CAYLOR SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE

DNP STUDENT HANDBOOK

2019-2020

Revised 5/24/19

VALUES • EDUCATION • SERVICE

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

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

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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.*

Academic Calendar 2019-2020

Official University Holidays (Offices closed/no classes):
2019: September 2; November 27-29; December 24-31
2020: January 1; April 10; May 25 and July 3
Faculty/Staff Conference Week: August 12 - 16

Fall Semester 2019

New Student Survival Weekend…….	August 15
Matriculation Ceremony (11a.m.)……..	August 15
Final Registration before classes begin……..	August 16
Residence halls open (8a.m.) ……..	August 17
Classes begin……..	August 19
Last day to complete registration/add classes……..	August 28
Labor Day (no classes, residence halls remain open).	September 2
Last day to drop course without "WD" ……	September 17
Mid-term……..……..	October 7 - 11
Homecoming (classes held as scheduled) ……..	October 10 - 12
Last day to drop course without "F" ……..	October 25
Early registration begins……..……..	October 28
Thanksgiving holiday (no classes)……..……..November 27 - 29	
Residence halls open (1 p.m.) …..……..	December 1
Classes end……..	December 6
Final exams……..……	December 9 - 13
Commencement (11 a.m.) …….	December 14
Residence halls close (2 p.m.) ……	December 14

Spring Semester 2020

Final Registration before classes begin……..	January 3
Residence halls open (8a.m.) ……	January 4
Classes begin…….……..	January 6
Last day to complete registration/add classes……..	January 15
Martin Luther King Day (special activities)……	January 20
Last day to drop course without "WD"……..	February 4
Lincoln Day/Founders Day (special activities)……..	February 12
Mid-term……..……	March 2 - 6
Last day to drop course without "F" ……..	March 13
Residence halls close (5 p.m.) ……	March 20
Spring break (no classes) ……	March 23 - 27
Residence halls open (1 p.m.) ……	March 29
Early registration begins…….	March 30
Good Friday (no classes) ……	April 10
Classes end…….	April 24
Final exams……..……	April 27 – May 1
Commencement (11 a.m.) ……..	May 2
Residence halls close (2 p.m.) ……	May 2

Summer Term 2020…….……....	May 4 – 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., as long as the required number of contact hours is met.

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 or through the DNP Library Guide (http://library.lmunet.edu/dnp) that focuses on relevant resources to DNP faculty, staff, and students.

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

Databases often used throughout the Nursing programs include:

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

In addition to the extensive electronic databases located on the LMU Carnegie-Vincent Library website, there are electronic (or e-books) available through the library catalog that 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.

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

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

Additional University Services and Resources

Please refer to the information in the *LMU Graduate Catalog* for 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).

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* an individual course syllabi.

SECTION II: CAYLOR SCHOOL OF NURSING

CAYLOR SCHOOL OF NURSING (CSON) HISTORY

In response to the University's mission, Nursing was established as a major in 1974 with the Associate of Science in Nursing (ASN) Degree. Because of the growing health care needs of the region, Nursing expanded the ASN program to off-campus sites and initiated the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program in 1987. The Caylor School of Nursing's mission "seeks to respond to the needs of nursing education and health care in the surrounding communities by preparing nurses at multiple levels." Therefore, the Master of Science in Nursing (MSN) degree was established in 2006 to offer nurses further education options and provide surrounding communities with advanced practice nurses to meet identified health care needs. In fall 2010, the BSN generic option commenced in response to state and community needs. In 2015, CSON further expanded the Bachelor of Science (BSN) program to include an online option for the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program. Also in 2015, in response to national demands of higher levels of preparation of nurse leaders who can design and assess care, CSON launched an online post-master's Doctor of Nursing Practice (DNP) program. Presently the Caylor School of Nursing offers MSN concentrations as a Family Nurse Practitioner, Nurse Anesthetist, Family Psychiatric & Mental Health Nurse Practitioner, and Nurse Administrator and offers a post-Master's DNP.

Caylor School of Nursing programs are founded on the belief that nursing is a service, which aims to assist individuals to attain, maintain, or regain optimum level wellness through application of the nursing process.

CSON ACCREDITATION/APPROVALS

TENNESSEE/KENTUCKY Programs:

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN program offered in Kentucky is approved by the Kentucky Board of Nursing. Furthermore, the ASN, BSN, MSN, and DNP programs in Tennessee are accredited with the Accreditation Commission for Education in Nursing, Inc. (ACEN) which includes the off-campus instructional site in Corbin, Kentucky.

Additionally the Nurse Anesthesia Concentration has been accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs. Contact the ACEN at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 or call 404-975-5000 or visit www.acenursing.org for questions about the accreditation of Lincoln Memorial University. Contact the COA at 222 S. Prospect Avenue, Park Ridge, IL 60068 or call 847-655-1160 for questions about the accreditation of Lincoln Memorial University.

FLORIDA Programs:

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing and accredited by ACEN. Lincoln Memorial University's off-campus site in Tampa Florida, is located at: 3102 East 138th Avenue, Tampa, FL 33613. This site is licensed by the Florida Department of Education Commission for Independent Education, License No. 5738. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

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 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326 or call 404-975-5000 or visit www.acenursing.org.

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

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.

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 Adaption 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.

