

**LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING**

**GRADUATE CATALOG
2014-2015**



VALUES • EDUCATION • SERVICE

Revised 3/2015

LMU CSON GRADUATE CATALOG

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LINCOLN MEMORIAL UNIVERSITY
CAYLOR SCHOOL OF NURSING
GRADUATE CATALOG 2014-2015

Harrogate, Tennessee
August 2014
www.lmunet.edu

This edition of the *LMU CSON Graduate Catalog*, is effective August 1, 2014 and supersedes all others. Policies and information related to the Graduate Nursing programs are contained herein. The official Lincoln Memorial University Catalog is the preeminent source of academic policies and information for Lincoln Memorial University.

The policies, programs, curricula, and fees as set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University (LMU). Because of the possibility of change or undetected error, important points of fact and interpretation should be confirmed by the appropriate University official.

It is Lincoln Memorial University policy that any established academic course within the graduate curriculum which is not offered within a given three-year period is automatically removed from the curriculum and the *LMU CSON Graduate Catalog*.

In support of the mission statement and the principles on which it is based, LMU is committed to equal opportunity for all students, staff, and faculty; and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

LMU reaffirms its commitment to personnel and educational policies that comply with the requirements applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

LINCOLN MEMORIAL UNIVERSITY HERITAGE

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln commented to General O. O. Howard, a Union officer, that when the Civil War ended he hoped General Howard would organize a great university for the people of this area.

In the late 1800s, Colonel A. A. Arthur, an organizing agent of an English company, purchased the area where Lincoln Memorial University is located. His company built a hotel of 700 rooms called "The Four Seasons" as well as a hospital, an inn, a sanitarium, and other smaller buildings. Roads were laid and the grounds planted with a wide variety of shrubs and trees. In 1895 the company was forced to abandon its project when a financial panic swept England.

Reverend A. A. Meyers, a Congregationalist minister, came to the Cumberland Gap in 1888. He succeeded in opening the Harrow School, established for the purpose of provided elementary education to mountain youngsters. On a visit to the area to give a series of lectures at the Harrow School, General O. O. Howard remembered his commitment to fulfill Lincoln's request and he joined Reverend Myers, M. F. Overton, C. F. Eager, A. B. Kesterson, and M. Arthur in establishing Lincoln Memorial University. That group, along with Robert F. Patterson, a confederate veteran, became a board of directors and purchased The Four Seasons property. In commemoration of Lincoln's birthday, the institution was chartered by the State of Tennessee on February 12, 1897 as Lincoln Memorial University.

Since that time, Lincoln Memorial University has sought to provide educational opportunities, development of community leadership, and the expansion of economic and social forces within its region. More than 700 alumni have entered medical or legal practice in Appalachian communities. More than 3,500 have become professional educators, serving in positions ranging from elementary school teachers to university presidencies. Twenty-five graduates, including Jesse Stuart and James Still, have published widely recognized books, dramas, and musical compositions. The various works of Stuart and Still have been translated into many languages.

Lincoln Memorial University has enjoyed an outstanding international partnership with the Kanto International Senior High School in Tokyo, Japan. Since 1979, more than 4,000 Kanto students have visited the campus and studied English as a Second language along with a curriculum including history, communications, American culture, home study, and various activities.

Today the main campus of the University remains at the Harrogate, Tennessee site. There are numerous extended learning sites of the University in the Tennessee and a site in Corbin, Kentucky.

The faculty, students, and administrative personnel work together at Lincoln Memorial University to build a supportive community that cares for persons and fosters individual creativity and growth. Under dynamic, experienced administrative leadership and a committed, well-prepared faculty, LMU has an atmosphere of openness and concern for the needs of each individual and sets a premium on creating the best conditions for learning. The University exists for students and shows genuine concern for the students' development of knowledge and skills for use in confronting the challenges of the modern world.

LINCOLN MEMORIAL UNIVERSITY ACCREDITATION

Lincoln Memorial University (LMU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lincoln Memorial University.

Individual program accreditation has been granted by:

- Accreditation Commission for Education in Nursing, Inc.
- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- Accrediting Council for Business Schools and Programs
- American Osteopathic Association-Commission on Osteopathic College Accreditation
- American Veterinary Medical Association-Council on Veterinary Technology Education and Activities
- Commission on Accreditation of Athletic Training Education
- Council for Accreditation of Counseling and Related Educational Program
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Council on Social Work Education
- National Accrediting Agency for Clinical Laboratory Sciences
- National Council for Accreditation of Teacher Education

Individual program approval has been granted by:

- Kentucky Board of Nursing
- Kentucky Council on Postsecondary Education
- State of Tennessee Department of Education
- Tennessee Board of Law Examiners
- Tennessee Board of Nursing
- Tennessee Higher Education Commission

UNIVERSITY MEMBERSHIPS

- Abraham Lincoln Association
- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Museums
- American Association for State and Local History
- The American Council on Education
- American Library Association
- American Universities in Russia, Ukraine
- Appalachian College Association
- Appalachian Consortium
- Appalachian Osteopathic Postgraduate Training Institute Consortium
- Association of College and Research Libraries
- Association of College and University Museums and Galleries
- Association for Gerontology in Higher Education
- Association of Governing Boards of Universities and Colleges
- Association of Independent Liberal Arts Colleges for Teacher Education
- Association for Supervision and Curriculum Development
- Association of Veterinary Technician Educators
- Broadcast Education Association
- Civil War Courier
- College and University Professional Association for Human Resources (National)
- College and University Professional Association for Human Resources (Tennessee)
- The College Board
- Consortium for the Advancement of Private Higher Education
- Council for Adult and Experiential Learning
- The Council for the Advancement and Support of Education
- Council for Higher Education Accreditation
- Council of Graduate Schools
- Council of Independent Colleges
- Council on Undergraduate Research
- East Tennessee College Alliance
- East Tennessee Historical Society

The Foundation for Independent Higher Education
International Alliance for Higher Education
International University and Business Consortium
Interstate Career Fair
Kentucky Civil War Roundtable
Kentucky Association of Museums
Kingsport Higher Education Consortium
Knoxville Area Health Science Library Consortium
The Lincoln Group
LYRASIS
Medical Library Association
Museum Store Association
National Association of College and University Business Officers
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Career Development Association
National Collegiate Athletic Association
National Collegiate Honors Council
National Council of Educational Opportunity Associations
National League for Nursing
National Organization of Nurse Practitioner Faculties
Oak Ridge Associated Universities
Private College Consortium for International Studies
Rural Health Association of Tennessee
Society for Advancement of Management (SAM)
South Atlantic Conference
Southeastern Library Network
Southern Association of Collegiate Registrars and Admissions Officers
Southeastern Museums Conference
TENN-SHARE
Tennessee Association of Colleges and Employers
Tennessee Association of Colleges for Teacher Education
Tennessee Association of Collegiate Registrars and Admissions Officers
Tennessee Association of Museums
The Tennessee College Association
Tennessee Career Development Association
Tennessee Conference of Graduate Schools
Tennessee Educational Association of Veterans Program Administrators
Tennessee Hospital Association
Tennessee Independent Colleges and Universities Association
Tennessee Osteopathic Medical Association
Veterinary Information Network
Virginia Association of Museums

MISSION AND PURPOSE OF THE UNIVERSITY

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

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond through teaching, research, and service.

Revised July 2012; approved by Board of Trustees, November 13, 2012

INSTITUTIONAL GOALS

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, leadership development, recreation and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
7. Commit resources to support the teaching, research, and service role of the Institution.
8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty and staff with varied talents, experiences and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

NURSING PROGRAM 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 extended sites and initiated the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program in 1987. In fall 2010, the BSN generic option commenced in response to state and community needs. 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 and the Doctoral Nursing Practice (DNP) degree was established in 2015. Both the MSN and the DNP degrees offer professional nurses extended educational options, and provide surrounding and distant communities with advanced practice nurses to meet the dynamic health care needs within the specific area. Presently, the Caylor School of Nursing (CSN) offers MSN concentrations as a Family Nurse Practitioner, Nurse Anesthetist, and Family Psychiatric & Mental Health Nurse Practitioner. The DNP program offers two educational concentration options in advanced practice or administration. For further information on the school's MSN or DNP programs, please contact the Graduate Program Chair, Dr. Linda Garrett (linda.garrett@lmunet.edu).

NURSING PROGRAM ACCREDITATION/APPROVALS

Nursing program accreditation has been granted by the Accreditation Commission for Education in Nursing (ACEN) formerly known as National League for Nursing Accrediting Commission (NLNAC). The Associate of Science in Nursing (ASN) and the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs at LMU are fully accredited by ACEN. The Master of Science in Nursing (MSN) degree program has received accreditation from ACEN. 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 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.

The undergraduate programs and the MSN program are fully approved by the Tennessee Board of Nursing.

The ASN program offered at the Corbin, Kentucky, extended site has been approved by the Kentucky Board of Nursing.

There is an Advisory Board for the MSN program that includes Advanced Practice Nurses (APNs), community members, an anesthesiologist, service agencies, and employers of APNs.

The Doctor of Nurse Practice (DNP) program has received approval from Southern Association of Colleges and Schools (SACS).

Contact SACS at 1866 Southern Lane, Decatur, GA 30033 or call (404) 679-4500 for questions regarding accreditation of Lincoln Memorial University programs.

LINCOLN MEMORIAL UNIVERSITY

Academic Calendar 2014-2015

Official University Holidays (Offices closed/no classes):

2014: September 1; November 27-28; December 25-31;

2015: January 1; April 3; May 25 and July 4.

Faculty/Staff Conference Week: August 11-15, 2014

Fall Semester 2014

Final Registration before classes begin	August 15
New Student Survival Weekend	August 16
Matriculation Ceremony (11a.m.)	August 16
Residence halls open (8a.m.)	August 17
Classes begin	August 18
Last day to complete registration/add classes	August 27
Labor Day (no classes, residence halls remain open)	September 1
Convocation (9:30 a.m. in session classes & resident students)	September 16
Last day to drop course without “WD”	September 16
Homecoming (classes held as scheduled)	October 9-11
Mid-term	October 13-17
Fall Break	October 20-21
Last day to drop course without “F”	October 24
Early registration begins	October 27
Thanksgiving holiday (no classes)	November 27-28
Residence halls open (1 p.m.)	November 30
Classes end	December 5
Final exams	December 8-12
Commencement (11 a.m.)	December 13
Residence halls close (2 p.m.)	December 13

Spring Semester 2015

Final Registration before classes begin	January 9
Residence halls open (8a.m.)	January 11
Classes begin	January 12
Martin Luther King Day (special activities)	January 19
Last day to complete registration/add classes	January 21
Last day to drop course without “WD”	February 10
Lincoln Day/Founders Day (special activities)	February 12
Convocation (9:30 a.m. in session classes & resident students)	February 17
Mid-term	March 2-6
Last day to drop course without “F”	March 20
Early registration begins	March 23
Residence halls close (5 p.m.)	March 27
Spring break (no classes)	March 30- April 3
Good Friday	April 3
Residence halls open (1 p.m.)	April 5
Classes end	May 1
Final exams	May 4-8
Commencement (6 p.m.)	May 9
Residence halls close (2 p.m.)	May 10

Summer Term 2015	
Memorial Day (no classes)	May 25
Independence Day (no classes)	July 4

During the 13-week summer term, classes may meet 3 weeks, 4 weeks, etc., as long as the required number of contact hours is met.

ACADEMIC INFORMATION

The Caylor School of Nursing at LMU offers the advanced practice nurse (APN) master's concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP). Students who successfully complete the graduate nursing program will receive the Master of Science in Nursing (MSN) degree. Family Nurse Practitioner students will meet the eligibility criteria for both the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP) certification examinations. The Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) students will meet the eligibility criteria for the American Nurses Credentialing Center (ANCC). Nurse Anesthesia students will meet the eligibility criteria for the Council on Certification of Nurse Anesthetists National Certification Exam.

