester.

Practicum Preceptor Qualifications:

1. Formal education and professional expertise as required for the professional role and practice; preferably, an earned graduate 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 Nursing Administration Concentration student is encouraged to select a practicum preceptor who is not a direct supervisor. In large organizations, the Nursing Administration Concentration student should conduct his/her practicum hours outside the department or unit where employed, if possible. The line between current employment and practicum application hours and project(s) must be clear to the organization, the practicum preceptor, the faculty, and the Nursing Administration Concentration student.

Practicum Facility Requirements

Qualifications for facility are as follows:

1. The facility will comply with all applicable federal, state, and municipal laws, advice, rules, and regulations, which are applicable to the performance of responsibilities, which shall include, but not limited to Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and Centers for Medicare & Medicaid Services (CMS) standards, facility policies, and any regulatory standards or requirements of third-party payers.
2. The facility will be supportive of LMU's CSON Nursing Administration Concentration program and will be open to facility visits from Nursing Administration Concentration faculty.

Practicum Experience Roles and Responsibilities

The Nursing Administration Concentration educational process is a collaborative endeavor that involves the practicum preceptor, student, and faculty members. Each has a very specific role to advance the Nursing Administration Concentration student's knowledge and skill in a specialty area.

The expectations of the practicum preceptors are to:

1. Serve as role models.
2. Share knowledge and expertise in content areas.
3. Assist students in meeting learning objectives.
4. Meet with the student as necessary.
5. Provide feedback and informal evaluation of the student to the faculty and the student.

The faculty is responsible for:

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

The student is responsible for:

1. Sharing learning objectives with the practicum preceptor(s).
2. Reporting progress to course faculty.
3. Scheduling meetings with faculty and practicum preceptor(s).
4. Maintaining appropriate records of practicum experiences.

5. Approval of practicum preceptor, facility, and student's learning objectives for the practicum experience as appropriate for the student's learning needs and to meet course and program objectives.

To initiate the approval process of a practicum preceptor, the student and preceptor must complete a preceptor agreement and submit the form to faculty. Once the practicum preceptor 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 preceptor'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 practicum hours until they have received faculty permission.

Evaluation of Practicum Experience

When students are enrolled in Nursing Administration Concentration practicum courses, they are required to maintain logs of practicum hours, activities completed, and documentation related to individual student practice goals. Faculty will review the documents for meeting required practicum hours and content requirements. At the end of the semester, a grade will be assigned based on course assignments and practicum hours completed.

Practicum hours will be planned and approved with the preceptor and the academic advisor. Practicum hours will be logged into Typhon tracking system by the student. Practicum hours completed will be evaluated by the faculty academic advisor.

PRACTICUM POLICIES

Policies

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

Clinical Documents

1. The student shall maintain accurate clinical documents throughout the semester as required by each class. Additionally, the student shall maintain accurate clinical information in Typhon during the semester.
2. The student shall submit accurate and timely clinical documents as scheduled or the student may receive a zero for their overall clinical document grade. If the student fails to appropriately submit assignments and/or clinical logs, without prior approval of the instructor, they may receive one warning from the instructor and may receive a zero for the course grade at the discretion of the instructor.
3. If a student falsifies report hours and was not present at the clinical site at the assigned times or participated in falsification of clinical documents related to this class, the student will receive a zero for the Nursing Administration clinical course for the semester.

Clinical Schedule and Punctuality

1. The clinical schedule arrangements are decided on by the student with their Practicum Preceptor.
2. Communication with the Practicum Preceptor is required for unexpected emergencies, and inability to keep the scheduled appointment.
3. Failure to appropriately inform the Practicum Preceptor may result in a disciplinary action and/or a grade of "fail" for the course.

Faculty Clinical Site Communication and Clinical Performance

1. Faculty from the Caylor School of Nursing will communicate with the Practicum Preceptor during each clinical rotation via phone or e-mail.
2. If any portion of the student's clinical performance is unsatisfactory at any time during the semester, the faculty reserves the right to assign a "zero" or "fail" as a grade for the class. This will result in an "F" for the Nursing Administration clinical course and the student will not be allowed to progress in the Nursing Administration program.
3. The faculty may remove the student from the clinical site at any time during the program and may restrict the student from attending clinical for the following:
 - a. The student displays unsatisfactory performance, punctuality, professionalism, or behavior.
 - b. Unsafe behavior.
 - c. Fails to maintain patient confidentiality.
 - d. Does not maintain a registered nurse license or current health requirements.
 - e. Has a significant medical or psychiatric event which potentially interfere with performance.
 - f. Is noted to have engaged in recent or past criminal activities.
 - g. If performance is found to be unacceptable by a clinical preceptor.