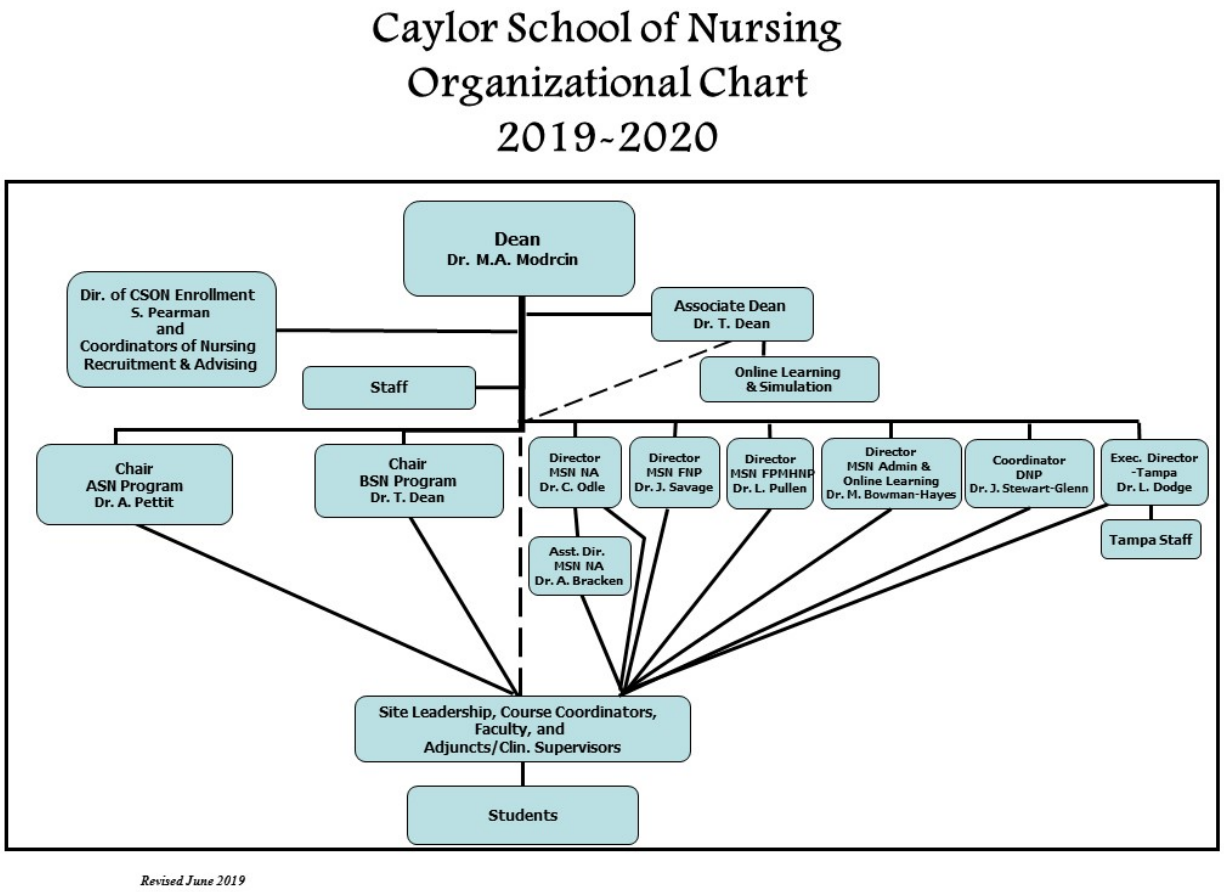
Environment is defined as "all conditions, circumstances, and influences that surround and affect the development and behavior of humans as adaptive systems, with particular consideration of human and earth resources" (Roy, 2009, p. 28). We believe that human persons interact with the changing environment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

CSON ORGANIZATIONAL CHART



CSON CHANNELS OF COMMUNICATION

Vice President and Dean, Caylor School of Nursing

Student Appeals Review Committee

Concentration Director

Course Coordinator

Faculty

Student

SECTION III: CAYLOR SCHOOL OF NURSING DNP PROGRAM

DNP PROGRAM OVERVIEW

Program Description

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

Goal

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

DNP END-OF-PROGRAM STUDENT LEARNING OUTCOMES

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

Program Outcomes:

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

DOCTOR OF NURSING PRACTICE ADMISSION CRITERIA/REQUIREMENTS

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

OR

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

OR

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

3. Unencumbered licensure in the United States as a registered nurse. Practice will dictate specific state licensure.
4. At least two years of full-time work experience (or equivalent) in nursing as a registered nurse.
5. GPA 3.0 or above on a 4.0 scale.
6. Graduate Record Exam (GRE) scores for applicants with cumulative grade point average less than 3.4 as reported by the MSN institution.
7. Basic statistics course.
8. A completed application packet includes:
   - Completed DNP application form.
   - Official GRE scores (If applicable).
   - A current resume, which includes employment history, military service, academic scholarships, awards and/or honors, professional memberships and awards, professional presentations or publication, and community service activities.
   - A three-page typewritten letter discussing the applicant's goals and personal reasons to undertake doctoral education. The letter should indicate the applicant's career plans upon program completion.
   - Three letters of reference pertaining to academic ability, professional proficiency, and personal integrity: one from the applicant's current supervisor, one from a faculty member who has worked with the applicant during previous academic study, and one professional reference selected by the applicant.
   - Official transcripts from each college, university, or nursing program attended.
   - A writing sample which describes a problem the applicant has identified in the practice setting and/or a published article authored by the applicant.
9. An optional telephone or in-person interview as part of the admission process.
10. International students must demonstrate sufficient ability to read, write, and speak English with a minimum score of 550 on the TOEFL.
11. International students must submit official transcripts for evaluation to one of the following services: World Education Services (www.wes.org) or Josef Silny & Associates (www.jsilny.com).

Additional Information

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

Applicants are reviewed for the graduate program upon completion of all admission requirements. The applicant can be admitted as a **full-time or part-time** student. If a student chooses to interrupt the NURS course sequence for any reason, an admission application must be resubmitted to Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

Accepted students must submit a completed medical profile form, immunization record, background check, and urine screen prior to matriculation. Students must have and maintain for the duration of the program an unencumbered

RN license; current infant, children, and adult CPR certification; health insurance; current immunization according to the CDC guidelines; negative drug screen; and a background check.

ENROLLMENT IN DNP CLASSES

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

Orientation

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

Transfer of Credit

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

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

Student Health Insurance

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

Immunization Information/Requirements

Immunizations must be completed prior to matriculation into the DNP program. The exception is a documented contraindication or precaution to the vaccine. The student will need a written statement from the health care provider that identifies the immunization and the reason for exclusion. The student will not be allowed to attend class or practice experience if immunizations are not current or proof of immunizations are not provided. The appropriate information must be provided and maintained during the nursing program by the students' primary care provider (physician, nurse practitioner, or physician'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 this Medical Profile. Please note the following information and documentation **must be provided** by the due date or you will relinquish your place in the nursing program.

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

- Completed Student Medical Profile. The physical exam must be completed **no earlier than 60 days prior to 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). Declination form may be signed by ASN and BSN students. 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 you cannot take the Flu vaccination because of a previous reaction, you must have a physician's statement per that effect.

- Proof of **Tdap booster** received within the past 10 years. If you have never received a Tdap booster you MUST receive one prior to entering the program. A Td booster is required every 10 years.

Universal Precautions

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

FITNESS OF DUTY

The student will be required to disclose and provide a release from a licensed health care provider to attend class and/or practice hours if a significant medical or psychiatric event occurs before or during the semester the student is enrolled. The release must be a full medical release without restrictions in order to attend the practice experience. The student will receive a 2% reduction in the final grade for each class missed without the provision of the medical release to attend class and/or practice. Delay in completion of the mandatory practice hours within the time frame of the current semester may result in the inability to progress in the program. It is at the discretion of the Director of the program to accept/reject the recommendation of the medical release.