The DNP at LMU is a terminal degree that offers two educational concentrations, Advanced Practice or Administration. The DNP program is a post-master's certificate program (PMC), which requires a Master's Degree in Nursing from a nationally accredited Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission on Education in Nursing (ACEN) program. The Advanced Practice concentration requires national certification as an Advanced Practice Registered Nurse. In addition to the MSN, the Administration concentration requires documentation of a minimum of one year of experience in a nursing administration role.

Upon admission to the graduate program, a faculty advisor is assigned to the student to help advise the student. However, the ultimate responsibility for meeting deadlines, knowing graduate program and individual state/agency requirements, rests with the student. It is particularly important that if, upon graduation, the student intends to re-locate and practice in a state other than Tennessee, Kentucky, or Virginia the student become familiar with the requirements for advanced practice in that state.

Official Academic Records

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

1. Name
2. Social Security number (partial number since 1980) or numeric identifier
3. Chronological summary of Lincoln Memorial University coursework and final grades
4. Transfer credits, special credits (SC), and credits by examination (CE)
5. Degree earned
6. Date(s) degree requirements completed and degree conferred

Instructors report final grades to the Registrar at the end of the semester. Students receive individual grades electronically through WebAdvisor. Students who wish to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Office of the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The University cannot transmit transcripts electronically. The cost of each transcript is \$4.00. The student's account with the Student Account Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of official grades, academic transcripts, or access to WebAdvisor.

Change of Name or Address

It is extremely important if the student experiences a change in name, residence, or mailing address, the Registrar's Office and the Caylor School of Nursing (CSON) must be notified immediately of the change. Any communication from the University which is mailed to the address on file with the Registrar's Office and/or the CSON will be considered to have been properly delivered. Former students should notify the CSON and the University of address changes in order to receive mailings from the university.

Residency Requirement

There is no residency requirement. Tuition and fees are the same for in-state and out-of-state students.

Applicable Catalog

The student must meet the requirements of the LMU Caylor School of Nursing *Graduate Catalog* in effect at the time of entry into the program and any applicable *Lincoln Memorial University Catalog* requirements in place at the time of entry into the program. In no case will a student be permitted to meet the requirements of a catalog in effect prior to initial graduate program enrollment.

Graduate Degree Time Restriction/Limitations

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.

Family Educational Rights and Privacy Act (FERPA)

The University complies with the provisions of the *Family Educational Rights and Privacy Act, 1974*, as amended. The law maintains that the institution will provide for the confidentiality of student education records.

No one outside the institution shall have access to, nor will LMU disclose information from, students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to

persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All exceptions are permitted under the Act.

At its discretion LMU may provide directory information in accordance with the provision of the Act to include: student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar.

Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement; honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case LMU will permit access only to that part of the record which pertains to the inquiring student.

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the University policy on the release of education records is on file in the President's Office and the Registrar's Office.

Early Registration and Late Registration

Please refer to the policy in the current *Lincoln Memorial University Catalog*.

Change of Schedule (Add/Drop Courses)

Occasionally the student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding and/or dropping one or more classes. If a student in the graduate program must drop or add a course, it is important that he/she consult with the faculty advisor to work out a new plan of progression. Such changes can be made only by using the official *Change of Schedule* form and fully processing the change through the Registrar's Office and Finance Office

The student may add courses on a space available basis to her/his schedule through "the last day to complete registration" as announced in the Academic Calendar, and beginning at that date there is a \$15 per course fee for adding or dropping courses.

Based on the Academic Calendar there are important deadlines which affect the grade or notation that will appear on the student's academic transcript. Students should refer to the Academic Calendar for deadline dates.

Please note the following withdrawal notations:

1. **Last day to drop without "WD"**: If the course is dropped before that date, the course will not appear on the transcript. If the course is dropped after that date, the course will appear on the transcript with a notation of WD (for "Withdrew").
2. **Last day to drop without "F"**: If the course is dropped after that date, the course will appear on the transcript with the grade of "F".

These deadline dates and the refund schedule will be determined by the Finance Office. Refund schedules pertaining to summer and mini-term are adjusted to the varying lengths of the terms.

Medical Withdrawal

The Didactic portions of concentration classes provide the theoretical basis for evidence based nursing practices applied in a clinical setting. The clinical practicum/practica application of academic theory in a clinical setting reinforces the theoretical knowledge base needed to make evidence based clinical decisions. In order to master the academic theory and the clinical competencies that are the learning outcomes in concentration classes, students must take clinical and didactic courses concurrently.

If at any time during the term a student is unable to perform all of the Student Essential Function listed in the LMU/CSON 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/CSON handbook.

Withdrawal from the University

"Withdrawal from the University" refers to the process which the student withdraws from ALL classes, from the residence hall (if applicable), and from any current student relationship with the University. The student initiates this process by obtaining a *Withdrawal Form* in the Office of the Registrar or from the Registrar's home page. The student must fill out the form and obtain the required signatures

The student then contacts the Dean's Office at the Caylor School of Nursing. The form requires several administrative signatures: Dean of the Caylor School of Nursing, Advisor, Office of the Registrar, Finance Office, Financial Aid (if applicable), and the Bursar.

The student must return his/her student identification card, meal care (if applicable) and parking sticker to the Office of Student Services when withdrawing from the University.

Courses for which the student is registered will appear on the transcript with a notation of 'WD'. The official date of withdrawal will appear with the courses. The notation of WD does not calculate into the GPA.

Any student who ceases attending classes (in effect, leaves the University) prior to the end of the semester or summer term without completing official withdrawal from the University automatically receives the grade of "F" for the course(s), so noted on the student's academic transcript.

Withdrawal from the University does not affect the cumulative GPA of the student if processed by the close of “Last day to drop without F,” as announced in the Academic Calendar. The financial status of the student is affected by withdrawal from the University.

Any withdrawing student who has received a student loan must have an exit interview with a Financial Aid Counselor.

Academic Integrity

It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of academic integrity and conduct. 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 serious offense and renders the offender liable to severe academic consequences and possible suspension. The CSON policy on code of ethics, academic integrity, cheating and plagiarism is found in the current *LMU CSON Graduate Student Handbook; Master of Science in Nursing, pages 19-21; Doctor of Nursing Practice, pages 23-25.*

Transfer of Credit

MSN Students: No credit may be transferred in to the Nurse Anesthesia concentration. Six (6) credit hours may be transferred in to the Family Nurse Practitioner (FNP) and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentrations from accredited institutions offering the graduate nursing degree. Transfer of additional course work will be at the discretion of the Graduate Chair.

Transferred courses must have been taken for graduate credit and *must not have been applied towards a previous degree*. All transferred course work must carry a grade of “B” or higher. Advanced pharmacology and advanced health assessment must be taken within one year prior to beginning the initial clinical practicum in the concentration. *No credit will be given for advanced pharmacology and advanced health assessment taken at another institution.* No credit will be given for an advanced pathophysiology course that is greater than two (2) years old at the time of admission. No credit for other graduate nursing courses earned more than five (5) years ago can be transferred.

If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of having attained a grade of “B” or higher in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU version of the course. The designated faculty will make a recommendation to the Graduate Program Chair regarding substitution. All transfer credit into the MSN program must be approved by the Graduate Program Chair or the Dean of the Caylor School of Nursing.

DNP Students: Students entering the DNP program may transfer up to six (6) credit hours from accredited institutions offering the graduate degree. Transferred courses must have been taken for graduate credit and *must not have been applied toward 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 attainment of a grade of “B” or higher in the course. Course equivalency will be evaluated by faculty currently teaching the LMU equivalent of the course. Designated faculty will make recommendations to the Graduate Program Chair regarding course substitutions. All transfer credit into the DNP program must be approved by both the Graduate Program Chair and/or the Dean of the Caylor School of Nursing.

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

EVALUATION METHODS

Mastery of didactic content will be evaluated by a combination of in-class exams, on-line exams, application of content in graded case studies, oral and web-based presentations, as well as written papers and protocols. The combination of evaluative methods will vary from course to course and will be clearly explicated in course syllabi. The evaluative strategies of individual courses are designed to measure students’ attainment of course objectives. Criteria for evaluation of written assignments appear in the syllabus for each course.

Assignments will be returned to students in a timely fashion. Students will receive individualized feedback to facilitate improvement and progress. Each student's progress is reviewed periodically during, and at the end of, each semester. Evaluation is based on the student's performance on examinations, other assignments, and in the clinical or laboratory setting. If a student's performance is judged to be borderline or failing during a course, the faculty member will discuss this with the student and advise the student regarding how to remediate.

Attendance Requirement

Attendance is mandatory for any lecture, lab, clinical, and online activities. Refer to the individual course syllabus for additional information.

Grading System

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

Points*	Grade	Four-Point Scale
93-100	A	(4.0 quality points per credit hour)
89-92	B+	(3.33 quality points per credit hour)
83-88	B	(3.0 quality points per credit hour)
79-82	C+	(2.33 quality points per credit hour)
73-78	C	(2.0 quality points per credit hour)
72 or below	F	(0.0 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 required 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 remaining coursework will be completed (including deficit clinical hours), and specifying the written assignments or examinations to be completed. *The form for documenting a contract for an “I” is found in this handbook under Section III: Forms.* It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up assignments, exams, labs, or clinical hours.

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

In general, an “I” grade in any sequential nursing course must be removed by the end of the first six weeks of the next semester in order for the student to continue enrollment in the next nursing course in the sequence. Refer to program student handbook for additional information.

Clinical Practicum/Practica Evaluation Methods

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

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

Repeating Graduate Nursing Courses

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

Graduate nursing students in the Nurse Anesthesia (NA) concentration and the Family Nurse Practitioner (FNP) concentration and the Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) concentration, and students in the DNP program must pass each course with a “B”. Students who do not pass individual courses with a “B” average will be dismissed from the program.

UNIVERSITY SERVICES AND RESOURCES

The Abraham Lincoln Museum

Located at the front of campus, The Abraham Lincoln Museum contains one of the largest Civil War and Lincoln collections in the world. Hours are 9 a.m. to 4 p.m. Monday - Friday, 11 a.m. to 4 p.m. on Saturday, and 1 p.m. to 4 p.m. on Sunday. LMU students are admitted free with ID card. Guest passes are available for family members of current LMU students.

Groups are welcome and are asked to notify the museum in advance of their visit. Group rates are available with advance reservations. A gift shop, containing items of interest to students and visitors, is also housed within the museum. Visit the Museum website for upcoming events and additional information.

Tagge Center for Academic Excellence

The Tagge Center for Academic Excellence is a service of LMU providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring; lecture note-taking assistance; computer and printer availability; writing assistance; vocabulary development; and training in test preparation and test-taking. To receive assistance or to schedule an appointment, the student should phone campus extension 6310 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the student’s individual needs. The Tagge Center for Academic Excellence is located on the second floor of the Student Center.

Student Support Services Program

The Student Support Services program is a federally funded program to assist the student seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advisement, career planning, personal growth, tutoring and mentoring.

Following feral guidelines, students interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the student Support Services office, located on the second floor of the Student Center.

Student Health Insurance

All graduate nursing students must have medical insurance while enrolled in any of the Caylor School of Nursing programs.

Academic Advisement

Each student is assigned an academic advisor according to his/her chosen concentration of study. The academic advisor assists the student in selecting appropriate courses for each academic semester. The student bears ultimate responsibility for effective planning, progression and completion of all requirements for the chosen degree, but the academic advisor can give valuable direction and encouragement. The MSN student and the academic advisor are responsible for making sure that the student has completed all the nursing coursework to sit for the MSN Comprehensive Exam. 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.