Health Information Privacy and Social Media

1. The student may not share identifying information regarding patients or agencies encountered in the student research or practicum experience without explicit written permission. Information cannot be shared during or after completion of the ADMN program. Information includes verbal, written, pictorial, or electronic material.
2. The student may be required to sign a confidentiality statement by the ADMN Program Director, preceptor, or facility where the practicum 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/social/>, https://www.ncsbn.org/public-files/NCSBN_SocialMedia.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 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>.
9. The student will comply with the University and each practice facility's guidelines for HIPAA.

Clinical Health Requirements

1. All health requirements must be completed and uploaded into the Typhon program before the start of the clinical rotation. A hard copy of these forms shall also be submitted to the faculty before starting the clinical rotation.
2. Requirements include a current Medical profile, drug screen, unrestricted multistate RN license, BLS CPR, proof of immunizations per the latest guidelines from the Centers for Disease Control and Prevention (CDC) for health professionals (www.cdc.gov), and personal health insurance. There are no exceptions. Students will not be allowed to begin clinical rotations until faculty have noted requirement have been completed. Throughout the semester, the requirements must remain current. If any of the requirements expire, the student will not be allowed to perform any clinical rotations. Any clinical hours the student performed while a health requirement was expired will be voided and not counted toward the required hours. It is required that the student maintain a current, unrestricted multistate RN license during the Nursing Administration program.
3. Students will be required to have a background check performed during the program at their cost. If any aspect of the background check is found to be unacceptable, the faculty reserves the right to restrict the student from attending clinical. This may result in dismissal from or delay progression in the Nursing Administration program.
4. The faculty may request, at any time, that the student will be required to have a chain of custody drug screen performed at the faculty's discretion, at the facility of choice by the faculty, at any time during the student's Nursing Administration program. The student will be responsible for the cost of the drug screen.
5. The student may be required to have additional clinical health requirements as determined by the clinical agency.

Significant Medical or Psychiatric Event

The student will be required to provide a release from a health care provider to attend class and/or clinical if a significant medical or psychiatric event occurs during the term of the semester. The statement must be a full medical release without restrictions to attend clinical. The student will receive a 2% reduction in the final grade for each class missed without provision of the release to attend class and/or clinical. Delay in completion of the mandatory clinical hours within the time frame of the current semester may result in the inability to progress in the Nursing Administration program.

Dress Code

Approved dress is business casual, business casual with a white lab coat, or attire appropriate for the department such as scrubs, as indicated by the facility. 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. Remember this is a Nursing Administration Concentration, so dress the role.

Employment

It is recognized that students may be employed part-time or full-time throughout the Nursing Administration Concentration; however, the course work needs to be completed on time. In the event that the deadline will not be met, it is necessary to notify your faculty.

Lincoln Memorial University
Caylor School of Nursing
ADMINISTRATION STUDENT PRECEPTOR AGREEMENT

Faculty Supervisor _____ Cell phone _____

Student Name _____ Email _____

Address _____

Home phone _____ Cell phone _____ Work phone _____

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

Current infant, children, and adult 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.) _____ (initial)

I understand that I may be required to undergo a criminal background check. _____ (initial)

I have personal health insurance ____ Yes ____ No, I do not have personal health insurance. I understand that any emergency care that I may require will be at my sole expense and responsibility.

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.
- I will work cooperatively with the staff to maintain an environment of quality patient care and learning.
- I will work under the supervision and guidance of my preceptor.
- I will identify myself as a student. If a patient or family does not wish to see a student, then I will not have access to, or experience with, that patient.
- I understand that the preceptor retains responsibility for the disposition of all patients.
- I will comply with all laws, rules, policies, and regulations related to patient privacy and patient rights to confidentiality.