The student is required to disclose and provide a release from a licensed health care provider to attend class and/or practice if taking any medications for a significant medical or psychiatric condition(s) before or during the semester the student is enrolled.

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 practice setting. It is at the discretion of the Director of the program to approve/disapprove the medical release.

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 DNP Program Director, which in turn can approve/disapprove the release from the licensed health care provider.

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

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

MEDICAL WITHDRAWAL

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

STUDENT ESSENTIAL FUNCTIONS

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

Students with disabilities, who have questions regarding the student essential functions, should refer to the information on "Students with Disabilities Policy" in the *LMU Graduate Catalog*. The *Student Essential Functions Form* is found in Section V: DNP Program Forms.

SAMPLE FULL-TIME POST-MASTER'S ACCELERATED DNP CURRICULUM

Course	Credit Hours
Spring I	
NURS 700 Knowledge Development in Nursing Science	3
NURS 740 Collaboration, Health Policy, and Organizational Systems	4
Total Credit Hours	**7**
Summer I	
NURS 705 Informational Systems and Technology Applications	2
NURS 710 Biostatistics	3

Total Credit Hours	**5**
Fall I	
NURS 781 DNP Project I	2
NURS 720 Translational Research for Evidence-Based Practice	4
Total Credit Hours	**6**
Spring II	
NURS 741 Adaptive Leadership	4
NURS 782 DNP Project II	2
NURS 760 DNP Practice I	3
Total Credit Hours	**9**
Summer II	
NURS 730 Epidemiology and Population Health	3
NURS 761 DNP Practice II	3
Total Credit Hours	**6**
Fall II	
NURS 742 Strategic Systems Thinking	4
NURS 782 DNP Project III	2
Total Credit Hours	**6**
TOTAL PROGRAM CREDIT HOURS	**39**

* NURS 795 DNP Project or Practice DNP Completion (if needed) with approval of DNP Program Director.
** Practice hours may be started with the approval of the DNP Program Director.

Program Credit Hours	Pre and/or Co-requisites
DNP Core = 19 credits	NURS 700 is a prerequisite for NURS 720
DNP Practice = 6 credits	NURS 710 is a prerequisite for NURS 730
DNP Cognate = 8 credits	NURS 781 is a prerequisite for NURS 782
DNP Project = 6 credits	NURS 782 is a prerequisite for NURS 783
Total= 39 credits	NURS 760 is a prerequisite for NURS 761

ACADEMIC ADVISEMENT

Each student is assigned an academic advisor according to his/her major area of study. The academic advisor will assist the student in selecting appropriate courses for each academic semester. Full-time students will follow the curriculum plan for his/her program of study. Part-time students will follow a curriculum plan developed by the Program Director.

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

SCHEDULE ADJUSTMENT AND WITHDRAWAL

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

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. Further, any action or behavior which reflects disgrace on the students, faculty, university, or nursing profession must be avoided. Such conduct includes, but is not limited to, legal infraction (example, misdemeanor or felony), falsification of any records, or violation of any social norm, including written or unwritten laws.

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

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

   Further, as noted in the LMU CSON handbook, state law provides for denial or revocation of a nursing license upon proof that a person is guilty of a crime. The protection of vulnerable patient populations is of utmost importance to LMU CSON and the sites where students complete the clinical requirements for the student's academic program. LMU CSON must be informed of any violations of the law or school policy in

order to take appropriate punitive or corrective action when students are involved in conduct or activities that could tarnish LMU CSON's reputation.

Code of Ethics Violations

It is the aim of LMU and the faculty of the CSON to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension.

Violations of the Code of Ethics include plagiarism, cheating, 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 synthesis 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 the paper with the use of multiple sources.

Recommended Resources on Plagiarism

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

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

Plagiarism will be addressed in the following manner:

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

Certificate of Authorship

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

Cheating Policy

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

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

Cheating will be addressed in the following manner:

1. Students caught using inappropriate assistance on an examination will receive 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 practice experience, lab, practice time, or research data are expected to reflect accurate accounting of the time spent, activities performed and/or results obtained. Any student who submits materials that attest to the completion of activities or practice hours and has not performed those activities is guilty of falsifying logs. Any student who submits materials or forms that are fabricated or deceptive is guilty of falsifying data. Both violations represent academic dishonesty.

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

PROFESSIONAL EXPECTATIONS

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

Health Information Privacy and Social Media

1. The student may not share identifying information regarding patients or agencies encountered in the student research or practice experience without explicit written permission. Information cannot be shared during or after completion of the DNP program. Information includes verbal, written, pictorial, or electronic material.

2. The student may be required to sign a confidentiality statement by the DNP Program Director, practice facilitator, or practice facility where the practice activities are completed. If a student is found to have shared patient information, this will result in disciplinary action and the student may be dismissed from the program. Please use the following links as guides regarding social media:

   https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf, https://www.ncsbn.org/Social_Media.pdf , and http://www.hhs.gov/ocr/privacy/ .
3. Students shall neither provide nor impede access to witnesses, written communications, or electronic or social media to aid in the investigation of possible offenses.
4. The student shall not photograph a patient, patient family member, staff, practice case, cadaver, or any physical structure during the student practice or program without prior authorization from the Dean of the Caylor School of Nursing.
5. The student may not copy materials at a practice facility without explicit written permission. The student may take notes, with all patient identifiers removed, at the expressed direction of an instructor for a directed project required by the course.
6. The student may not remove materials from a campus facility or practice facility without explicit written permission.
7. The student may not present self as a representative of Lincoln Memorial University unless express written consent is provided by the Dean of the Caylor School of Nursing.
8. The student shall be compliant with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules. Information can be accessed at: http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html . The student will comply with the University and each practice facility's guidelines for HIPAA.

DNP EVALUATION METHODS

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

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

Grading System

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

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

* Partial points will be rounded to the nearest full point; 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 any practice hours) and specifying the written assignments or examinations to be completed. *The form for documenting a contract for an "I"* is found in Section V of the *DNP Student Handbook.* It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up assignments, exams, labs, or practice hours.

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

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

Practice Evaluation Methods

Students and faculty will maintain ongoing dialog regarding practice experiences and performances. The dialog may occur in virtual class, via practice logs or journals, via web-based communications, or in individual meetings as appropriate. Formal evaluations will occur. Practice evaluation tools (student version, faculty version, and practice facilitator version) are used to structure the formal evaluations. Some written assignments may be based on current practice data or cases (with all identifying data removed). Feedback regarding appropriateness of practice hours and completion of any practice projects will be provided.