Organizations

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

Library Services

The Carnegie-Vincent Library maintains a website that provides students with resource descriptions, search instructions, policies governing the delivery of books/journals, subject resource guides, electronic resources, electronic reference assistance, tutorials on library resources, contact information for the library and librarians, and web-based acquisition and interlibrary forms to submit. The library has created a self-paced, web-based tutorial to introduce nursing students, staff, and faculty to important research concepts and how to use electronic nursing resources. It can be accessed at <http://www.lmunet.edu/library/tutorialnursing/index.html>. The Carnegie-Vincent Library website can be found at <http://www.lmunet.edu/library>. The Lon and Elizabeth Parr Reed Medical and Allied Health Library, which is housed within the Carnegie-Vincent Library, maintains a website that provides students with access to the medical and allied health electronic resources and interactive websites that enhance learning; the website can be found at <http://www.lmunet.edu/medlib>. Additional information on library resources can be found in the *LMU CSON Graduate Nursing Student Handbook*.

Computer Services/Resources (See the current *Lincoln Memorial University Student Handbook On-Line* for additional information)

Student Computer Accounts –Email/University Computers/WebAdvisor

Students will have at least two user accounts that they are responsible for during his/her tenure at Lincoln Memorial University (LMU): email and WebAdvisor. Both accounts use the syntax first name, last name (e.g. Susan, Jones) and start out with the password as your 6 digit birthday (MMDDYY). These are separate accounts and changing the password on one account does not automatically change the password on the other.

It is student's responsibility to ensure that individual LMU passwords remain confidential. LMU does not accept responsibility for any password related breach of security. The student has the option to decline the assignment of a user name and password to access any accounts at LMU and may do so by contacting Information Services.

Email: This account is used to login to the computers attached to the LMU network infrastructure (including computers that are located at extended campuses). This user account is also used to check email using LMU's web based email. This is the student's University Email account.

WebAdvisor: The WebAdvisor user account is used to login to LMU's web-based portal to the administrative system, "WebAdvisor". This account allows students to check grades and financial information. Students are encouraged to obtain individual class schedules, financial information, and grades via WebAdvisor. Final grades are no longer mailed and will not be given out over the telephone. Each student is assigned a unique username and temporary password (which must be changed upon first log-in to WebAdvisor). To find or verify the username, choose "What's My User ID?" from the WebAdvisor main page and follow the prompts.

The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor.

University Internet: Internet access is available in all residence halls on campus.

Personal Computer Repair: LMU does not provide personal computer repair services.

Extended Sites

In addition to the main Harrogate campus, LMU operates a number of extended learning sites to meet the needs of populations in the service area. LMU operates extended learning sites in communities where clusters of students and potential students have demonstrated need and support. For Caylor School of Nursing graduate extended sites are at the following locations:

Cedar Bluff
421 Park 40 North Blvd.
Knoxville, TN 37923
865-531-4100
(FPMHNP & FNP)

Kingsport, TN—Center for Higher Education
300 West Market Street
Kingsport, TN 37660-4222
(FNP)

Financial Aid: Policies and Procedures

Lincoln Memorial University recognizes the problem of increasing educational costs and offers a substantial program of financial aid to assist students to pay for advancement in education. The University makes every effort to ensure qualified students are not denied opportunities to attend LMU due to limited financial resources. Each financial aid applicant must submit a Free Application for Federal Student Aid (FAFSA). After the student submits necessary application forms, the Financial Aid Office will determine eligibility for financial assistance.

Financial Aid Services

The University offers a variety of grant, loan, and work programs to assist students. Grant programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Tennessee Student Assistance Award, and various institutional scholarships. Educational loans are available to students through the Federal Perkins, Stafford, and PLUS loan programs. Information on these programs may be obtained from the Financial Aid Office. Graduate students should check with the Financial Aid Office for eligibility for assistance programs.

Financial Aid Awards

Student eligibility for need-based financial aid is determined from information provided on the Free Application for Federal Student Aid (FAFSA). It is the student's responsibility to complete and submit all necessary application materials by the priority deadline of April 1. Students are required to reapply for financial aid each academic year. Renewal of financial aid awards is based on the individual student's demonstrated financial need, availability of funds and maintenance of satisfactory academic progress.

April 1 is the priority deadline to apply for financial aid. Feel free to contact the Financial Aid Office should you have any questions about the aid application process of the types of financial aid available at Lincoln Memorial University.

LMU Satisfactory Academic Progress

Satisfactory Academic Progress relating to Financial Aid federal regulations require that all students who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure students are making progress both qualitatively and quantitatively. At LMU, beginning fall 2011, the following Satisfactory Academic Progress (SAP) Policy was established. The policy is reviewed at the end of each semester, including the summer term.

Qualitative

Students who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Stafford Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid. A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted and has not reached 150% of time enrolled in an academic program (see Maximum Time Frame section).

Students must also earn a certain cumulative Grade Point Average (GPA) determined by their Academic program to maintain financial aid SAP. In the LMU Graduate Nursing programs, a student must maintain a minimum of a B average on all coursework. A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student can retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

Graduate Nursing students who do not pass individual courses with a "B" average will be dismissed from the program.

Quantitative-Hours Attempted vs Hours Earned

A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a student who attempts 18 credit hours must complete at least 12 of those credit hours to make satisfactory academic progress. A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student can retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

Quantitative-Maximum Time Frame

No student will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. For example, a student seeking a FNP degree totaling 43 credit hours cannot receive aid for more than 64 attempted hours ($43 \times 150\% = 64$) if they are in good standing with the Caylor School of Nursing (CSON). Students seeking a NA degree totaling 81 hours cannot receive aid for more than 121 attempted hours if they are in good standing with CSON. A student can attempt a maximum of 66 credit hours in pursuit of their 44 credit hour FPMNP degree if they are in good standing with the CSON. A student can attempt a maximum of 58 credit hours in pursuit of their 39 credit hours DNP degree if they are in good standing with the CSON. *If a student fails a NURS course then they are no longer in good standing with the CSON and will be dismissed from the program.*

Transfer credits will be evaluated and those credits that count toward the student's current academic program will count as both attempted and completed hours. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Incomplete grades will not count against attempted hours, until a grade is recorded or the candidate is withdrawn from the class or classes. Satisfactory academic progress will be reviewed at the end of each semester.

Appeals

Students who are in SAP suspension may appeal to the LMU Financial Aid Appeals Committee. The appeal must be made in writing and explain why the student failed to make SAP and what changed that will allow the student to acquire SAP at the next evaluation. The appeal letter should be sent to the Executive Director of Financial Aid, 6965 Cumberland Gap Parkway, Harrogate, TN 37752. The committee will review the appeal letter along with any additional recommendations from appropriate faculty or staff members to determine if the student meets SAP standards by the next evaluation. If not, an academic plan can be developed to ensure the student meets SAP standards by a specific time in order to graduate from a program. If the committee does not approve the appeal, the student may take classes at his/her own expense to try to regain SAP. If the appeal is approved, the student will be placed on "Financial Aid Probation" for one semester. At the end of the next semester, the student must make SAP to continue receiving financial assistance. If any additional appeals are approved beyond one semester, an academic plan must be developed for the student and approved by the academic advisor, division Dean or the Vice President for Academic Affairs. The academic plan must detail exactly what courses are required for the student to complete the intended program of study at LMU.

Notification

All Financial Aid Satisfactory Academic Progress notifications will be sent in two ways: a letter will be sent to the student at the home address and an e-mail notification will be sent to his/her LMU e-mail address. These notifications will be sent no later than four weeks after the end of the academic term reviewed.

Regaining Edibility

Quantitative-Maximum Time Frame

To regain eligibility, you must graduate and advance to a new academic level.

Quantitative-Hours Attempted vs. Hours Earned

To regain eligibility, the student will take courses at own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under the heading Quantitative. Once courses are taken and passing grades are earned, the student will notify the Office of Financial Aid to complete a clearance form.

GPA

To regain eligibility, the student must complete courses at own expense and raise the cumulative GPA to the acceptable standard. Once the student has completed the course and raised the GPA, he/she will need to notify the Office of Financial Aid to evaluate the coursework taken to see if financial aid can be awarded.

Withdrawal from the University and Financial Aid

Any student withdrawing from the university and has received financial aid must make an appointment with the financial Aid office.

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.

Application Process

Graduate assistants must be currently enrolled. Graduate students wishing to apply for assistantship should contact the Graduate Program Chair, for information about program availability, applications, and deadlines. If federal funding is received by LMU for traineeships, the amounts of individual awards will be contingent upon the amount of federal funding, the number of eligible graduate students, and any program criteria. Receiving funds in one year does not necessarily mean that funds will be approved in subsequent years. Students must be in good academic standing to receive these funds. Full-time students and students who commit to providing primary care services to underserved areas and/or to minority populations after graduation will receive priority for traineeships. Traineeship recipients must agree to submit data regarding professional activities following graduation to LMU for three years. Federal traineeships do not require a work assignment.

Graduate Assistantships

Programs of graduate study are designed to transform the individual from student to knowledgeable practitioner or professional scholar. A well-designed graduate assistantship can provide experiences which complement the student's program of study. While assistantships provide financial support to graduate student recipients, the primary goal of an assistantship is to facilitate progress toward the graduate degree.

To retain a graduate assistantship, the student is expected to perform well academically. Recipients of assistantships should meet with the supervising faculty person to develop a clear contract outlining the work to be done and identifying any need for in-service training. Thereafter, there should be regularly scheduled meetings to mentor and counsel the student and to evaluate the student's work. The graduate assistant is expected to meet the obligations of the assignment. The graduate assistant receives financial support for graduate study by contributing to the mission of the university. The totality of responsibility may be greater than that required of other students, but the opportunities for professional development also are greater for the graduate assistant.

Traineeships

Federally-funded traineeships are designed to help fund advanced nursing practice training in order to improve access to healthcare services for underserved populations. Individual funding is awarded based upon the intent of the student to serve in high priority areas. While there is no penalty if the student does not ultimately accept a position in an underserved area upon graduation, priority for future funding of a program is somewhat dependent upon the program's track record of having produced traineeship graduates who accept employment in underserved areas. Graduate students who receive a federally funded traineeship must be in the last two semesters of their training program and be willing to provide LMU with employment information for three years after graduation. Federal traineeships do not require a work assignment during graduate school.

Definitions and Tax Consequences

An assistantship is a financial award, in the form of tuition waiver, to a graduate student for part-time work while pursuing a degree. Graduate assistants are appointed to perform various duties. Most commonly the duties relate to research and teaching support activities. According to the IRS regulations, graduate assistantship awards are considered taxable income. Traineeships are federally funded awards designed to support the final semesters of advanced practice education for students who intend to work with underserved populations. Support through the federal traineeship program is limited to the last two semesters of preparation as an advanced practice nurse. Students must be United States citizens or have permanent residency status to be eligible for federally-funded nurse traineeships. Since the traineeship is not awarded in payment for your services, the award may not be taxable.

According to the IRS, a traineeship is not taxable if the participant is a degree candidate at an institution which maintains a regular faculty and curriculum and normally has enrolled students and the funds are used to pay for tuition, fees, or required books, supplies, and equipment. For further information, the IRS website directs recipients of assistantships, scholarships, and traineeships to Publication 970 for use in preparing returns.

UNIVERSITY POLICIES

Inclement Weather Policy

The main sources of information regarding cancellation/delay of classes due to weather-related emergencies are on the LMU Website, Pathway, and dialing 1-866-325-8570 (Press 6 for weather-related messages and then respond to the appropriate prompt). Every effort will be made to have morning or daytime cancellation/delay notices posted by 6am and notices for evening classes (those beginning 6pm or later) posted by 4:30pm.

