Student Handbook

Academic Year 2011 – 2012
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Dear Student:

Welcome to the Nursing Program.

The Student Handbook is designed to provide information about your program and how to achieve success in your learning experiences.

The Nursing Program of MCC-Penn Valley is one of several health career programs available to students. It functions under the organization of the college and accepts the philosophy and objectives of the college.

The Nursing Program faculty is dedicated to serving students and assisting each to reach her/his potential in increasing desire for continued education throughout life, and in developing a spirit of inquiry and creativity. The Nursing Program is committed to improving health care in the community, and working for the betterment of the nursing profession.

Best wishes for success in your pursuit of a career in Nursing. If I can assist you in any way, feel free to contact me at 816-604-4828

Marjorie Fonza-Thomason, RN, DNS
Interim Director of Nursing
Introduction

The Metropolitan Community College (MCC) is the oldest institution of higher learning in the Kansas City metropolitan area. It was founded in 1915 as the Kansas City Polytechnic Institute. It was accredited by North Central Association of Colleges and Schools in 1918 and in 1919 became the Junior College of Kansas City. MCC is also the largest college in the metropolitan area with more than 43,000 students enrolled each year. The College has recently undergone a “branding” change, now being know as the Metropolitan Community College with the campus name added after a dash, thus, Metropolitan Community College – Penn Valley. The MCC system has a total of five main campuses: Blue River, Business and Technical College, Longview, Maple Woods and Penn Valley. The Administrative Center and Broadway Plaza, housing the administration of the MCC system sits adjacent to the Penn Valley Campus. The Penn Valley campus also has two satellite campuses, the Health Science Institute and the Pioneer campus.

The Practical Nursing Program (PN) originated under the sponsorship of the Kansas City, Missouri School District. The Kansas City, Missouri Board of Education Program of Practical Nursing was established in 1949 and was approved by the Missouri State Board of Nursing in November, 1954. The Jennie Lund School of Practical Nursing was established July 1, 1966 through the Independence School District and was named for Jennie Lund, one of the first Practical Nurses in the Independence, Missouri area. The Jennie Lund School of Practical Nursing became a satellite of the Kansas City, Missouri Board of Education Program of Practical Nursing on July 1, 1988. In March, 1990, a cooperative agreement with Penn Valley Community College was established to offer college credit hours for the total program. On June 30, 1993, the Kansas City, Missouri School District relinquished sponsorship of the program and on July 1, 1993, the program became the Penn Valley Community College Practical Nursing Program. The program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The initial accreditation was in June, 1979.

The Associate Degree Nursing Program was established August 1, 1966. The ADN Program has an average enrollment of 128 students per academic year. The program is fully approved by the Missouri State Board of Nursing. The Program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The initial accreditation was January, 1972 with the last accreditation occurring in the spring, 2006 with full approval for eight years being granted.
The Nursing Division is recognized as one of the most technologically advanced nursing programs in the area. Several area nursing programs utilize the Virtual Hospital suite. The Virtual Hospital suite, located on the first floor of the Health Science Institute, simulates the actual hospital environment. This area has several high fidelity simulators, an electronic medical record system and medication stations for the use of nursing and allied health students. As a result of the progressive nature of the program, the ADN program was selected as one of ten (10) nursing program across the country to participate in a student sponsored by the National Council of State Boards of Nursing (NCSBN). The inclusion in this study recognizes the nursing program as a leader in providing quality education and will help to standardize simulation in schools across the country.
PHILOSOPHY, MCC MISSION, PURPOSE STATEMENTS

PHILOSOPHY

The Metropolitan Community College is dedicated to serving the educational needs of the community. The college programs are intended to help students understand themselves, the society of which they are a part and the universe in which they live.

At the same time, MCC provides opportunities for students to develop occupational skills. Faculty and administrators cooperate to create an environment that stimulates intellectual growth and nurtures academic freedom for students and instructors alike. The programs offered are intended to encourage lifelong learning.

Finally, the MCC employees are committed to providing equal opportunity for all persons regardless of age, creed, race or gender.

MCC Mission

Preparing students, serving communities, creating opportunities.

In order to accomplish this mission, the board of trustees has empowered the chancellor, as executive officer, to implement its policies. The chancellor, with the other officers of the District, will provide leadership in the implementation of the mission and goals of the District.