Practice Failure: The instructor will seek input on practice performance from the practice facilitator. Final responsibility for the student grade is retained by the LMU-CSON faculty.

Course and Program Evaluation

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

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

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

STUDENT COMPLAINT AND APPEAL PROCESS

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

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

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

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

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

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

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/student-life/counseling/schedule-an-appointment.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, 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

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

The Caylor School of Nursing enforces the Lincoln Memorial University Alcohol and Drug Policy. In addition, the CSON believes in order to maintain a safe effective learning environment for students, and for the safe and effective care of patients while students are in the practice area, the student must adhere to the following policies and procedures:

1. A student must be alcohol and drug free.
2. Have a chain of custody drug screen performed within 90 days of the start of the nursing program at the student's expense. A positive screen will result in dismissal from the program.
3. If, during the course of the program, the student appears to be under the influence of alcohol or drugs or is functioning in an impaired manner, the faculty shall have the responsibility for dismissing that student from the practice experience and/or class that day and the student will be required to submit to a drug screen.
4. A student's consent to submit to a drug screen, if requested by the Dean, Chair/Director, or faculty at any time during the program, is required as a condition of acceptance into the nursing program. The cost of the screen will be the responsibility of the student. The facility for conducting the screen will be designated by Lincoln Memorial University. A student's refusal to submit to such tests may result in disciplinary action, including dismissal from the program. A positive drug test is grounds for dismissal. A "positive" will be defined as:
    - Screen results indicating use of illegal drugs/non-prescribed drugs.
    - Screen results indicating presence of .02 or greater blood alcohol level.
5. An affiliate/practice facility used for student practice learning opportunities can require screening without cause if such screenings are in the policy for employees of that affiliate.
6. Positive results of screen testing on students can be reported by the affiliate to the Caylor School of Nursing. Positive results can be shared by the Caylor School of Nursing with employers of students.

STUDENT EMAIL POLICY

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

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

Examples of inappropriate uses of email:

1. Sending bulk emails which do not relate to University business or student activities. Bulk emails which mention names and individuals in a derogatory manner are unprofessional and could be considered slanderous.
2. The creation and exchange of messages which are harassing, obscene, or threatening.
3. The unauthorized exchange of proprietary information or any other privileged, confidential sensitive information.

4. The creation and exchange of information in violation of any laws, including copyright laws, or University policies.
5. The knowing transmission of a message containing a computer virus.
6. The misrepresentation of the identity of the sender of an email.
7. The use or attempted use of the accounts of others without their permission.

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

Acceptance of Facsimile and Scanned Signatures

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

ONLINE ATTENDANCE AND COURSE EXPECTATIONS

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

ACCESS TO BLACKBOARD

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

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology is an essential and integral part of an online course. The student must have a laptop computer no more than 2-3 years old and a stable connection to a high-speed internet such as a cable modem or digital subscriber line (DSL) on a regular basis. In general, Windows based computers are best as support is currently limited on Apple products. The student laptop should have Windows 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 blackboard and the library databases work best in certain browsers). Browsers should be kept up to date and tested to ensure the student has the necessary browser capabilities. The browser test is located on the LMU tab of Blackboard. The general recommendation for Blackboard is use of Firefox or Google with a hard wired connection if at all possible. A hard wire connection is particularly important for online testing and synchronous course materials. Flash player should be installed (https://get.adobe.com/flashplayer/). The primary and preferred method for verification of student identity, for distance and online education purposes, is the use of a secure login and pass code. Other options include proctored examinations and the use of approved technologies. The Respondus Lockdown Browser, which is available for download on blackboard, should be installed. Additional help and information on informational literacy and technology resources and support is available at the helpdesk at 423-869-7411 and at **https://lmunet.blackboard.com/webapps/portal/frameset.jsp**

Jane Bowman-Hayes, MSN, MBA, RN
Director of Online Learning
Caylor School of Nursing
Office: 865-531-4161 or 800-325-0900 ext. 4161
Email: marilyn.bowman-hayes@lmunet.edu

Additional Blackboard Assistance:
https://lmunet.blackboard.com/webapps/portal/frameset.jsp

Helpdesk: 423.869.7411

COURSE POLICIES

Exam Policies

Exam policies and expectations can be found in each course syllabi.

Student Use of Intellectual Property

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

REPEATING COURSES

Repeating of DNP Nursing Courses

DNP students may repeat a maximum of one nursing course for select core courses (NURS 700, NURS 710, NURS 720, NURS 730, NURS 740, NURS 741, NURS 742) if a "C" or below is earned in the course. If a student earns a "C" or below, the student will be required to apply for readmission by completing the Application for Readmission Form for DNP Students located in the handbook. This form should be completed and submitted to the Nursing office on the Harrogate campus. Readmission is not guaranteed. **The student will not be eligible to continue with other nursing courses until the course is repeated successfully**. If the DNP student does not complete the course in which he/she was unsuccessful within 18 months, the student will be released from the program. If an individual desires to be admitted to the DNP program at a later date, he/she must reapply for admission. The following courses require a "B" or higher grade and cannot be repeated: NURS 781, NURS 782, NURS 783, NURS 760, or NURS 761. If two grades below a "B" are earned in any DNP courses, whether in the same or different semesters, the student will be dismissed from the DNP program becoming ineligible for admission, readmission, and/or progression in the DNP program. All attempts will be included in the student's permanent academic record.

GRADUATE ASSISTANTSHIPS AND TRAINEESHIPS

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

PROGRESSION POLICIES

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

1. Have completed and maintained all health requirements (with all required immunizations updated and on file with CSON).
2. Provide current documentation of BLS certification.

3. Adhere to the code of ethical and professional conduct outlined in this handbook and in the *LMU Graduate Catalog*.
4. Possess a current unencumbered RN license in any state where practice experiences are obtained.
5. Maintain licensure and certification including advanced practice certification if applicable.
6. Submit to random background checks and random drug screenings.
7. Make a grade of 'B' or better in each course in the DNP curriculum. *Note: A grade of 'C', 'D', or 'F' constitutes a failure in the course*.
8. Maintain a cumulative GPA of 3.0 to progress in the curriculum.