Extended learning sites utilizing local school facilities are closed when those facilities close due to weather conditions.

Students with Disabilities Policy

LMU does not discriminate, for purposes of admission to LMU or access to and treatment in LMU's programs or activities, on the basis of disability. Every effort is made to accommodate the needs of the students with disabilities attending LMU. As buildings on the LMU campuses are remodeled, care is taken to assure that persons with disabilities have sufficient access to those buildings. LMU will also provide *reasonable accommodations* to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the *Americans with Disabilities Act* (ADA) or Section 504 of the *Rehabilitation Act of 1973* (Section 504) he/she should contact the ADA Coordinator in the Office of Student Services (Student Center, Room 319, 423-869-6251). That contact information is also listed on the class syllabus for every LMU class. In addition, students with learning disabilities should become familiar with the services of the Tage Center for Academic Excellence and Student Support Services, both located in the Student Center on the LMU Harrogate Campus.

For further information on requesting accommodations, documentation guidelines, recommendations for accommodations, the process for receiving reasonable accommodations, and grievance procedure refer to the current *LMU Student Handbook* or contact the ADA Coordinator:

Dan Graves, MBS, Ed.D
(800) 325-0900 ext. 6267

Sexual and Other Discriminatory Harassment

LMU is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contactors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directly at LMU's employees, its visitors, vendors, and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, and termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

Specific information on Sexual Harassment, Other Discriminatory Harassment, Complaint and Reporting Procedure, Sex Offense Prevention Programs and Procedures (including Education and Information, Reporting Offenses, & Procedures) can be found in the current *Lincoln Memorial University Student Handbook On-Line* under the heading "Sexual and Discriminatory Harassment".

LMU Student Email Policy

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

Inappropriate emails, some examples of which are described below, are prohibited. Anyone receiving such an email should immediately contact the University Helpdesk.

Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by email or other form of electronic communications. If a student engages in this type of behavior it will be considered a violation of the policy and will result in disciplinary action. Examples of inappropriate uses of e-mail are as follows:

- Sending bulk e-mails which do not relate to University Business or Student activities. Bulk e-mails which mention names and individuals in a derogatory manner are unprofessional and could be considered slanderous.
- The creation and exchange of messages which are harassing, obscene or threatening.
- The unauthorized exchange of proprietary information or any other privileged, confidential sensitive information.
- The creation and exchange of information in violation of any laws, including copyright laws, or University policies.
- The knowing transmission of a message containing a computer virus.
- The misrepresentation of the identity of the sender of an e-mail.
- The use or attempt to use the accounts of others without their permission.

Every student is issued an email account. Some faculty members require submission of homework assignments via email. Students may choose to access their email on the University computer systems, from their resident hall rooms on their personal computers or from home on their personal computers. LMU supports a web based email client that can be accessed from any computer that has access to the Internet. The syntax for LMU student email addresses is firstname.lastname@lmunet.edu.

- In the event two students have the same first and last name, a sequential number is added to the end of the last name, (ex. randall.johnson1@lmunet.edu). Students can access the web based client from LMU's website under the section Current Students & Faculty or using <http://www.lmunet.edu/exchange>. We encourage our students to use their LMU email accounts for all communication during their tenure at LMU. All LMU incoming and outgoing email is scanned for viruses. The

computers (both desktops and laptops) located in the Library are dedicated for student use, to complete homework assignments and check their email.

Additional computer workstations are available in smaller computer labs in the Student Center, Avery Hall, the new Business Education Building, and Farr Hall on the Harrogate Campus. University owned computer labs are also available for students who take classes at any of our extended campus sites in Corbin, Kentucky, Knoxville and Maryville, Tennessee.

Smoke-Free Campus Policy

All LMU buildings are smoke-free. Smoking is prohibited in all campus buildings for health and safety reasons. Residence hall rooms contain sensitive smoke detectors, and consequently, smoking will trigger smoke detector alarms. Fines of up \$250.00 may be imposed on any persons tampering with detectors. Smoking is allowed only outside of LMU facilities. All students must follow the smoking policies of the agencies at where clinical placements are secured.

Alcohol and Drug Policy

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

For additional specific Caylor School of Nursing Alcohol and Drug Policy refer to the current *LMU CSON Graduate Nursing Student Handbook* "Caylor School of Nursing Drug and Alcohol Policy".

Criminal Background Checks

If a student is assigned for clinical practicum/practica at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical practicum/practica field experience and will be withdrawn from the program.

In certain situations, investigative background reports are ongoing and *may be conducted at any time*. Access to the program may be denied at any time by the agency or Lincoln Memorial University.

Students are responsible for the cost of obtaining the necessary criminal background checks.

GRADUATE TUITION INFORMATION

General Information.

1. Correspondence address: **INCLUDE YOUR STUDENT ID NUMBER WITH YOUR INQUIRY**
ATTN: Jill Neeley, Director of Student Accounts
Lincoln Memorial University, Finance Office
6965 Cumberland Gap Pkwy., Box 2003
Harrogate, TN 37752-2003
(423)869-6282, 1-800-325-0900, ext. 6282
jill.neeley@lmunet.edu
2. When enrolling in the payment plan the enrollment fee is due at Registration, with the next payment due on the 15th of each month and thereafter according to which plan is chosen. The remaining payments will be billed monthly and may be drafted from your bank account (upon request), credit card, by cash or by mailing a check.
3. The full graduate program amount is not charged immediately to your account. Tuition is charged to your account **ONLY** as you register for classes.
4. Statements for students on the payment plan are provided for verification of payment and historical purposes only. The account balance will not reflect your total balance since tuition is charged only as you register for classes.
5. The student must be current with payments to receive grades or be eligible for registration. A student must have a zero balance to receive a transcript or be eligible for commencement.
6. Current credit/refund schedules apply to any student withdrawing from the University or ceasing to attend classes. You may lose a portion or all of your tuition payment if dropping a class or withdrawing. If you choose to withdraw please submit a *Withdrawal Form* to the Registrar's Office as soon as possible, complete the withdrawal process and meet the deadlines.
7. Students selecting a Stafford loan should contact the Financial Aid Office for further information at finaid@lmunet.edu. Remember, your program **MAY REQUIRE YOU TO APPLY SEPARATELY** for the summer term if additional funds are needed and are not already listed on the LMU award letter. Please be sure to complete all necessary steps for your Stafford loan including completing entrance counseling, and signing a Master Promissory Note at www.studentloans.gov. Your loan funds will not come in until all these steps are completed.

8. A 1098-T tax form will be forwarded with tuition costs only indicated for the terms attended during the calendar year. Contact your tax advisor regarding tax deductions.
9. If two consecutive payments are missed with Tuition Management Systems they will cancel the payment plan at which time the account balance will come due in full; if the balance is not paid immediately you may be administratively withdrawn from the semester.
10. If a payment with Tuition Management Systems is late the individual account will be charged \$40 per month.
11. Please be sure to check your LMU email account frequently as this is our primary form of communication to you regarding all student account information. If you have problems with your LMU email account contact the IS Help Desk at 423-869-7411.

Tuition and Fees

The tuition cost to attend Lincoln Memorial University is substantially below the national average. The amounts included in the cost of each semester’s registration are placed on the student’s account in the Finance Office. Interest charges are added to unpaid balances at the end of each month. All charges are subject to audit and verification. The University reserves the right to correct any error by appropriate additional charges or credits. Tuition and fees are adjusted annually. The following are effective Fall Semester 2014 for the Family Nurse Practitioner (FNP), Nurse Anesthetist (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP):

- FNP Tuition:** \$690 per hour
- NA Tuition:** \$8783 per semester
- FPMHNP Tuition:** \$690 per hour
- DNP** \$650 per hour

Additional fees:

- Drop/Add Fee \$15 per course, not to exceed \$100
- Late Registration Fee \$100
- Directed/Independent Study Fee \$25 per class plus course tuition
- Graduation Fee \$100
- Comprehensive Fee \$30 per year
- Student Health Insurance Graduate students are responsible for maintaining health insurance throughout the program. There is no out-of-state tuition differential. Failure to pay tuition and fees may lead to professional collection agency efforts to enforce payment. In such cases the student is responsible for all collection costs and expenses incurred by the University, including reasonable attorney fees.

Tuition Payment Plans

Lincoln Memorial University provides a tuition payment option to degree-seeking graduate students completing a degree for fall and spring semester. Please check with the Cashier’s Office for information on tuition payment plans.

Refund Policies

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment, the student’s eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as allowed.

A student must complete a *Change of Schedule* form (obtained from the Registrar’s Office) for dropping one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. Should the student fail to complete this process, all semester charges will become immediately due and payable (refer to “Withdrawal from the University”).

Specific dates affecting the schedule of refunds appear on the Registration Policies page of the electronic class schedule, WebAdvisor, which is available on the LMU web site by selecting the Current Students and Faculty link; and/or the Office of Student Services, the Office of Registrar and the Office of Finance. Applicable institutional charges for fall and spring semesters are generally refunded according to the following schedule:

Through the first official day of classes.....	100%
After the first official day of classes and during the first week of the semester	90%
During the second week of the semester.....	75%
During the third week of the semester	50%
During the fourth week of the semester	25%
After the fourth week of the semester.....	0%
No refund of institutional charges will be made after the fourth week of the semester.	

For additional information please LMU refund policies found in the current *Lincoln Memorial University Catalog* under the heading of “Admissions, Expenses, and Financial Aid”. The financial status of the student is affected by withdrawal from the University.

MSN PROGRAM

The MSN Program offers the Master of Science in Nursing (MSN) degree in the advanced practice nurse concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP). Admission requirements and curriculum plans for the concentrations follow. The *LMU CSON Graduate Student Handbook* provides extensive information on each MSN concentration.

MSN PROGRAM OUTCOMES

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

1. Function as advanced practice nurses capable of providing comprehensive care to persons across the lifespan in various health care settings.
2. Utilize critical thinking and creative reasoning to guide culturally competent advanced practice nursing care.
3. Synthesize theoretical and scientific knowledge for application in advanced practice nursing roles.
4. Collaborate on scholarly/research activities and utilize this knowledge appropriately.
5. Analyze contemporary health care policies and systems in relationship to delivery of culturally competent health care to persons across the lifespan.
6. Assume leadership roles and consider cultural, ethical, legal, budgetary, managerial, and decision-making knowledge/principles in serving the needs of diverse persons, groups, and global societies.
7. Evaluates one's professional self on an ongoing basis to maintain optimum functioning and continued growth as an advanced practice nurse.

MSN ADMISSION REQUIREMENTS

Admission requirements for Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentrations are provided in this catalog. See also the *LMU CSON Graduate Student Handbook* for details regarding additional requirements for admitted students including things such as health status forms, proof of health insurance, current immunizations, CPR certification, drug screens, and criminal background checks.

Family Nurse Practitioner Concentration

Admission requirements for the Family Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistics and basic computer skills.
4. Completion of the Graduate Record Examination (GRE) is not required, but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals with an MSN or higher?; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 90 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 90 days prior to enrollment in the FNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the LMU CSON Family Nurse Practitioner concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

Nurse Anesthesia Concentration

Admission requirements for the MSN Nurse Anesthesia concentration were developed to meet the *Standards for Accreditation of Nurse Anesthesia Educational Programs*. Admission requirements include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have basic understanding of statistics and basic computer skills.
4. Competitive GRE scores on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are required.
5. Minimum of three recommendations including one from faculty of the candidate's baccalaureate nursing program or immediate supervisor in a critical care setting and one from another professional in a related healthcare field (examples may include: Clinical Nurse Specialist, RN, CRNA, Anesthesiologist, Surgeon, or Intensivist).
6. Two undergraduate chemistry courses, at least one of which has a laboratory component.
7. A statement of professional goals.
8. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum will require licensure in additional states including Kentucky, Georgia, and Virginia and any other states where students might obtain clinical experience.
9. A minimum of one year experience as a Registered Nurse in critical care; adult critical care experience preferred. .
10. The Nurse Anesthesia concentration is a full-time program. Students may only request full-time status.
11. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Life Support must be current through December of the year in which the application is submitted.
12. Medical profile including immunizations record and urine drug screen completed no more than 90 days prior to enrollment in the Nurse Anesthesia concentration.
13. A criminal background check and drug screen will be completed prior to enrollment no more than 90 days prior to enrollment in the Nurse Anesthesia concentration.
14. Proof of health insurance at all times when enrolled in the program.