The following purpose statements declare how the MCC will carry out the mission of the District:

Purpose Statements

In pursuit of MCC’s mission, the District will:

- Provide courses and associate degree programs that prepare students to transfer to four-year colleges and universities to complete bachelor’s degrees.
- Provide courses, certificates and associate degree programs to prepare students to enter the work force in skilled jobs and careers.
- Provide courses, certificates and associate degree programs to assist adult workers to upgrade their job skills, change careers, or advance in their careers.
- Provide instruction in core academic skills that prepare students to succeed in college-level courses and programs.
• Provide student development and support services to assist students to achieve their academic, career and personal goals.
• Provide and support activities to enhance student learning outside the classroom.
• Provide a range of services and accommodations to help all prospective students overcome barriers to access college programs and opportunities.
• Provide courses and other educational and cultural activities to enrich the lives of members of the community.
• Provide business support services and other training and assistance to support the economic development of the community.
• Collaborate with other educational institutions, community-based organizations, agencies, businesses and industries to meet the needs of the community.
PHILOSOPHY OF THE NURSING PROGRAM

INDIVIDUAL

The individual is a unique human organism with biological, psychological, social, and spiritual needs who comes from a culturally diverse background. The individual has an inherent knowledge, will and strength which enable the person to achieve the tasks of the developmental stages and attain life goals. Needs in the biological, psychological, social, or spiritual dimension may affect the health of the individual.

HEALTH

Health is a state of wholeness or integrity of the person and is defined by the individual. We believe health is a multi-dimensional, dynamic, fluid state in which the individual may be at any point from independence to peaceful death. Health is the responsibility of a total society and all its members.

ENVIRONMENT

The environment encompasses the person, the family, and the community. Impacting the individual within the environment are the internal and external forces which affect the needs of that individual. Internal and external forces within the environment are considered by the nurse when assisting with the individual’s needs.

NURSING

Nursing is a profession that focuses on the care of individuals, families, and communities. Nursing is primarily assisting the individual (ill or well) in the performance of those activities contributing to independence, maintenance or restoration of health, or a peaceful death. The nurse, as a professional, utilizes critical thinking and the nursing process to render care. Communication is essential to the individual/nurse relationship. The nurse is cognizant of legal/ethical issues when assisting the individual. Both the nurse and the individual are affected by internal and external forces which are dynamic.

EDUCATION

Education is an ongoing, lifelong, dynamic process of socialization resulting in increased knowledge and behavioral change in which the learner must be an active participant.
NURSING EDUCATION

Nursing education integrates the science and art of nursing with knowledge from the humanities, and the biological, physical, and behavioral sciences to provide the foundation for clinical application of nursing care. Utilization of basic core knowledge permits entry and exit at different points of the nursing education continuum.

ASSOCIATE DEGREE NURSING EDUCATION

Associate degree nursing education prepares the graduate to assume the roles of: provider, manager, and member of the discipline. The associate degree nurse is able to select from a variety of nursing interventions to meet complex needs of clients who have common, recurrent problems with predictable outcomes. The graduates of the Associate Degree Nursing Program are provided an educational foundation for further study at the baccalaureate level.

PRACTICAL NURSING EDUCATION

Practical Nursing Education utilizes the basic core knowledge and competencies common to all levels of nursing practice to prepare graduates who can focus on direct client care using standard nursing interventions in stable situations. Graduates function as members of the health team, performing nursing actions commensurate with their education and demonstrated competencies. The graduates of the Practical Nursing Program are provided an educational foundation for further study at the associate degree level.

LEARNERS

Learners come from diverse social and cultural backgrounds and bring a multitude of educational, work, and life experiences to the nursing program. Each student is respected as a unique individual. The faculty acknowledges individual differences when planning the educational program. Teaching is an interactive process by which the individual is motivated and assisted to learn. The faculty, as facilitators, promote a sense of inquiry and the desire for continued learning. We believe learning is observable, progressing from simple to complex, common to uncommon, and normal to abnormal. The process of learning contributes to the individual’s ability to attain educational goals. The faculty is committed to educational mobility which provides learners with opportunities to meet their individual educational needs and goals. The nursing faculty share the responsibility for the total educational curriculum and for ongoing evaluation of the program to determine its adequacy in meeting the changing health care needs of the community.
THE MISSION STATEMENT OF THE DIVISION OF NURSING

The Nursing Division, functioning within the mission, vision, purpose and philosophy statements of MCC, is committed to providing quality Associate Degree Nursing and Practical Nursing Programs in an academic setting. The Nursing programs provide an environment conducive to learning which fosters intellectual inquiry, is supportive of the individual learner, values diversity, encourages commitment to lifelong learning, and provides for the development of the individual student.