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

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

GRADUATION REQUIREMENTS

The following requirements must be met for earning the degree:

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

PRACTICE EXPERIENCE

Purpose

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

Policies

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

Criteria for Selection of DNP Practice Facilitator

A practice facilitator can possess a variety of skills, educational credentials, and expertise. The practice facilitator may be selected from a variety of disciplines. The decision as to what constitutes an appropriate practice facilitator will depend on the context of the DNP project and on the academic and practice interest of the student. The practice facilitator must hold a position in the organization where he/she can facilitate the DNP student's access to practice

services, organizational information, decision makers, and other personnel to meet the student's practice experience objectives and implement the DNP Project. Practice facilitator will be recruited by the student and approved by faculty. In some instances, students may need more than one practice facilitator depending upon practice experiences. Prior to approval of a facilitator, the student must complete a practice facilitator information form. Once the practice facilitator is approved, a student must complete a practice facilitator form with objectives outlined.

Practice Facilitator Qualifications

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

Practice Facility Requirements

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 DNP program and will be open to facility visits from DNP faculty.

Practice Experience Roles and Responsibilities

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

<u>The expectations of the practice facilitators are to:</u>

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.
6. May serve on student's DNP Project Team.
7. May attend proposal and final DNP Project presentations as applicable with faculty permission.

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

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

The student is responsible for:

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

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

Evaluation of Practice

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

Practice hours will be planned and approved with the practice facilitator and the academic advisor. Practice hours will be evaluated for students by the practice facilitator and the academic advisor. Practice hours will be logged into Typhon tracking system by the student.

STUDENT PORTFOLIO

Portfolio Overview

The DNP portfolio allows students to document their achievement of the Essentials of Doctoral Education for Advanced Nursing Practice. The DNP Essentials are the guiding principles used to create the DNP curriculum and the standards by which the Caylor School of Nursing DNP program has been approved. Students are required to complete the Portfolio in addition to the DNP Project in order to graduate. Students are encouraged to clarify and discuss any questions about the portfolio with faculty advisors during their advising conferences throughout enrollment in the DNP program.

Portfolio Purpose & Guidelines

The purpose of the portfolio is to document student achievement of the eight DNP Essentials. The portfolio is a collection of scholarly work (exemplars), including, but not limited to, papers, case studies, practice and professional experiences that demonstrate the student's development of knowledge and competency in their specialty area and achievement of the DNP Essentials. The portfolio should be kept in an electronic format in Typhon (in the 'My Portfolio' feature) as students must be able to share the portfolio with his or her academic advisor and faculty. As an important professional tool, it is the student's responsibility to regularly revise and update the portfolio throughout the DNP program. Students will begin developing the portfolio at the beginning of the DNP program and will continue to add to and refine the portfolio throughout the program. The student and his or her advisor will work together to determine which exemplars are included in the portfolio. The required sections of the portfolio are outlined below. However, the student's academic advisor or faculty may require additional sections.

1. Portfolio Introduction (2-3 double-spaced pages): The introduction will be the foundation for the portfolio and illustrate the trajectory of the student's scholarship. The introduction should begin

with the student's initial plans and interest when he or she started the program. Goal statements from student's application may be appropriate to include. The student should discuss how initial interests have evolved or grown during the DNP program and provide general preview of the portfolio content. A concise discussion of the student's area of specialization including relevant background information that convinces readers of the importance of the student's specialization and interest.

2. Curriculum Vitae: The student will include a current copy of his or her CV and should discuss with his or her advisor if the CV is appropriate for his or her professional goals.

3. 8 DNP Essentials: The portfolio will contain a section for each of the 8 DNP Essentials. http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf. For each of the DNP essentials the student will include 1-2 summary paragraphs describing how he or she has achieved the essential and how the exemplar(s) included in the folder demonstrate that achievement. At least one exemplar (paper, presentation, etc.) must be included for each DNP essential folder by program completion and the student should keep this section updated as he or she progresses through the curriculum. A single exemplar may be used for no more than two essentials and all documents included should be approved by the student's academic advisor. Examples of Portfolio Materials may include but are not limited to:
    a. Description of Work on a QI project- leadership or other roles
    b. Case Studies
    c. Literature Reviews
    d. Policy Position Papers
    e. Development of policies or materials for patient education
    f. Professional Presentations
    g. Cost Benefit analysis
    h. Attendance at conferences
    i. Development of an evidence-based protocol
    j. Needs assessment
    k. Description of role and work in an inter-professional initiative
    l. Evaluation of Protocols
    m. Descriptions of practice patterns to identify needs or gaps

4. DNP Project:
    a. Written proposal (or draft) and presentation
    b. Final Written Manuscript (or draft) and presentation
    c. Proof of submission for poster or oral presentation or publication.

5. Professional Conclusion (1-3 double spaced pages): The conclusion summarizes the portfolio and the student's plans for the future. The student should consider the portfolio not just the culmination of graduate studies but as a foundation for future professional and scholarly work and a reflection of his or her role as a DNP prepared nurse. How does the student visualize his or her role and what are the next steps in his or her career? How will the student influence practice as a DNP prepared nurse? Include a 5-year plan for professional growth and scholarship.

SECTION IV: CAYLOR SCHOOL OF NURSING DNP PROJECT

DNP PROJECT GUIDELINES

Project Overview

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

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

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

Description

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

It is the intent of the faculty that students use various course projects as a means of facilitating progress toward completion of the project. While these course projects should contribute to the DNP project, an individual course project cannot fulfill DNP Project requirements. For successful completion of NURS 782 DNP Scholarly Project: Completion and Presentation, the student's DNP Project Team must approve the final paper and oral presentation of the DNP project. Should a student be unable to complete the project during enrollment in NURS 782, it will be necessary to continue to enroll in the course until the DNP project has been submitted, presented, and accepted by the student's project team.

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

Examples

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

Guidelines

Project Team

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

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

Role of the Project Chairperson:

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

Project Team Members:

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

DNP PROJECT

Overview

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

Preparation of Project Proposal:

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

Project Proposal Review Meeting:

- The candidate, chairperson, and members of the candidate's team must attend the proposal review meeting. The chairperson is responsible for recording basic points made during the meeting, any recommendations for revisions, and/or progression procedures.
- At completion of the proposal review meeting, the chairperson will summarize the major points raised by the reviewers and ask for their recommendations.
- The team members may choose to: 1) accept the proposal as is or with minor revisions and no re-review; 2) require minor or major revisions and re-review; or 3) reject the proposal.
- The Chairperson will then meet with the candidate to review any recommendations or required revisions and determine the procedures, if needed, for additional proposal review.
- In the case of approval with minor revisions required, the candidate must submit notification of the completion of the revised proposal that has the approval of the DNP Program Director within one month of the proposal review. At this time, the properly signed Approval of DNP Project Proposal with Oral presentation form must be given to the DNP Program Director, and copies of the revised proposal will be sent to each Team Member in a timely fashion.
- If a candidate does not put forth a proposal that is considered acceptable by the Team Members after two attempts, the candidate may be dismissed from the program.
- In the case of major revisions required or approval denied, the candidate must develop a significantly revised or a new proposal. The Chairperson will work with the candidate. The Team Members will review the new proposal and all prior steps will be repeated.