Agreed to, as acknowledged by the signatures below:

Student Signature	Date
Preceptor Name (Printed)	Contact Phone and Email
Preceptor Signature	Contact Phone and Email
Faculty Signature	Contact Phone and Email

Copy to preceptor and instructor

Lincoln Memorial University
Caylor School of Nursing
ADMINISTRATION STUDENT CLINICAL OBJECTIVES

Student Name: _____ **Course Number:** _____

Learning Objectives: Review the course objectives. Then list your most important goals for this clinical experience and specific strategies you propose to meet these goals.

Objective	Strategies

Student Name _____

Date _____

Student Signature _____

Date _____

Preceptor Name _____

Date _____

Preceptor Signature _____

Date _____

Lincoln Memorial University
Caylor School of Nursing
ADMINISTRATION CLINICAL LOG

Students must keep accurate clinical logs via approved electronic clinical tracking software. All graduate programs use Typhon as the electronic clinical tracking software. Login information will be provided upon admission to the graduate program. All fees associated with Typhon are the responsibility of the student. The American Nurses Credentialing Center (ANCC) and the American Organization of Nurse Leaders (AONL) each require documentation of clinical hours. Evaluation of the types of clinical experiences which a student has had can help determine what types of clinical experiences would be best for subsequent placements.

Lincoln Memorial University
Caylor School of Nursing
STUDENT EVALUATION OF CLINICAL PRECEPTOR

Student: _____ Clinical Preceptor: _____ Date: _____
Clinical Course: _____

Please check or comment as appropriate:

1. Did this placement give you an opportunity to see a wide variety of patients and problems?

Always Usually Sometimes Seldom Never

Comments: _____

2. Did your clinical preceptor support your clinical learning with helpful feedback and critique?

Always Usually Sometimes Seldom Never

3. What would you recommend to your preceptor about providing feedback to students?

4. Did your preceptor allow you to evaluate, assess, and manage patient encounters to a level of autonomy consistent with your clinical abilities?

Always Usually Sometimes Seldom Never

5. What would you change about the way your preceptor collaborates with students?

6. Did your preceptor listen to your concerns or questions in the clinical setting?

Always Usually Sometimes Seldom Never

7. What would you recommend to your preceptor regarding dealing with student questions or concerns?

8. Did your preceptor challenge you to think by asking you to explain your diagnostic decisions or treatment choices?

Always Usually Sometimes Seldom Never

9. Would you recommend any changes to your preceptor about challenging students?

10. Additional comments about the site or the preceptor:

Lincoln Memorial University
Caylor School of Nursing

- Name of Site/Agency:_____

- Clinical Practicum Semester/ Course:_____

- Student Evaluation of Site/Agency:

In narrative format, evaluate the site (for example: opportunities for clinical experiences related to the course objectives, opportunities for professional development in the MSN role and the receptiveness of administration and staff to having a student at the site).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Lincoln Memorial University
Caylor School of Nursing
MSN Administration Program**

Student Name: _____ **Course Number:** _____

**STUDENT SELF-EVALUATION INVENTORY OF THE AMERICAN ORGANIZATION OF NURSING LEADERSHIP
COMPETENCIES AND THE ANA STANDARDS OF NURSING ADMINISTRATION PRACTICE**

Rating	Criteria
0=not applicable	No opportunity to observe.
1=Novice	Little or no experience; may know important, related content, but has not had opportunity to apply. Needs to observe and/or be closely supervised. Psychomotor skills may be tentative or may need correction.
2=Advanced Beginner	Some previous experience and some ability to integrate didactic content with experience. Psychomotor skills reveal correct technique, but may be slow or uneven; requires additional experience and supervision.
3=Competent	Demonstrates growing ability to analyze the clinical situation in the light of previous experience and didactic knowledge. Psychomotor skills are smooth and sure. Able to interpret assessment results/data and plan management of care. Requires minimal supervision for common patient presentations. Meets expectations for level of progression.
4=Proficient	Demonstrates ability to analyze the clinical situation in the light of previous experience and didactic knowledge and to consider holistic context. Psychomotor skills are smooth and sure. Demonstrates good clinical judgment. Requires minimal supervision across a wide array of patient presentations. Seeks consultation as required. Meets or exceeds program outcome level of performance.
5=Expert	Exceeds expectations for student clinicians; exhibits consistent ability to synthesize didactic and clinical experiences to perform at a superior level. Demonstrates creative and critical thinking in approach to management of care. Few students achieve this level.