Students dismissed from a nurse anesthesia or other advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU CSON Nurse Anesthesia Concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew when they were in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

Family Psychiatric & Mental Health Nurse Practitioner Concentration

Admission requirements for the Family Psychiatric & Mental Health Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistic and basic computer skills.
4. Completion of the Graduate Record Exam (GRE) is not required, but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 90 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 90 days prior to enrollment in the FPMHNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU CSON Family Psychiatric & Mental Health Nurse Practitioner Concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

MSN CONCENTRATION CURRICULUM PLANS

Family Nurse Practitioner Concentration

Lincoln Memorial University’s MSN degree program, Family Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in family health promotion and culturally competent clinical management of common conditions across the life span to promote adaptation. Clinical courses have a 1:4 credit hour to clinical hour ratio. The seventeen month program requires 43 semester hours of graduate course work including 660 clinical hours. A Comprehensive Exam is required during the final semester. The Post-Master’s Certificate (PMC) option is available.

Students may request full or part-time status for the FNP concentration. The part-time option is only offered on a space available basis. Students wishing a part-time option must first discuss this with Dr. Kimberly Ferguson (kimberly.ferguson@lmunet.edu), FNP Concentration Director. Part-time FNP students must meet with their advisor to plan an individualized progression plan. This individualized plan helps to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the Graduate Program Chair and a new curriculum plan must be designed with the faculty advisor.

The full-time FNP curriculum plan is provided below. This concentration is offered at the Harrogate, Cedar Bluff, and Kingsport sites.

Sample Family Nurse Practitioner Curriculum

1 st Semester	Course	Credit Hours
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Health Assessment	3
NURS 530	Advanced Pharmacology and Therapeutics	4
		10
2 nd Semester		
NURS 500	Theoretical Foundations and Research Methods	4
NURS 561	Young and Middle Adults	4
NURS 561A	Young and Middle Adult Practicum	3
		11
3 rd Semester		
NURS 562	Pediatrics	2
NURS 562A	Pediatrics Practicum	2
NURS 564	Women’s Health	2
NURS 564A	Women’s Health Practicum	2
NURS 580	Contemporary Roles and Issues for Advanced Practice Nurses	4
		12
4 th Semester		
NURS 563	Lifespan of Older Adults	2
NURS 563A	Lifespan of Older Adults Practicum	2
NURS 565	Family Nurse Practitioner Internship*	3
NURS 590	Directed Scholarly Project	3
		10
	TOTAL CREDITS	43

*Comprehensive Exam Course

Nurse Anesthesia Concentration

Lincoln Memorial University's MSN degree program, Nurse Anesthesia concentration, prepares nurses in an advanced practice role with competencies in nurse anesthesia. The 28 month program requires 81 semester hours of graduate work including five (5) semesters of clinical practicum. Clinical practicum courses have a 1:6 hour credit hour to clinical hour ratio. The Nurse Anesthesia concentration does not offer a part-time option. The full-time curriculum plan is listed below. A Comprehensive Exam is required during the final semester. This concentration is offered at the Harrogate site.

Sample Nurse Anesthesia Curriculum

<u>YEAR 1</u>		
Fall I	Course	Credit Hours
NURS 501	Advanced Anatomy & Physiology	4
NURS 520	Advanced Health Assessment	3
NURS 530	Advanced Pharmacology and Therapeutics	4
NURS 581	Principles of Anesthesia I	3
NURS 581 A	Principles of Anesthesia I-Lab	1
		15
Spring I		
NURS 511	Advance Pathophysiology I	4
NURS 531	Anesthesia Pharmacology I	3
NURS 582	Principles of Anesthesia II	3
NURS 582 A	Principles of Anesthesia II-Lab	1
NURS 583	Biochemistry/Physics	2
		13
Summer I		
NURS 512	Advanced Pathophysiology II	2
NURS 571	Clinical Practicum I	5
NURS 584	Principles of Anesthesia III	3
NURS 584 A	Principles of Anesthesia III-Lab	2
		12
<u>YEAR 2</u>		
Fall II		
NURS 500	Theoretical Foundations and Research Methods	4
NURS 532	Anesthesia Pharmacology II	3
NURS 572	Clinical Practicum II	6
		13
Spring II		
NURS 573	Clinical Practicum III	6
NURS 580	Contemporary Roles and Issues for Advanced Practice Nurses	4
		10
Summer II		
NURS 577	Clinical Practicum IV	6
NURS 590	Directed Scholarly Project	3
		9
<u>YEAR 3</u>		
Fall III		
NURS 578	Clinical Practicum V	6
NURS 589	Synthesis Seminar*	3
		9
	TOTAL CREDITS	81

Comprehensive Exam Course

Family Psychiatric & Mental Health Nurse Practitioner Concentration

Lincoln Memorial University's MSN degree program, Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentration prepares nurses in an advanced practice role with competencies in mental health promotion and culturally competent care of common conditions with persons, groups, and families.

The FPMHNP concentration at LMU can be completed in 17 months of full-time study and requires 44 credit hours of graduate course work including a minimum of 660 clinical hours. Clinical courses have a 1:4 credit hour to clinical hour ratio. A Comprehensive Exam is required during the final semester. The Post-Master's Certificate (PMC) option is available. The concentration is offered at the Cedar Bluff site.

Students may request full or part-time status for the FPMHNP concentration. The part-time option is offered on a space available basis. Students wishing a part-time option in the FPMHNP concentration must first discuss this with Dr. Lisa Pullen (lisa.pullen@lmunet.edu), Concentration Director. Part-time FPMHNP students must meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the Graduate Program Chair and a new curriculum plan must be designed with the faculty advisor. The full-time curriculum plan follows.

Sample Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Curriculum

Spring I	Course	Credit Hours
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Health Assessment	3
NURS 530	Advanced Pharmacology and Therapeutics	4
		10
Summer I		
NURS 500	Theoretical Foundations & Research Methods	4
NURS 535	Psychopharmacology	2
NURS 541	FPMHNP I	4
NURS 541A	FPMHNP I Practicum	2
		12
Fall I		
NURS 542	FPMHNP II	4
NURS 542A	FPMHNP II Practicum	4
NURS 580	Contemporary Roles & Issues for Advanced Practice Nurses	4
		12
Spring II		
NURS 543	FPMHNP III	2
NURS 543A	FPMHNP III Practicum*	5
NURS 590	Directed Scholarly Project	3
		10
	TOTAL CREDITS	44

*Comprehensive Exam course

DNP PROGRAM OVERVIEW

Program Description

The doctor of nursing practice (DNP) is a terminal degree in the CSON that can be completed in four semesters of full time study or part time study as determined by the Program Director and Graduate Program Chair. 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 clinical skills, clinical prevention and population health, organizational and systems leadership, clinical scholarship and analytical methods, information systems/technology for transformation of healthcare, leadership in healthcare policy, inter-professional 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 clinical scholars and expert clinicians in innovative healthcare that translates research into evidence in clinical practice, measures patient outcomes, advances nursing roles in clinical practice and nursing leadership, and transforms policy at all levels in healthcare systems to ensure quality and safety.

DNP PROGRAM 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, health systems, and health policy.

Program Outcomes:

Upon completion of the DNP program students will be able to:

1. Expand advanced nursing practice by integrating, synthesizing, designing and translating scientific and interdisciplinary knowledge in order to improve patient outcomes (AACN, DNP Essentials I, III; QSEN Competencies EBP; NONPF Core Competencies Scientific Foundation Competencies 1, 2, 3, 4).
2. Analyze organizational and health care systems data in order to identify and implement outcomes to continuously improve the quality and safety of healthcare systems (AACN, DNP Essentials II, IV; QSEN Competencies, Safety and QI; NONPF Core Competencies, Quality Competencies 1, 2, 3, 4, 5).
3. Integrate evidence based knowledge with clinical expertise including culturally based family and patient preferences to deliver optimal health care (AACN, DNP Essentials III, VII; QSEN Competencies EBP and Patient Centered Care; NONPF Core Competencies 1, 2, 3, 4, 5).
4. Use information and patient care technology to communicate, manage knowledge and support decisions to improve and transform healthcare locally, regionally and globally (AACN DNP Essentials IV, V; QSEN Competencies, Quality, Informatics and Patient Centered Care; NONPF Core Competencies Technology and Information, literacy competencies 1, 2, 3, 4, 5).
5. Collaborate with interprofessional teams to foster open communication, respect, decision making for improving patient and population health outcomes (AACN Essentials of DNP V, VI, VII; QSEN Competencies Quality, Informatics, Patient Centered Care; NONPF NP Core Competencies Leadership Competencies 1,2,3,4,5,6).
6. Use epidemiological and genetic principles to improve prevention and health in the health of culturally diverse population (AACN Essentials of DNP VI, VIII; QSEN Competencies Safety and EBP; NONPF NP Core Competencies Policy Competencies 1,2,3 and Practice Competencies 3 and Independent Practice Competencies 3a,3b,3e).
7. Take on senior leadership roles in a variety of healthcare settings in order to minimize risk of harm to patients and providers through system effectiveness and individual performance (AACN Essentials of DNP V, VI, VII, VIII; QSEN Competencies Patient Centered Care and EBP; NONPF NP Core Competencies Leadership Competencies 1,2,3,4,5,6).
8. Advocate for ethical health policies that shapes access, health care financing, policy, regulation and delivery within all healthcare arenas (AACN Essentials of DNP II, V, VIII; QSEN Competencies Quality, EBP, Patient Centered Care and Informatics; NONPF NP Core Competencies Policy Competencies 1,2,3,4,5,6 and Ethics Competencies 1,2,3).
9. Evaluate personal scholarship, professional growth, interdisciplinary collaboration, and application of information system and technology for the provision and/or transformation of health care delivery and population health outcomes (AACN Essentials of DNP VIII; QSEN Competencies Patient Centered Care, Quality, Safety, Teamwork and Collaboration, EBP and Informatics; NONPF NP Core Competencies Independent Practice Competencies 1, 2, 3a, b, c, d, e and 4a, b, c, d).

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 (for the Administrative concentration)

OR

An earned MSN in a different specialty than above will be considered for the Administrative concentration. Note: a longer program of study may be required to fulfill required clinical hours.

3. Unencumbered licensure in the United States as a registered nurse. Clinical practica 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

Perspective 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. Student dismissed from another DNP program for academic, clinical practica, or behavioral reasons will not be admitted to the Caylor School of Nursing DNP program. Perspective student must have a letter from the program director stating that the perspective student is currently 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 **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: unencumbered RN license, current infant, children, and adult CPR certification, health insurance, current immunization according to the CDC guidelines, negative drug screen, and background check. See DNP student handbook for detail.