PURPOSE STATEMENTS OF THE DIVISION OF NURSING

1. Provide a learning environment with appropriate organizational structure and resources to fulfill the mission of MCC.
2. Attract and retain qualified traditional and non-traditional students from culturally diverse populations for completion of the Practical Nursing Certificate or the Associate Degree in Applied Science in Nursing.
3. Provide an environment that supports and enhances the educational program and fulfills the individual student’s learning needs.
4. Provide the student with the opportunity to develop new knowledge and skills through educational access by articulation among multiple levels of nursing education.
5. Provide an environment that encourages students to be accountable for personal and professional growth through active participation in professional organizations and community activities.
CONCEPTUAL FRAMEWORK

The environment is the realm in which the interaction between the nurse and the individual occurs. The environment is dynamic, ever-changing. Nursing is cognizant of the environment and the impact it has on the relationship between the nurse and the individual.

Nursing utilizes the skills of critical thinking and the nursing process, and the knowledge of legal/ethical issues to deliver care to an individual in a professional manner. The link between the nurse and the individual is communication.

The individual brings to the relationship basic needs: biological, psychological, social and spiritual. Nursing must individualize care to meet those basic needs, incorporating the individual’s cultural background and developmental stage. Nursing, within the environment in which the relationship is operating, utilizes the individual’s own knowledge, strength, and will to assist the individual to independence, restoration, maintenance, or peaceful death.

Internal and external forces are present in all aspects of the relationship, arising from the environment or being inherent in the nurse or the individual. These forces influence the relationship and the interaction with the environment.
OBJECTIVES OF THE PRACTICAL NURSING PROGRAM

LEVEL 1
(first semester)

1. Identify the principles of growth and development in providing age appropriate nursing care.
2. Recognize cultural and ethnic differences when planning care.
3. Demonstrate basic client care organized according to Maslow’s hierarchy of needs throughout the health-illness continuum.
4. Describe the impact of the environment in providing care throughout the health-illness continuum.
5. State the role of the Practical Nurse in the health care delivery system.
6. Explain the nursing process as a framework for data collection, diagnosis, planning, implementation and evaluation in providing client care.
7. Apply basic concepts of scientific knowledge to provide the rationale for nursing actions.
8. Utilize verbal and written skills to communicate pertinent information.
9. Discuss legal/ethical guidelines in the provision of basic nursing care.

LEVEL 2
(2nd and 3rd semesters)

1. Apply the principles of growth and development when providing age appropriate nursing care.
2. Use cultural and ethnic data when planning nursing care.
3. Organize client-centered care according to Maslow’s hierarchy of needs throughout the health-illness continuum.
4. Differentiate between internal and external environmental factors that impact the provision of care throughout the health-illness continuum.
5. Demonstrate responsibility and accountability for continued development as a professional person.
6. Analyze the effectiveness of the nursing process in the delivery of health care to clients/families throughout the life cycle.
7. Relate the principles of the arts and sciences to the provision of nursing care.
8. Demonstrate therapeutic communication techniques when interacting with clients/families and the multidisciplinary health care team.
9. Integrate ethical and legal standards into the practice of nursing.
OBJECTIVES OF THE ASSOCIATE DEGREE NURSING (ADN) PROGRAM

LEVEL I
(100 level courses)

Upon completion of Level I, the student will:

1. Recognize the significance of principles of growth and development in providing age-appropriate nursing care.
2. Respect cultural and ethnic differences when planning care.
3. Provide basic client care organized according to Maslow’s hierarchy of needs throughout the health-illness continuum.
4. Identify the impact of the environment in providing care throughout the wellness-illness continuum.
5. Describe the role of the Associate Degree Nurse in the health care delivery system.
6. Utilize the nursing process as a framework for data collection, assessment, diagnosis, planning, implementation and evaluation in providing client care.
7. Utilize basic concepts of scientific knowledge to provide rationale for nursing actions.
8. Utilize verbal and written skills to communicate pertinent information.
9. Discuss legal/ethical guidelines in the provision of basic nursing care.