The Final Oral Presentation of Project:

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

Post Project Completion:

- Each student will submit to the DNP Program Director, a properly signed Verification of Final Presentation form (found in Section V) and the final written paper.
- Communicate with Chairperson of Team before submitting for public dissemination any materials that are an integral component of the DNP Project.
- Determine the appropriateness of copyrighting the DNP Project with the inclusion of any instruments by another author.

Termination of Candidacy:

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

SECTION V: CAYLOR SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE FORMS

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

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

Student Name: _____ Course Number: _____

Faculty Advisor: _____ Semester: _____

Practice Facility: _____

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

DNP Project Title:

_____

Practice Objectives:

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

Learning Activities/Plan of Action:

Timeline:

Expected Outcomes:

Methods of Evaluation:

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

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

FACILITATOR AGREEMENT

Faculty Supervisor _____ Cell phone _____
Student Name _____E-mail _____
Address _____
_____
Contact information
Home phone_____ cell phone _____ work phone _____
E-mail address _____
RN License(s):
State _____ Number _____ Expires_____
State_____Number_____Expires_____
_____

ANP License(s) State: _____Number: _____Expires:_____
Advanced Practice Certification: _____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 provide a copy of my criminal background check to the practice facility and/or practice facilitator. _____ ***(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 practice facilitator.
- 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 practice facilitator 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 (with copy to Practice Facilitator and Primary Faculty)

_____ _____
Practice Facilitator Name (Printed) Date

_____ _____
Practice Facilitator Signature Date

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

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

PRACTICE (NON-FACILITATED) ACTIVITY

Proposed Activity: _____

Dates of Activity: _____ Location: _____

Practice Facilitator(s): _____

Financial Support: (Amount/Source) _____

Total Number of Activity Hours: _____

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

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

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

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

Student Signature: _____ Date: _____

Approved:

*Director/Faculty Signature: _____ Date: _____

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DOCTOR OF NURSING PRACTICE PROGRAM

NURS 760 DNP PRACTICE I OR NURS 761 DNP PRACTICE II

PRACTICE HOURS LOG

Student Name: _____

Hours carried over from previous practice: _____

Date	Activity	Hours	Link to DNP Essentials (Roman Numerals/Numbers)	Hours (Cumulative)

TOTAL NUMBER OF HOURS FOR THIS LOG: _____
TOTAL NUMBER OF HOURS CARRIED OVER FROM PREVIOUS SEMESTERS: _____
TOTAL NUMBER OF CUMULATIVE HOURS: _____

HOURS TO BE CARRIED OVER FOR NEXT PRACTICE (TO BE COMPLETED ON LAST LOG PAGE): _____

Student Signature: _____ Date: _____

Approved:

*Director/Faculty Signature: _____ Date: _____

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VERIFICATION OF PRACTICE HOURS

(Please print or type)

Name: _____
Last First MI

Student ID: _____

Course Number: _____

Course Name: _____

Semester/Year: _____

Area of Concentration: _____

Number of Practice Hours in this course: _____
Clock Hours

Total Number of Practice Hours in this course: _____
Clock Hours

Experience(s): Meetings, webinars, and attendance at presentations all related to proposed DNP project. Individual activity forms completed for each activity and submitted to DNP Program Director/faculty for approval.

Student Signature: _____ Date: _____

*Director/Faculty Signature: _____ Date: _____

LINCOLN MEMORIAL UNIVERSITY
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DOCTOR OF NURSING PRACTICE PROGRAM

NURS 760 DNP PRACTICE I OR NURS 761 DNP PRACTICE II

PRACTICE FACILITATOR EVALUATION OF STUDENT'S PERFORMANCE

Student: _____ Date: _____

Practice Facilitator_____
Please check or comment as appropriate:

1. The student demonstrated adaptive leadership skills with emphasis on independent and inter-professional practice.
   _____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
   Comments:
   _____
   _____
   _____

2. The student applied theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes.

   _____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
   Comments:
   _____
   _____
   _____

3. The student demonstrated analytic skills for appraising, implementing, and evaluating evidence-based direct and indirect patient care across populations and settings to improve quality and patient safety.

   _____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

   Comments:
   _____
   _____
   _____

4. The student developed and sustained therapeutic relationships and inter-professional partnerships with patients and other professionals to facilitate optimal care and patient outcomes.

   _____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
   Comments:
   _____
   _____
   _____

5. The student guided, mentored, and supported other professionals to achieve excellence in practice.

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

_____

_____

_____

6. The student used conceptual and analytical skills to evaluate links among practice, organizational, population, administration, fiscal, and policy issues.

_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never

Comments:

_____

_____

_____

Additional comments:

_____

_____

_____

_____

_____

_____

_____

Practice Facilitator Signature
Date: _____

_____

Student Signature
Date_____

_____

Faculty Signature
Date _____

Page 2 of 2
Please print two-sided.

LINCOLN MEMORIAL UNIVERSITY
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DOCTOR OF NURSING PRACTICE PROGRAM

NURS 760 DNP PRACTICE I OR NURS 761 DNP PRACTICE II

STUDENT EVALUATION OF PRACTICE FACILITATOR AND PRACTICE SITE

Student: _____ Date: _____
Practice Facilitator: _____
Please check or comment as appropriate:

1. Did this practice site provide an opportunity to meeting goals and objectives? Did this practice site enable you to augment your learning outcomes for your DNP Project?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
Comments:
_____
_____
_____

2. Did your practice facilitator support your practice learning with helpful feedback and critique?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
Comments:
_____
_____
_____

3. What would you recommend to your practice facilitator about providing feedback to students?
Comments:
_____
_____
_____

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

5. What would you change about the way your practice facilitator collaborates with students?
Comments:
_____
_____
_____

6. Did your practice facilitator listen to your concerns or questions in this setting?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
Comments:

_____
_____
_____

7. What would you recommend to your practice facilitator regarding dealing with student questions or concerns?
Comments:

_____
_____
_____

8. Did your practice facilitator encourage your personal growth within your focus of interest?
_____ Always _____ Usually _____ Sometimes _____ Seldom _____ Never
Comments:

_____
_____
_____

8. Would you recommend any changes to your practice facilitator about challenging students?
Comments:

_____
_____
_____

10. Additional comments about the practice site or the practice facilitator:

_____
_____
_____

Student Signature: _____
Date: _____

Faculty Signature_____
Date: _____

Please print two-sided.