It is expected that AFTER completion of NURS 534, many skills will be at the high-lighted levels for items with which the student acquires experience.

This form is to be completed before each clinical course, 587A and 587B. The signed originals should be given to the instructor; a copy of each should be retained by the student.

Reference: The rating scale was influenced by the work of Benner: Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.

Student Self-Evaluation: Inventory of the American Organization of Nursing Leadership Competencies and the ANA Standards of Nursing Administration Practice						
American Organization of Nursing Leadership Competencies	Ratings (see instructions)					
Leader Within						
• Reflective Practice	0	1	2	3	4	5
• Foundational Thinking	0	1	2	3	4	5
• Career Development	0	1	2	3	4	5
• Person and Professional Accountability	0	1	2	3	4	5
Professionalism						
• Professional Accountability	0	1	2	3	4	5
• Advocacy	0	1	2	3	4	5
• Health Equity and Social Determinates of Health	0	1	2	3	4	5
• Governance	0	1	2	3	4	5
Communication and Relationship-Building						
• Effective Communication	0	1	2	3	4	5
• Influencing Behaviors	0	1	2	3	4	5
• Relationship Management	0	1	2	3	4	5
Knowledge of the Health Care Environment						
• Nursing Practice and Application	0	1	2	3	4	5
• Economics and Policy	0	1	2	3	4	5
• Regulation	0	1	2	3	4	5
• Evidence-Based Practice	0	1	2	3	4	5
• Patient Safety and Quality	0	1	2	3	4	5
Business Skills						
• Financial Management	0	1	2	3	4	5
• Strategic Management	0	1	2	3	4	5
• Human Resource Management	0	1	2	3	4	5
Leadership						
• Systems and Complex Adaptive Thinking	0	1	2	3	4	5
• Change Management	0	1	2	3	4	5
• Diversity, Belonging and Inclusion	0	1	2	3	4	5
• Decision Making	0	1	2	3	4	5
• Transformation and Innovation	0	1	2	3	4	5
ANA Standards of Nursing Administration Practice						
Standard 1. Assessment	0	1	2	3	4	5
Standard 2. Identification of Problems, Issues and Trends	0	1	2	3	4	5
Standard 3. Outcomes Identification	0	1	2	3	4	5
Standard 4. Planning	0	1	2	3	4	5
Standard 5. Implementation	0	1	2	3	4	5
a. Coordination of Care	0	1	2	3	4	5
b. Health Teaching and Health Promotion	0	1	2	3	4	5
Standard 6. Evaluation	0	1	2	3	4	5

ANA Standards of Professional Performance for Nursing Administration						
Standard 7. Ethics	0	1	2	3	4	5
Standard 8. Culturally Congruent Practice	0	1	2	3	4	5
Standard 9. Communication	0	1	2	3	4	5
Standard 10. Collaboration	0	1	2	3	4	5
Standard 11. Leadership	0	1	2	3	4	5
Standard 12. Education	0	1	2	3	4	5
Standard 13. Evidence-Based Practice and Research	0	1	2	3	4	5
Standard 14. Quality of Practice	0	1	2	3	4	5
Standard 15. Professional Practice Evaluation	0	1	2	3	4	5
Standard 16. Resource Utilization	0	1	2	3	4	5
Standard 17. Environmental Health	0	1	2	3	4	5

COMMENTS:

Student Name _____

Student Signature _____ Date _____

**Lincoln Memorial University
Caylor School of Nursing
MSN Administration Program**

**PRECEPTOR EVALUATION OF PRACTICUM INVENTORY OF THE AMERICAN ORGANIZATION OF NURSE
EXECUTIVE COMPETENCIES AND THE ANA STANDARDS OF NURSING ADMINISTRATION PRACTICE
(*Evaluation will be customized with the student based on their individual practicum objectives)**

Student Name: _____ **Clinical Course (circle one):** **NURS 587A** **NURS 587B**