LEVEL II
(200 level courses)

Upon completion of Level II, the student will:

1. Analyze concepts and principles of growth and development when providing age-appropriate nursing care.
2. Integrate cultural and ethnic data when planning nursing care.
3. Prioritize client-centered care according to identified basic needs.
4. Analyze the impact of internal and external environmental factors on the provision of care throughout the wellness-illness continuum.
5. Demonstrate responsibility and accountability for continued development as a professional person.
6. Evaluate the effectiveness of the nursing process in the delivery of health care to clients/families throughout the life cycle.
7. Integrate principles from an expanding body of knowledge to assist individuals in promotion, maintenance and restoration of optimal health and independence whenever possible or a peaceful death.
8. Demonstrate therapeutic communication techniques to establish and maintain relationships with clients/families and the multidisciplinary health care team.
9. Integrate ethical and legal standards into the practice of nursing.
COURSE DESCRIPTIONS

LEVEL 1 – PRACTICAL NURSING PROGRAM

PNUR 100 – PERSONAL AND VOCATIONAL CONCEPTS
An introduction to the role of the student in the program and the role of the practical nurse, including history, nursing trends, health care teams and health care delivery systems. The impacts of social, cultural, ethnic and spiritual issues on health care as well as ethical and legal responsibilities are presented.

PNUR 103 – FUNDAMENTALS OF PRACTICAL NURSING
The Fundamentals of Practical Nursing course introduces the student to the role of the practical nurse in the provision of basic nursing care to diverse populations across the life span. Professional communication, critical thinking, theory concepts, the nursing process and evidenced based practice are taught. Clinical experiences allow the learner to apply knowledge and skills introduced in the lab and classroom. The concepts introduced and incorporated into the care of individuals are basic, needs, biological, nutrition, psychological, social and spiritual, hygiene, physiological functioning, safety, cultural diversity, societal influences, developmental states and principles of teaching/learning.

PNUR 110 – PHARMACOLOGY
Introduction of basic pharmacology information for safe administration of medications by the practical nurse. Calculating accurate dosages for safe administration of medications and understanding the legal and ethical responsibilities related to medication administration is required. Drug classifications, common drugs to each class, usual dosage, and mechanism of action, side effects, contraindications, cautions, nursing implications and patient educational needs are presented.

LEVEL 2 – PRACTICAL NURSING PROGRAM

PNUR 128 – MENTAL HEALTH NURSING
Basics for understanding mental illness and its treatment, nursing theory, therapeutic modalities and clinical applications for the major DSM IV-TR disorders will be presented. The role and functions of the LPN (guided by scope of practice & standards) in addressing a client’s psychosocial needs in mental health practice settings will be introduced. Assessment, therapeutic communication, nursing approach and pharmacologic interventions will be emphasized. Clinical component of course allows student opportunity to develop a skill set to use in diverse practice settings to meet client needs.
PNUR 132 – THE CHILDBEARING FAMILY
The course is an introduction to maternity and pediatric nursing. Prenatal development, prenatal care, nursing care during labor and birth with a focus on the family after birth is integrated into the course. Nursing care using basic nursing skills in caring for the term, preterm and post-term newborn in included in the course and clinical components. Care of the hospitalized pediatric client and health care adaptations for the child and family is taught. Common pediatric disorders, illnesses and diseases are reviewed by body systems. Medication administration and pediatric dosage calculations are incorporated. The clinical component allows the student the opportunity to further develop nursing knowledge using evidence based practice, assessment skills, self awareness, and demonstrate competency of nursing care.

PNUR 136 – VENOUS ACCESS AND INTRAVENOUS INFUSION
Venous Access and Intravenous Infusion course will prepare the student practical nurse to perform limited intravenous fluid therapy treatment using the knowledge, skills, and competency required to perform such therapy safely and in accordance to Missouri Rule 4.

PNUR 138 – NURSING OF THE ADULT 1
This course prepares the student to care for the adult client with needs ranging from simple to complex in a variety of settings. This course teaches nursing related to the body systems of respiratory, cardiac, special senses, urinary and musculoskeletal. Common diseases and disorders of each system along with the etiology, pathophysiology, clinical manifestations, medical and pharmacological management, and nursing management are emphasized. The nursing process and critical thinking are utilized to identify nursing problems, patient/client goals, planning, intervention and evaluation that meet the patient/client needs.