LINCOLN MEMORIAL UNIVERSITY
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DNP PROJECT TEAM MEMBER CHANGE REQUEST FORM

_____DNP Project Team Member Appointment

_____Change in DNP Project Team

Student's Name (Please Print):_____

Date Submitted: _____

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

_____	_____
Name	Signature, Chair of Team
_____	_____
Member	Signature, Member
_____	_____
Signature of Student	Signature of DNP Program Director

LINCOLN MEMORIAL UNIVERSITY
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APPROVAL OF DNP PROJECT PROPOSAL & ORAL PRESENTATION

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

_____
DNP student name

_____
Title of DNP Project Proposal

_____
Date

_____
Signature, Chair of DNP Project Team

_____

_____
Signature, DNP Project Team Member

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

DNP PROJECT APPROVAL OF FINAL PRESENTATION

LINCOLN MEMORIAL UNIVERSITY
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DOCTOR OF NURSING PRACTICE PROGRAM

This form is to be completed and returned to the Graduate Chair or the DNP Program Director after the DNP project presentation.

Student's Name:	*Last*	*First*	*MI*

Presentation Date:

Project Topic/Title:

Approved Date:

Members of the DNP Project team:

_____

_____

SIGNATURES

Member Type	Printed Name	Signature
Chairperson:		
Team Member:		
Team Member:		
DNP Program Director or Graduate Chair		

CERTIFICATE OF AUTHORSHIP

LINCOLN MEMORIAL UNIVERSITY
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The Final DNP Project student paper must include the following Certification of Authorship statement:

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

_____

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

_____	_____	_____	_____
Student's Name (Print)	**Student's Signature**	**Student ID Number**	**Date**

LINCOLN MEMORIAL UNIVERSITY
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ADVISING WORKSHEET FOR DNP 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 700	Knowledge Development in Nursing Science	**3**					
NURS 740	Collaboration, Health Policy, and Organizational Systems	**4**					
NURS 705	Informational Systems and Technology Applications	**2**					
NURS 710	Biostatistics	**3**					
NURS 781	DNP Project I	**2**					
NURS 720	Translational Research for Evidence-Based Practice	**4**					
NURS 741	Adaptive Leadership	**4**					
NURS 782	DNP Project II	**2**					
NURS 760	DNP Practice I	**3**					
NURS 730	Epidemiology and Population Health	**3**					
NURS 761	DNP Practice II	**3**					
NURS 742	Strategic Systems Thinking	**4**					
NURS 783	DNP Project III	**2**					

Total Program= 39 Credits

LINCOLN MEMORIAL UNIVERSITY
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GAP ANALYSIS OF TRANSFER CREDIT

Any student who requests to transfer credits from another graduate program must complete a Gap Analysis. Students must successfully attain graduate didactic objectives and practice competencies of the DNP program. A Gap Analysis includes required courses in the student's cognate and a list of completed courses from previous academic practice experiences. Students must submit an official transcript that satisfies the required courses in the student's cognate. The waived and/or challenged course(s) or cognate area are described and listed in the Gap Analysis. A description is recorded of practice hours and experiences needed to meet the required competencies for the cognate. Analysis of completed coursework and practice experiences are compared with the program requirements.

Name of DNP Candidate_____

Instructions: The DNP candidate is seeking partial credit or waivers of coursework and/or practice hours towards completion of the Lincoln Memorial University, Caylor School of Nursing, Doctor of Nursing Practice.

Column 1: List of Required Courses for standard program of study for preparation in the student's chosen cognate.
Column 2: List of Courses from the student's transcript that satisfy Required Course listed in Column 1. Course lists from the student's transcript that will be used to waive courses from Column 1.
Column 3: Identified type and/or number of practice hours and experiences needed to meet the required course outcomes for the student's chosen cognate.
Column 4: List all coursework to be completed to satisfy the graduation requirements for the DNP program (all courses from Column 1 not waived). This column, in combination with Column 3, will constitute the student's individualized program of study.

List Required Courses for the Student's Cognate	List Courses from the Transcript That Satisfy Required Courses Listed in Column 1	Type and/or Number of Practice Experiences Needed by Student	Coursework to be Completed by the Student for the DNP Program

DIRECTOR/CHAIR SIGNATURE: _____ DATE: _____

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PLAN FOR REMOVAL OF AN INCOMPLETE

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.

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

Course to which incomplete was assigned _____
Course Faculty's Name _____

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

Assignments to be completed:

Item	Negotiated Due Date
Exams:	
_____	_____
_____	_____
_____	_____
Quizzes:	
_____	_____
_____	_____
_____	_____
Papers:	
_____	_____
_____	_____
_____	_____
Practice Hours	
Facility:	
_____	_____
_____	_____
_____	_____
Other:	
_____	_____
_____	_____
_____	_____

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

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

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

LINCOLN MEMORIAL UNIVERSITY
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NURS 795 SPECIAL TOPICS FORM

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

Student Name: _____ Student I.D._____

Proposed Course Credit Hours: _____ Cr. Hrs.

Semester for initiation and completion of the course: _____

Justification of this proposed Special Topic course: _____

_____

_____

_____

_____

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

_____
Student Signature

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

_____

_____

_____

Date submitted to Proposed Instructor: _____
Date submitted to DNP Program Director: _____
Date filed to Student's File: _____

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LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
STUDENT APPEAL REQUEST FORM

PLEASE TYPE OR PRINT LEGIBLY THE INFORMATION REQUESTED BELOW.