SAMPLE POST-MASTERS ACCELERATED DNP CURRICULUM

Course	Credit Hours
Summer I	
NURS 700 Knowledge Development in Nursing Science	4
NURS 710 Biostatistics	3
NURS 781 Capstone Scholarly Project Seminar	1
Total Credit Hours	8
Fall I	
NURS 720 Translational Research and Data Base Management for Evidence-Based Practice	4
NURS 741 or 751 Administrative Cognate I OR Advanced Practice Cognate I	4
NURS 730 Epidemiology and Genetics in Populations for Optimal Health Care	4
Total Credit Hours	12
Spring I	
NURS 740 Inter-professional Collaboration, Health Policy, and Organizational Systems for Health Care	4
NURS 760 or 770 Administrative DNP Practica OR Advanced Practice DNP Practica	6
Total Credit Hours	10
Summer II	
NURS 742 or 752 Administrative Cognate II OR Advanced Practice Cognate II	4
NURS 782 Capstone Scholarly Project: Completion & Presentation	5
Total Credit Hours	9
TOTAL PROGRAM CREDIT HOURS	39

* NURS 795 Capstone or Practica DNP Completion (if needed) with approval of Chair

** Clinical hours may be started with the approval of the Program Director and Graduate Program Chair.

*** Part-time option is available over 7 semesters. The program plan for part-time will be developed with the student and Program Director and approved by the Graduate Program Chair.

Program Credit Hours	Pre and/or Co-requisites
DNP Core = 19 credits	NURS 700 is a prerequisite for NURS 720
DNP Practica = 6 credits	NURS 710 is a pre/co-requisite for NURS 730
DNP Cognate = 8 credits	NURS 741 is prerequisite for NURS 742
DNP Capstone = 6 credits	NURS 751 is a prerequisite for NURS 752
	NURS 781 is prerequisite for NURS 782

GRADUATE COURSE DESCRIPTIONS

NURS 500 – Theoretical Foundations and Research Methods

4 cr hrs

Focuses on philosophical and historical health related theories as a framework for knowledge. Builds upon concepts from undergraduate nursing research to systematically examine quantitative and qualitative research methods and the reasoned critique of clinically relevant, published research. Examines the concept of evidence-based practice and its application to the delivery of culturally congruent care to promote adaptation. Discusses scientific information and access to health care data bases to facilitate development of scholarly activity. Creation of a focused review of literature using databases is explicated.

Prerequisite: Admission to the MSN Program as a degree-seeking or non-degree seeking student.

NURS 501 – Advanced Anatomy and Physiology

4 cr hrs

Uses a systems approach to study anatomy and physiology of the human body with emphasis on mechanisms of homeostasis. Incorporates the study of anatomy and physiology of the cell, cardiovascular, pulmonary, nervous, gastrointestinal, renal, and endocrine systems along with the physiology of the immune system and the inflammatory response. Normal physiology of the pediatric population and obstetrical physiology is included in the course studies.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 520, 530, 581, 581-A.

NURS 510 – Advanced Pathophysiology

3 cr hrs

Builds upon undergraduate science courses to focus on pathophysiological alternations across the lifespan. Emphasis is on the relationships between abnormal changes in specific systems and the impact on the development of diseases. The influences of cultural, developmental, genetic, environmental (including rural health issues), behavioral, and economic factors in alterations in Pathophysiological processes are explored.

Prerequisite: Admission to the MSN Program or as a degree seeking or non-degree seeking student.

NURS 511 – Advanced Pathophysiology I

4 cr hrs

Builds on the content of NURS 501. Emphasizes homeostatic mechanisms, functions and dysfunctions of pathophysiology with an emphasis on systems approach to pathological disease states. Emphasis is on pathophysiology of cellular functions and the nervous, cardiac, and respiratory systems.

Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 531, 582, 582-A, 583.

NURS 512 – Advanced Pathophysiology II

2 cr hrs

Builds on NURS 511 and concerns the study of pathophysiology as related to homeostatic mechanisms, functions and dysfunctions with an emphasis on systems approach to pathological disease states. Emphasis will be placed on the digestive, endocrine, skeletal, ENT, reproductive, and hematological systems in the adult and pediatric individuals. Includes content based on study of pathophysiology as related to obstetrical and fetal populations development.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 571, 584, 584-A.

NURS 520 – Advanced Health Assessment

3 cr hrs

Focuses on the development of advanced health assessment skills needed for delivery of comprehensive health care to persons across the lifespan with consideration of cultural and rural health needs to promote adaptation. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Additional domains include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion, health protection, and disease prevention.

Prerequisite: Admission to the MSN Program.

NURS 530 – Advanced Pharmacology and Therapeutics

4 cr hrs

Provides concentrated study in the art and science of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics and pharmacoeconomics to initiate appropriate pharmacological treatments in the management of common and recurrent health problems of persons across the lifespan in order to promote adaptation. Provides concentrated study to identify indications, contraindications, interactive and side effects of established and evidence based drug regimens for safe and appropriate pharmacological treatments. Concerns regarding developmental status, nutritional status, health status, or membership in a high risk group are identified. Strategies for counseling and education to promote informed adherence are explored. Ethical and legal regulations related to prescription writing and medication administration are addressed. Acquisition of prescriptive privileges for Advanced Practice Nurse settings necessary to provide complex innovative care to persons across the lifespan, with consideration of complementary, alternative and financial implications of medication use, is facilitated.

Prerequisite: Admission to the MSN Program.

NURS 531 – Anesthesia Pharmacology I

3 cr hrs

Relates general principles of pharmacology including pharmacokinetics and pharmacodynamics of anesthetic agents and muscle relaxants. Focuses on clinical pharmacology with inhalation anesthetics, opioids and non-opioids as compared to the ideal anesthetic agent, as well as pharmacology of the autonomic nervous system, cardiac system, local anesthetics, and fluid and blood management. Includes the study of drug interactions, drug abuse and addiction.

Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 582, 582-A, 583.

NURS 532 - Anesthesia Pharmacology II

3 cr hrs

Examines drug development and approval in the United States. Includes topics such as antimicrobial therapies, psychopharmacological medications, treatment of bronchospasm and histamine antagonists as related to anesthesia. Anesthesia considerations for antineoplastic therapies are included. Includes drugs and other treatments for acute and chronic pain.

Prerequisite: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisites: NURS 500, 572.

NURS 535 – Psychopharmacology

2 cr hrs

Provides the advanced knowledge of psychopharmacology commonly seen in primary mental health care settings. Builds on the knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Monitors the effects of established drug regimens to ensure the person's health promotion, health protection, disease prevention, and treatment. Ethical, legalities, and regulations related to prescription writing are addressed. Strategies for counseling and education to promote adherence, and ensure the appropriate plan of care and implementation of treatment are included. Facilitates the attainment of prescriptive skills and privileges for Family Psychiatric & Mental Health Nurse Practitioners that are necessary to provide mental health care to persons and families across the lifespan with consideration of cultural and rural health needs.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 541, 541A.

NURS 541 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I

4 cr hrs

Introduces principles, conceptual models, and theories related to the practice of psychiatric mental health nursing. Models of personality development and individual functioning provide a theoretical basis for understanding the development of psychopathology, and the selection of appropriate therapeutic strategies. Synthesizes theoretical and scientific knowledge for the assessment, diagnosis of health status, plan of care, and implementation of treatment including genetic and environmental factors. These competencies incorporate the health promotion and protection, disease prevention, and treatment in providing culturally competent care across the lifespan in rural, underserved and urban populations to promote adaptation.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541A.

NURS 541A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I Practicum

2 cr hrs

Focuses on the clinical practice and management of common acute and chronic mental illnesses across the lifespan to promote adaptation. Evidence-based clinical practice guidelines are used for the assessment, diagnosis, plan of care, and implementation of treatment. Under the supervision of clinical faculty and preceptors, students will develop skills for conducting the mental health history and assessment, differential diagnoses, individual psychotherapy, diagnostic tests, and basic psychopharmacology. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally competent care to rural, urban, and underserved individuals and families in a variety of health care delivery systems.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541.

NURS 542 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II

4 cr hrs

Builds on FPMHNP I, the FPMHNP provides cultural sensitivity to persons and families across the lifespan to meet the health needs of rural, urban, and underserved populations by incorporating intervention strategies that consider genetic and environmental factors influencing health promotion and protection, disease prevention, and treatment. Health promotion and protection will focus on identifying internal and external stimuli to promote optimal adaptation to screen or prevent a chronic condition. Evidence-based clinical practice guidelines are used for assessing, diagnosing, determining the plan of care, and implementation of treatment. Emphasis is placed on developing advanced competence in clinical reasoning and critical thinking. Students continue to develop professional role and relationship competencies under the supervision of preceptors and faculty. Continued integration of theory and research to provide evidence-based practice facilitate the development of broader competencies in the provision of culturally congruent mental health care. Students use multidisciplinary collaboration to secure needed consultations and referrals.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542A, 580.

NURS 542A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II Practicum

4 cr hrs

Uses evidence-based clinical practice guidelines in a variety of health care delivery systems. Emphasis is placed on the assessment, diagnosis of health status, and treatment of psychiatric disorders including diagnostic interviews, differential diagnosis, individual and group psychotherapy skills, and advanced psychopharmacology interventions to promote adaptation. Clinical experiences refine the teaching-coaching functions of the psychiatric mental health nurse practitioner in the provision of anticipatory guidance and counseling to persons and families across the lifespan to promote adaptation.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542, 580.

NURS 543 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III

2 cr hrs

Focuses on application of the theoretical, evidence-based, and practicum knowledge acquired in FPMHNP I and II. Continued emphasis is placed on developing cultural sensitivity to the variations in mental health needs of rural, urban, and underserved populations. Students critically analyze clinical strategies and interventions in health promotion and protection, disease prevention, and treatment. Students further refine skills in critical thinking and diagnostic reasoning. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion and prevention, and disease prevention. Emphasis is on managing and negotiating health care delivery systems, and monitoring and ensuring the quality of health care practice. Students develop and refine professional role competencies under the supervision of preceptors and faculty in mental health care facilities.

Prerequisites: NURS 500, 510, N520, N530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543A, 590.

NURS 543A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III Practicum

5cr hrs

Emphasizes advanced clinical practice and management of chronic and acute mental illness across the lifespan to promote adaptation. Under the supervision of preceptors and faculty, students manage advanced mental health care for persons and families. Evidenced based clinical practice guidelines are used for advanced assessment, diagnosis, determining the plan of care, and implementation of treatment including diagnostic interviews, differential diagnosis, group and family psychotherapy skills, and advanced psychopharmacology interventions.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543, 580, 590.

NURS 561 – Young and Middle Adults

4 cr hrs

Care of young and middle adults through examination of diagnostic, therapeutic and pharmacological regimens using evidence-based guidelines and research findings in primary care settings to promote adaptation. Emphasis is placed on developing cultural sensitivity to variations in health care needs of underserved, rural, urban, and populations. Includes primary, secondary, and tertiary prevention; risk analysis, management, referral, and measures to improve health status. Emphasizes integration of assessment findings to diagnose common clinical problems.

Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561A.

NURS 561A – Young and Middle Adults Practicum

3 cr hrs

Integrates theory and scientific knowledge with clinical practice for health promotion, diagnosis and management of common clinical problems in young and middle adults and their families in underserved, rural, and urban populations to promote adaptation. Emphasizes development of cultural sensitivity to various health care needs. Opportunities provided to apply knowledge of advanced assessment, pathophysiology, evidence-based practice; to provide primary, secondary and tertiary health promotion; to diagnose acute and chronic clinical problems using indicated diagnostic tests; and to determine treatment and management plans in private practice, primary care centers, and health care systems. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally congruent primary care. Students provide care under the supervision of preceptors and clinical faculty; students manage and coordinate primary care.

Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561.