Rating	Criteria
0=not applicable	No opportunity to observe.
1=Novice	Little or no experience; may know important, related content, but has not had opportunity to apply. Needs to observe and/or be closely supervised. Psychomotor skills may be tentative or may need correction.
2=Advanced Beginner	Some previous experience and some ability to integrate didactic content with experience. Psychomotor skills reveal correct technique, but may be slow or uneven; requires additional experience and supervision.
3=Competent	Demonstrates growing ability to analyze the clinical situation in the light of previous experience and didactic knowledge. Psychomotor skills are smooth and sure. Able to interpret assessment results/data and plan management of care. Requires minimal supervision for common patient presentations. Meets expectations for level of progression.
4=Proficient	Demonstrates ability to analyze the clinical situation in the light of previous experience and didactic knowledge and to consider holistic context. Psychomotor skills are smooth and sure. Demonstrates good clinical judgment. Requires minimal supervision across a wide array of patient presentations. Seeks consultation as required. Meets or exceeds program outcome level of performance.
5=Expert	Exceeds expectations for student clinicians; exhibits consistent ability to synthesize didactic and clinical experiences to perform at a superior level. Demonstrates creative and critical thinking in approach to management of care. Few students achieve this level.

It is expected that AFTER completion of NURS 534, many skills will be at the high-lighted levels for items with which the student acquires experience.

This form is to be completed at the end of each e each clinical course, 587A and 587B. The signed originals should be given to the instructor; a copy of each should be retained by the student.

Reference: The rating scale was influenced by the work of Benner: Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.

PRECEPTOR EVALUATION OF PRACTICUM						
American Organization of Nursing Leadership Competencies	Ratings (see instructions)					
Leader Within						
• Reflective Practice	0	1	2	3	4	5
• Foundational Thinking	0	1	2	3	4	5
• Career Development	0	1	2	3	4	5
• Person and Professional Accountability	0	1	2	3	4	5
Professionalism						
• Professional Accountability	0	1	2	3	4	5
• Advocacy	0	1	2	3	4	5
• Health Equity and Social Determinates of Health	0	1	2	3	4	5
• Governance	0	1	2	3	4	5
Communication and Relationship-Building						
• Effective Communication	0	1	2	3	4	5
• Influencing Behaviors	0	1	2	3	4	5
• Relationship Management	0	1	2	3	4	5
Knowledge of the Health Care Environment						
• Nursing Practice and Application	0	1	2	3	4	5
• Economics and Policy	0	1	2	3	4	5
• Regulation	0	1	2	3	4	5
• Evidence-Based Practice	0	1	2	3	4	5
• Patient Safety and Quality	0	1	2	3	4	5
Business Skills						
• Financial Management	0	1	2	3	4	5
• Strategic Management	0	1	2	3	4	5
• Human Resource Management	0	1	2	3	4	5
Leadership						
• Systems and Complex Adaptive Thinking	0	1	2	3	4	5
• Change Management	0	1	2	3	4	5
• Diversity, Belonging and Inclusion	0	1	2	3	4	5
• Decision Making	0	1	2	3	4	5
• Transformation and Innovation	0	1	2	3	4	5
ANA Standards of Nursing Administration Practice						
Standard 1. Assessment	0	1	2	3	4	5
Standard 2. Identification of Problems, Issues and Trends	0	1	2	3	4	5
Standard 3. Outcomes Identification	0	1	2	3	4	5
Standard 4. Planning	0	1	2	3	4	5
Standard 5. Implementation	0	1	2	3	4	5
a. Coordination of Care	0	1	2	3	4	5
b. Health Teaching and Health Promotion	0	1	2	3	4	5
Standard 6. Evaluation	0	1	2	3	4	5
ANA Standards of Professional Performance for Nursing Administration						
Standard 7. Ethics	0	1	2	3	4	5
Standard 8. Culturally Congruent Practice	0	1	2	3	4	5

Standard 9. Communication	0	1	2	3	4	5
Standard 10. Collaboration	0	1	2	3	4	5
Standard 11. Leadership	0	1	2	3	4	5
Standard 12. Education	0	1	2	3	4	5
Standard 13. Evidence-Based Practice and Research	0	1	2	3	4	5
Standard 14. Quality of Practice	0	1	2	3	4	5
Standard 15. Professional Practice Evaluation	0	1	2	3	4	5
Standard 16. Resource Utilization	0	1	2	3	4	5
Standard 17. Environmental Health	0	1	2	3	4	5

COMMENTS:

Student Name _____

Preceptor Name _____

Preceptor Signature _____ *Date* _____