Date _____ **Telephone** _____

Name _____ **LMU ID #** _____

Address _____

_____

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

2. Course to which appeal is requested: _____

3. LMU campus last attended: _____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

7. Signature of Student: _____

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

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision:

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

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

Date of Report _____ Time of Report _____

Student's Name _____ LMU ID # _____

Email Address_____ _____ Phone _____

Date of Occurrence _____ Time of Occurrence _____

Facility _____ Location of Occurrence _____

Date of last tetanus _____ Hepatitis B Vaccination Record _____

Type of Occurrence: (please check or complete)

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

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

_____

_____

_____

_____

_____

_____

Student responsibilities:

1. Notified supervising faculty: Date: _____ Time: _____
   Name of supervising faculty: _____
2. Completed incident report as required by facility: Date: _____ Time: _____
3. Reported for testing/treatment: Date: _____ Time: _____
   Physician on site _____
   Facility ER _____
   Student's PCP _____
4. Name/Signature of attending physician/health care provider:
   _____ _____
   (Print Name) (Signature)
5. Student refused examination and/or treatment Yes _____ No _____

Student Signature: _____

Faculty Signature: _____

DNP Program Director Signature: _____

LINCOLN MEMORIAL UNIVERSITY
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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:
DR. MARY ANNE MODRCIN
CAYLOR SCHOOL OF NURSING
LINCOLN MEMORIAL UNIVERSITY
6965 Cumberland Gap Parkway
Harrogate, TN 37752

LINCOLN MEMORIAL UNIVERSITY
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STUDENT ESSENTIAL FUNCTIONS FORM

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

Physical and Psychomotor- The student must be able to:

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

Provider's Name (Print)	**Provider's Signature**	**Date**

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

1. Attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
2. relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; 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 practice situations;
4. adapt to changing situations;
5. exercise critical thinking skills to solve problems;
6. organize, prioritize, and assume responsibility for one's work;
7. always maintain a level of consciousness and alertness that ensures patient safety: refrain from the use of illegal drugs at any time while enrolled as a student; refrain from performing practice duties while impaired by alcohol, legally prescribed medications, or excessive fatigue which affect your ability to safely perform these functions;
8. Accept persons whose appearance, behaviors and values may be in conflict with his/her own. Nursing care must be provided regardless of the patient's race, ethnicity, age, gender, religious preference or sexual orientation;
9. with the understanding that no student will be required to participate in a medical procedure in conflict with his 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 practice activity while under the influence of alcohol or while impaired by legally prescribed medications which affect an individual's ability to safely perform nursing functions;
2. communicate in a professional, positive, tactful manner with patients, physicians, nurses, other staff, faculty, practice facilitator, and fellow students;
3. demonstrate ethical behavior in the performance of nursing responsibilities including: maintaining patient confidentiality, exercising ethical judgment, and exhibiting integrity, honesty, dependability, and accountability in the performance of one's responsibilities and in connection with one's behavior and attitude at all times;
4. project a well-groomed, neat appearance at all times to include cleanliness, modesty, and neatness in appearance;
5. exhibit a teachable attitude, a willingness to learn, acceptance of instruction and openness to constructive feedback with appropriate respect for those in authority;
6. not use profane language or gestures at any time;
7. treat all persons with respect and dignity.

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

Student's Name (Print)	Student's Signature	Date

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

CONSENT FORM
(To be printed and signed by each nursing student)

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

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

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

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

IV. Policy Regarding Alcohol and Drugs on Campus
In order to encourage chemical-free activities, 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 CSON DNP Student Handbook*. _____ *(Initial)*

V. Permission to Release Medical Information
I hereby give permission for the Caylor School of Nursing of LMU to release medical information according to the policies of practice agencies. _____ *(Initial)*

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

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

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

IX. Permission to Release Name, Address, and Phone Number
I hereby give permission for the Caylor School of Nursing of LMU to release my name, address, and phone number for professional purposes, i.e., employment. _____ *(Initial)*

X. Cell Phone and Electronic Technology Usage
I have read the Caylor School of Nursing policy regarding cell phone and electronic usage and agree to abide by the policy while I am a student in this program. _____ *(Initial)*

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

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

I understand the purpose of the policy is to provide a safe working environment for persons (patients, students, hospital staff, and school staff) and property. Accordingly, I understand that prior to participation in a practice experience, I will be required by the Caylor School of Nursing, and may be required by the practice facility 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 practice experience and will also result in dismissal from the program.

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

XII. Fitness of Duty Policy/ Medical Withdrawal

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

_____ _____ _____

Student's Signature **Student's Name (Print)** **Student ID Number**

_____

Date

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

READMISSION POLICY

Readmission Policy – Readmission to the DNP Program is NOT guaranteed.

a. If a student earns a "C" in a select core NURS course (NURS 700, NURS 710, NURS 720, NURS 730, NURS 741, NURS 742), a readmission application for that course must be submitted to the nursing office. The student will not be allowed to progress in the DNP program until the student is readmitted and successfully completes the repeated course. Students re-entering the nursing program may not have a lapse of more than 18 months from when the student was last enrolled in his 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 DNP program.

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

c. The student will be considered for readmission by the DNP Admission, Progression & Retention Committee on an individual basis, as determined by the following criteria:

1. Completion of admission criteria.
2. Evidence of extenuating circumstances at the time of termination. If this applies, a statement from the student should be provided with the readmission application.
3. The student's submitted plan for academic success that is attached to the readmission form.
4. Evidence of academic success e.g. grades in other courses or programs, number of times enrolled/admitted in this or other nursing programs and span of time since enrolled in nursing courses.
5. Number of times enrolled/admitted in this or other nursing programs and span of time since last enrolled in a nursing course.
6. Overall grade point average (GPA) in the current and in previous programs, including the nursing course in which the student was unsuccessful.
7. Readmission is considered on a space available basis.

d. The student who is readmitted is required to participate in the DNP program new student orientation.

e. The student is required to repeat all class content for the course. All requirements of the repeated course must be completed before the student will be allowed to progress (take other courses) within the nursing program.

f. Readmission forms should be returned to the nursing office on the Harrogate campus.

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

LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
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DNP APPLICATION FOR READMISSION

Please type or print

Student's Name:	*Last*	*First*	*MI*

Email: _____ Student ID: _____

Address _____
Street/Number Apt #

_____
City *State/Country* *Zip*

Readmission request for: Fall _____Spring_____ Summer _____Year _____

LMU campus last attended: _____

Reason(s) for this request:

_____
_____
_____

Explain circumstances affecting last enrollment in the DNP program:

_____
_____
_____

How do you plan to be successful?

_____
_____
_____

Signature of Student: _____**Date:**_____
Please return to: Lincoln Memorial University, Caylor School of Nursing 6965 Cumberland Gap Parkway Harrogate, TN 37752

Do not write below this line

FOR CAYLOR SCHOOL OF NURSING USE ONLY:

Committee decision:

_____
_____
_____

Notification sent to student: _____ **Date:** _____

Committee Chair's Signature/Date:

_____

DNP Program Director's Signature/Date:

_____

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

Faculty/Staff Directory
2019-2020

Name	Title	Email Address
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