NURS 562 – Pediatrics

2 cr hrs

Focuses on assessment and management of health-related problems of children, adolescents, and families. Emphasizes anticipatory guidance, development, health promotion, health maintenance, and disease prevention and treatment. Evidenced based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of the primary care needs of families with children. Integrates knowledge gained from theory, research, health policy, roles, and clinical practice facilitate the development of broader competencies in the provision of multidisciplinary culturally congruent primary care. Exploration of issues specific to the provision of care in rural, underserved, and urban areas are examined.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562A, 564, 564A, 580.

NURS 562A – Pediatrics Practicum

2 cr hrs

Provides opportunities to deliver advance practice care to children and adolescents in the clinical setting. Emphasizes competency in advance practice skills in implementation of a comprehensive and/or problem-focused examination; conduct a risk analysis; selection and analysis of appropriate screening and/or diagnostic tests; development of correct assessment; identification of proper differential diagnosis; and development of a management and evaluation plan for issues relevant to children and adolescents. Students integrate knowledge into application in the clinical setting in the provision of culturally congruent care within the health care setting with emphasis on multidisciplinary teamwork. With clinical supervision, students refine the provision of health promotion and anticipatory guidance to persons and families. Exploration of evidence-based practice in the form of evaluating research and other forms of scientific knowledge and how these are integrated into practice. Legislative, economic, rural, and ethical issues that impact the provision of care in the clinical setting will be explored.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 564, 564A, 580.

NURS 563 – Lifespan of Older Adults

2 cr hrs

Emphasizes congruent care for older adults and their families. Focuses on theoretical and research-based knowledge of healthcare management of older adults in underserved, rural, and urban populations. Content includes physiological, pathological, and psychosocial changes in maintenance, minor acute illnesses, complex multidimensional, and chronic health problems. Emphasis is on assessment, intervention, evaluation strategies, and coordination of services.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563A, 565, 590.

NURS 563A – Lifespan of Older Adults Practicum

2 cr hrs

Focuses on clinical practice and health care management of the older adult in acute, extended and long-term care settings in underserved, rural, and urban areas to promote adaptation. Emphasizes advanced diagnostic reasoning and clinical decision making for common and complex problems in the older adult. Stresses development of advanced practice competencies and interdisciplinary expertise in management of acute and chronic health problems. Stresses development and implementation of care to maintain and promote physical, mental, emotional, and social health.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563, 565, 590.

NURS 564 – Women’s Health

2 cr hrs

Focuses on the care of women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes. Emphasizes health promotion and maintenance, disease prevention, and treatment. Evidence-based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of primary care needs of women. Integration of knowledge gained from theory, research, health policy, roles, and clinical practice facilitate the development of broader competencies in the provision of multidisciplinary culturally congruent primary care. Exploration of issues specific to the provision of care in underserved, rural, and urban areas are examined.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564A, 580.

NURS 564A – Women’s Health Practicum

2 cr hrs

Provides opportunity to gain skills in the provision of advance practice nursing care to women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes with clinical supervision. Focuses on competency in skills to obtain and conduct a comprehensive and/or problem-focused examination, select and analyze appropriate screening and/or diagnostic tests, conduct clinical assessment, identify diagnoses, and develop a management and evaluation plan for issues relevant to women’s health across the lifespan. Students refine the provision of health promotion and disease prevention. Exploration of evidence-based practice in the form of the evaluation of research and other forms of evidence, and integration into practice. Exploration of the development of multidisciplinary relationships within the clinical setting. Legislative, cultural, economic, rural, and ethical issues which impact the provision of care will be explored.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564, 580.

NURS 565 – Family Nurse Practitioner Internship

3 cr hrs

Provides opportunities to apply theoretical and evidence-based knowledge of health promotion, and diagnosis and management of common and complex health problems in persons across the lifespan in underserved, rural, and urban populations. Delivery of advanced nursing care through primary, secondary, and tertiary prevention. Focuses on advanced health assessment of persons and families. Emphasis on decision-making processes. Students demonstrate expertise in the clinical setting by provision, coordination, and direction of comprehensive care, including health states and complex, chronic and/or co-morbid conditions. Students demonstrate synthesis of knowledge gained from the culmination of the family nurse practitioner program. Uses extensive clinical placements. Clinical is facilitated by preceptors who provide opportunities to work in interdisciplinary health care teams.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563, 563A, 590.

NURS 571 – Clinical Practicum I

5 cr hrs

Applies introductory anesthesia nursing knowledge regarding the delivery of anesthesia at a beginning level of competence for a variety of procedures in various clinical settings and across the patient lifespan. Instruction on aspects of a pertinent health history and chart review. Instruction in achieving successful intravenous access. Instruction regarding the formulation and implementation of appropriate management plans for adult patients (ASA I & II), undergoing elective procedures from low to moderate risk. Emphasizes use of the anesthesia machine, including the ASA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Emphasizes technical skills of airway management, to include mask management and laryngoscopy with endotracheal intubation. Presents common anesthetic drugs, including doses, toxicology, pharmacodynamics and pharmacokinetic profiles. Identifies information and processes related to maintaining ethical and legal conduct, including verbal communication, record keeping, and confidentiality of patient information.

Prerequisites: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 512, 584, 584A.

NURS 572 – Clinical Practicum II

6 cr hrs

Builds on the application of anesthesia nursing knowledge to the delivery of anesthesia at an advancing level of competency for a variety of procedures in various clinical settings and across the patient lifespan. Provides instruction on the aspects of a pertinent health history and chart review. Provides instruction on achievement of successful intravenous access. Provides instruction regarding the formulation and implementation of appropriate management plans for adult patients (ASA I & II), undergoing elective procedures of moderate risk. Emphasizes proficiency of function and use of the anesthesia machine, including the ASA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Emphasizes proficiency with technical skills of airway management, to include mask management and laryngoscopy with endotracheal intubation. Emphasizes proficiency in use of all common anesthetic drugs as well as adjunct anesthesia drugs, including doses, toxicology, pharmacodynamics and pharmacokinetic profiles. Stresses responsibility of maintaining ethical and legal conduct, including verbal communication, record keeping, and confidentiality of patient information.

Prerequisites: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisite: NURS 500, 532.

NURS 573 – Clinical Practicum III

6 cr hrs

Delivers anesthesia at the competent level to persons in a variety of procedures in various clinical settings. Includes on-call experiences and specialty rotations in student practice. Includes timely and appropriate airway evaluations and interventions for normal and abnormal presentations. Includes guidance on formulation of increasingly complex anesthesia care plans for ASA class I-V patients; including, pediatric, obstetric, cardiac, neurological, and other specialty areas. Incorporates insertion and management of invasive physiological monitoring systems. Includes management and administration of spinal, epidural and peripheral nerve blocks.

Prerequisites: All Fall I, Spring I, Summer I, and Fall II Nurse Anesthesia courses. Co-requisites: NURS 580.

NURS 577 – Clinical Practicum IV

6 cr hrs

Includes delivery of anesthesia at the proficient level to persons in a variety of procedures in various clinical settings. Involves on-call experiences and specialty rotations. Emphasizes consistent demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. Emphasizes the ability to formulate more complex anesthesia care plans for ASA class I-V patients; including, pediatric, obstetric, cardiac, neurological, and other specialty areas. Allows for demonstration of proficiency inserting and managing invasive physiological monitoring systems. Includes proficiency in managing and administering spinal, epidural, and peripheral nerve blocks. Includes student on-call experiences and specialty rotations.

Prerequisites: All Fall I, Spring I, Summer I, Fall II, and Spring II Nurse Anesthesia courses. Co-requisites: NURS 590.

NURS 578 – Clinical Practicum V

6 cr hrs

Emphasizes delivery of anesthesia at the proficient level of competence in all cases with enhanced emphasis on development of independent practice. Consists of student functioning as the primary nurse anesthetist with instructor as consultant. Includes student on-call and specialty rotations. Emphasizes consistent demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. Emphasizes the ability to formulate complex anesthesia care plans for ASA class I-V patients and emergency situations and cases; including, pediatric, obstetric, cardiac, neurological, and other specialty areas. Emphasizes proficiency inserting and managing invasive physiological monitoring systems. Enhances proficiency in managing and administering spinal, epidural, and peripheral nerve blocks.

Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, and Summer II Nurse Anesthesia courses. Co-requisite: NURS 589.

NURS 580 – Contemporary Roles and Issues for Advanced Practice Nurses

4 cr hrs

Develops and builds awareness of the Advanced Practice Nurses role within complex health care systems that influence practice. Past and current epidemiological, economic, political, ethical, legal, social, environmental (including rural health issues), cultural aspects of health (in the U.S. and comparable international health care systems), and technological issues within the U. S. healthcare system are examined. Exploration of scope of practice, development of leadership skills and strategies to develop multidisciplinary partnerships required to influence health policy; provision of safe, quality care that includes culturally congruent care, and acceptable options to access care. The Advanced Practice Nurse role and the use of informatics, use of personal health care information, and in documentation in accordance with current regulatory processes and payer systems are explored. Additional topics on advocacy, legal, credentialing, and ethical issues will be examined.

Prerequisites: Admission to the MSN Program as a degree or non-degree seeking student.

NURS 581 – Principles of Anesthesia I

3 cr hrs

Orients students to perioperative nurse anesthesia practice. Study of basic principles of perioperative anesthesia responsibilities, anesthesia instruments and biomedical instruments. Concepts include orientation to the operating environment, breathing systems, anesthesia machine, basic gas laws, cardiac monitoring, and non-cardiac monitoring. Concepts of anesthesia management include preoperative anesthesia assessment, induction of general anesthesia, and provision of monitored anesthesia care, airway management, and introduction to neuraxial anesthesia.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581-A.

NURS 581A – Principles of Anesthesia I-Lab

1 cr hrs

Introduces laboratory simulation experiences of anesthesia concepts including case preparation and room setup, anesthesia machine check, anesthesia preoperative assessment, airway assessment and management, provision of monitored anesthesia care, induction and maintenance of general anesthesia. Introduction to neuraxial anesthesia.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581.

NURS 582 – Principles of Anesthesia II

3 cr hrs

Introduces perioperative management of anesthesia for patients with renal, gastrointestinal, hepatic, endocrine, ENT and neuromuscular diseases; orthopedic surgery; and obstetrical and fetal anesthesia. Includes anesthesia considerations for geriatric and pediatric populations in a variety of settings. Principles of neuraxial and peripheral anesthesia are presented.

Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 531, 582-A, 583.

NURS 582A – Principles of Anesthesia II-Lab

1 cr hrs

Introduces laboratory simulation experiences related to anesthesia concepts used in delivery of anesthesia and care for patients with renal, gastrointestinal, hepatic, endocrine, ENT and neuromuscular diseases; orthopedic surgery; and obstetrical anesthesia and the pediatric population. Included are simulation experiences with neuraxial anesthesia techniques and placement of arterial catheters.

Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 531, 582, 583.

NURS 583 – Biochemistry and Physics Concepts in Anesthesia

2 cr hrs

Builds upon foundations of Advanced Nurse Anesthesia Principles I. Focuses on the anesthesia related concepts in biochemistry and physics. Topics include; chemical, biological, and physical properties of anesthetic agents, cell biology considerations, and anesthesia equipment including anesthesia machines, delivery systems, and compressed gases.

Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 531, 582, 582-A.

NURS 584 – Principles of Anesthesia III

3 cr hrs

Emphasizes advanced principles of anesthesia and related skills and anesthesia techniques. Focuses on care for cardiothoracic, cardiovascular, intracranial, and trauma/emergency anesthesia. Includes concepts of management for blood component therapy, electrolyte and thermoregulation dysfunction, anesthetic complications, cardiopulmonary resuscitation, chronic pain, peripheral nerve anesthesia, and postoperative care.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisite: NURS 512, 571, 584-A.

NURS 584A – Principles of Anesthesia III-Lab

2 cr hrs

Builds on previous laboratory simulation experiences to include anesthesia concepts of single lung ventilation, peripheral nerve anesthesia for acute and chronic pain with and without ultrasound assistance, central line and pulmonary artery catheter placement with and without ultrasound technology, and basic chest radiologic interpretation. Concepts of crisis management in anesthesia are highlighted during the simulation experience.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 512, 571, 584.

NURS 589 – Synthesis Seminar

3 cr hrs

Provides comprehensive review and preparation for the National Certification Examination for nurse anesthesia practice. Discusses the concept of anesthesia crisis management and uses high fidelity simulation lab. Provides a comprehensive examination of anesthesia principles of pharmacology, anatomy, physiology, pathophysiology, biochemistry, and chemistry.

Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, Summer II Nurse Anesthesia courses. Co-requisite: NURS 578.

NURS 590 – Directed Scholarly Project

3 cr hrs

Synthesizes previously acquired knowledge with focus on a scholarly research project. Students work under the guidance of faculty on selected project topics. The resulting scholarly product will be submitted, or incorporated in a larger submission, for professional presentation and/or publication.

Prerequisites: NURS 500, 580.

NURS 700 – Knowledge Development in Nursing Science

4 cr hrs

Critically examines science-based theories for improving advanced practice nursing. Scientific and interdisciplinary knowledge will be examined by integrating, synthesizing, and translating research to affect patient outcomes. Integration of theoretical concepts with knowledge of ethics, the biophysical, psychosocial, analytical, and organizational sciences will be examined. Content will include the development and evaluation of new practice approaches based on theories from nursing and other disciplines.

NURS 710 – Biostatistics

3 cr hrs

Provides an overview of the most commonly used bio-statistical methods in the context of nursing science and health care related research. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. An additional focus is use of biostatistics to identify, evaluate, and implement data that contributes to meaningful evidence in populations based research, evidence-based advanced nursing practice, and optimal health outcomes.

NURS 720 – Translational Research and Data Base Management for Evidence-Based Practice

4 cr hrs

Examines the translation of nursing research into the advanced nursing practice setting for the purpose of improving health care outcomes, advancing the nursing profession and improving local, regional, and global population health for meaningful health outcomes. Investigates how database management system techniques are used to design, develop, implement, and maintain modern database applications in organizations. Prerequisite: NURS 700

NURS 730 – Epidemiology and Genetics in Populations for Optimal Health Care

4 cr hrs

Provides an overview of central concepts and topical issues in epidemiology with a focus on clinical prevention and population health of culturally diverse populations. Principles, concepts, and methods of population based-epidemiological research are evaluated. Provides students with the information and resources necessary to incorporate a genetic focus into clinical practice; basic genetic science/molecular concepts, the ethical and social implications of genetic information, commonly used genetic tests, genetic history taking, and pedigree construction. Defined principles of ethics and the legal and ethical implications incorporating epidemiology and genetics will be explored to guide decision making processes related to clinical, research, and practice management problems. Prerequisite: NURS 710

NURS 740 – Interprofessional Collaboration, Health Policy, and Organizational Systems for Health Care

4 cr hrs

Presents models of interprofessional collaboration used for analysis of individual, unit based, and organizational communication that promotes quality and culturally competent care. The design, influence, and implementation of health care policies that frame health care practice regulation, access, safety, quality, and efficacy are presented.

NURS 741 – Administrative Cognate I

4 cr hrs

Focuses on the skills, strategies, and behaviors necessary to develop and sustain collaborative interdisciplinary relationships within health care organizations. The evolution of administrative and organizational theory will be explored. Scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences will be evaluated.

NURS 742 – Administrative Cognate II

4 cr hrs

Focuses on the three major aspects of strategic management and apply those aspects of strategic management to health care organizations. A systems theory approach will be utilized to evaluate an organizations ability to meet the current and future needs of patient populations. Comprehensive organizational, systems, and/or community assessments will occur to identify aggregate health or system needs, while working with diverse stakeholders in inter or intra-organizational personnel to improve patient outcomes. Prerequisite: NURS 741

NURS 751 – Advance Practice Cognate I

4 cr hrs

Builds on advanced nursing practice knowledge required for treatment of patients with co-morbidities and multi-organ dysfunction. Comprehensive assessment, diagnosis, and planning with integration of advanced knowledge from pharmacology and pathophysiology will be the focus. Advanced assessment and interpretation of lab data and diagnostic tests will be included.

NURS 752 – Advanced Practice Cognate II

4 cr hrs

Designed to provide opportunities to deliver in- depth advanced care to populations in underserved, rural, and/or urban settings emphasizing clinical prevention and health maintenance. Focus will be on the assessment of physiological, pathological, and psychosocial health problems for acute and chronic illnesses.

Prerequisite: NURS 751

NURS 760 – Administrative DNP Practica

6 cr hrs

Provides a mentored practice experience in a clinical setting. The student will have an opportunity to apply knowledge and skills learned in the program. Students will become actively involved in senior leadership roles and, where possible, carry out part of their scholarly project. Placement will be individualized based on the students' learning objectives, previous clinical and leadership experiences, and career goals. The DNP practica is designed to provide the DNP student with a comprehensive clinical experience individually designed to meet the professional and clinical goals of each DNP student. Practica provides an opportunity for further synthesis and expansion of the learning developed to that point. The focus is on development and refinement of the leadership skills needed by the advanced practice nurse. A minimum of 500 clinical hours must be fulfilled to complete the practica course.

NURS 770 – Advanced Practice DNP Practica

6 cr hrs

Provides a mentored practice experience in a clinical setting. The student will have an opportunity to apply knowledge and skills learned in the program. Students will become actively involved in senior leadership roles and, where possible, carry out part of their scholarly project. Placement will be individualized based on the students' learning objectives, previous clinical and leadership experiences, and career goals. The DNP practica is designed to provide the DNP student with a comprehensive clinical experience individually designed to meet the professional and clinical goals of each DNP student. Practica provides an opportunity for further synthesis and expansion of the learning developed to that point. The focus is on development and refinement of the leadership skills needed by the advanced practice nurse. A minimum of 500 clinical hours must be fulfilled to complete the practica course.

NURS 781 – Capstone Scholarly Project Seminar

1 cr hrs

An introductory doctoral seminar that provides the student with advanced study and direction in clinical inquiry leading to beginning development of the capstone proposal. Emphasis is on the appraisal of elements of a proposal, scholarship, development of a problem statement, project question, and the conduct of human subjects research. Students are guided in the application of fundamentals of scientific writing and criticism, and the planning and preparation for a clinical inquiry/capstone project. Emphasis is on the refinement of the problem statement, review of the literature, and a preliminary description of the project, including a theoretical/conceptual framework.

NURS 782 – Capstone Scholarly Project: Completion & Presentation

5 cr hrs

The second of two advanced nursing practice capstone courses. The purpose of this course is to build upon knowledge and skills acquired in NURS 781 Capstone Scholarly Project Seminar. This capstone experience provides opportunity for the student to execute the project plan in collaboration with the sponsoring site. The experience reflects the interest of the student and is designed to meet individual interests and career goals. The capstone project integrates the role of the DNP in a comprehensive health care environment that includes use of leadership, consultation, advocacy, and collaboration. In-depth work with experts from nursing and other disciplines will be incorporated to provide opportunities for meaningful student engagement in the health care environment. The course will culminate with the student presenting the DNP capstone project in a scholarly oral presentation and disseminating results of the project. Prerequisite: NURS 781

UNIVERSITY ADMINISTRATION

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Clayton Hess, PhD	Vice President for Academic Affairs
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Amiel Jarstfer, EdD	Dean, School of Mathematics and Sciences
Michael Clyburn, EdD	Dean, Carter and Moyers School of Education
Parham H Williams Jr., JD	Interim Vice President and Dean, Duncan School of Law
Mary Anne Modrcin, PhD	Dean, Caylor School of Nursing

MSN FACULTY

Graduate Faculty

While part-time and adjunct faculty make valuable contributions to the teaching at LMU, only full-time faculty and employees holding graduate faculty rank are listed below. The date following each name indicates the year of initial LMU faculty appointment.

Mary Anne Modrcin, PhD, MSN, 2001

Professor of Nursing
Dean, Caylor School of Nursing
PhD, University of Tennessee-Knoxville
MSN, Boston University
BSN, University of Kansas

Tammy Dean, DNP, RN, CNE, 1988

Associate Professor of Nursing
Assistant Dean for Academics
DNP, Samford University
MSN, University of Tennessee-Knoxville
BSN, University of Tennessee-Knoxville

Jane Castle, PhD, MSN, 2014

Professor of Nursing
PhD, Boston College
MSN, University of Virginia
BSN, East Tennessee State University
Nursing Diploma, Roanoke Memorial Hospital School of Nursing

Phyllis duMont, PhD, MSN, FNP-BC 2006-2008, 2012

Professor of Nursing
PhD, University of Tennessee-Knoxville
Post-Master's Certificate (FNP), Carson Newman College
MSN, University of Tennessee-Knoxville
BSN, Indiana University

Jami D. England, MSN, FNP-BC, 2013
Clinical Facilitator & Instructor of Nursing
MSN, Vanderbilt University
BSN, University of Tennessee
ASN, Lincoln Memorial University

Kim Ferguson, DNP, FNP-BC, 2010
Assistant Professor of Nursing
Director, Family Nurse Practitioner Concentration
DNP, University of Tennessee Health Science Center
MSN East Tennessee State University
BSN, East Tennessee State University
AS, Walter's State Community College

Linda Garrett, PhD, FNP-BC, 2011
Associate Professor of Nursing
Graduate Program Chair
PhD, East Tennessee State University
MSN, East Tennessee State University
BSN, East Tennessee State University

Rickey King, MS, CRNA, 2013
Assistant Professor of Nursing
Director, Nurse Anesthesia Concentration
MS-NA, the Gooding Institute of Nurse Anesthesia
BSN, Jacksonville University
ADN, Oklahoma State University

Joy Lewis, MSN, CRNA, 2010
Instructor of Nursing
MSN, University of Tennessee-Memphis
BSN, University of Kentucky

Carrie Lingerfelt, MSN, FNP-BC, CMN, 2013
Instructor of Nursing
MSN, Vanderbilt University
BSN, East Tennessee State University

Crystal Odle, CRNA, DNAP, 2013
Associate Professor of Nursing
Assistant Director, Nurse Anesthesia Concentration
DNAP, Virginia Commonwealth University
MSNA, Virginia Commonwealth University
BSN, University of Virginia's College at Wise

Billie Phillips, PhD, MSN, 2009
Associate Professor of Nursing
Chair, BSN Program
PhD, University of Mississippi
MSN, University of Mississippi
BSN, Mississippi College
AND, Central Texas University

Lisa Pullen, PhD, PMHCS-BC, 2001
Professor of Nursing
Director, Psychiatric Mental Health Nurse Practitioner Concentration
PhD, Mississippi State University
MSN, Mississippi University for Women
BSN, Jacksonville State University

Jennifer Savage, DNP, FNP-BC, 2009

Instructor of Nursing

DNP, Frontier School of Midwifery and Family Nursing

MSN, Lincoln Memorial University

BSN, East Tennessee State University

ASN, Lincoln Memorial University

Jennifer Stewart-Glenn, PhD, FNP 2013

Assistant Professor of Nursing

Assistant Director, Family Nurse Practitioner Concentration

PhD, University of TN, Knoxville

MSN, George Mason University

BSN, Radford University

ASN, Mountain Empire Community College

Adjunct/Clinical Supervisors

A current list of adjunct/clinical supervisors for each semester is maintained in the Nursing office.

Lincoln Memorial University

Caylor School of Nursing

Cumberland Gap Parkway

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