PNUR 144 – NURSING OF THE ADULT II
This course prepared the student to care for the adult client with needs ranging from simple to complex in a variety of settings. This course teaches nursing related to the body systems of endocrine, neurological, gastrointestinal, reproductive and integumentary. Common diseases and disorders of each system along with the etiology, pathophysiology, clinical manifestations, medical and pharmacological management, and nursing management are emphasized. The nursing process and critical thinking are utilized to identify nursing programs, patient/client goals, planning, intervention and evaluation that meet the patient/client needs.

PNUR 146 – LEADERSHIP
This course focuses on leadership principles needed for the practical nurse (PN) to function in an effective manner in the leadership role. Concepts and theories of leadership, communication, group process, legal responsibilities, ethical issues, decision-making, cultural competence and health care trends will be discussed.
LEVEL 1 – ASSOCIATE DEGREE NURSING PROGRAM

RNUR 115 – PROFESSIONAL TRANSITION
This course facilitates the transition of the Licensed Practical Nurse to the role of Associate Degree Nurse and includes professional and legal/ethical issues. Concepts covered in the course include: nursing process, physical assessment, teaching-learning principles, group dynamics, cultural/ethnic issues and critical thinking. Community health concepts will be introduced and previously learned nursing content.

RNUR 126 – FUNDAMENTALS OF PROFESSIONAL NURSING
This course is taken in the first semester of the associate degree-nursing program. The student will acquire knowledge fundamental to the development of basic skills and attitudes essential for the practice of nursing. The principles of physical, biological, behavioral sciences and nursing theory serve as the foundation. The fundamental principles of health assessment are also a part of this course. This first clinical laboratory course is designed to introduce the student to the role of the professional nurse in meeting basic needs common to all clients. Students are prepared to establish the nurse-client relationship through communication skills. Planned clinical experience is designed to allow the student to utilize the nursing process to deliver safe, individualized nursing care according to legal/ethical guidelines.

RNUR 131 – ESSENTIAL NURSING CONCEPTS
This course must be taken concurrently with Fundamentals of Professional Nursing in the first semester of the program and presents the concepts underlying the nursing curriculum. The course provides a basis for beginning nursing practice, introducing the student to nursing as profession with its component parts: professionalism, health care delivery systems, the health care team and legal/ethical issues. The student is introduced to communication theory, the hierarchy of basic needs, developmental theories, the impact of culture and ethnicity on health practices and the nurse-client relationship. Competency in calculation of medication dosages will be required.

RNUR 134 – MENTAL HEALTH NURSING
This course is based on the belief that mental health nursing is an integral part of all nursing. It builds upon the foundation of basic knowledge of human behavior that the student receives from the field of psychology. The student will acquire a basic knowledge of the causes, treatment, and prevention of mental disorders across the lifespan including the impact of environmental forces. Ethical/legal concepts are integrated throughout. Emphasis is placed on application of therapeutic communication techniques, psychiatric assessment skills, and the nursing process. The impact of the therapeutic environment upon the treatment of specific psychiatric populations across the lifespan will be presented.
RNUR 138 – NURSING CARE OF WOMEN & NEONATES
This is a sixteen-week nursing course focusing on nursing care of women and neonates. The course is designed to provide a holistic view of women and their health-related self-care practices. While major emphasis is placed upon providing experiences in meeting the basic needs of the family during the childbearing years, women’s changing health care requirements throughout her lifetime are also addressed. Communication with women, mothers, and significant others is emphasized. Developmental tasks of the neonate, adolescent, and adult are identified. The nursing process is utilized in the clinical setting to determine needs and related interventions for childbearing women, neonates, and support systems. Emphasis is placed on incorporating teaching-learning needs as part of the plan of care for the culturally diverse family.

RNUR 141 – ADULT NURSING I
Adult Nursing I is the first of three medical-surgical nursing courses and builds upon the basic nursing content and skills learned in Fundamentals of Professional Nursing and Essential Nursing Concepts. Gerontological concepts are presented along with selected medical-surgical problems associated with this population. The nursing process will serve as a framework to integrate the concepts of legal-ethical issues, culture and ethnicity, developmental stages/tasks and communication. Emphasis is placed on identifying physiological and psychological changes of clients aged 65 and older.

LEVEL II – ASSOCIATE DEGREE NURSING PROGRAM

RNUR 234 – CHILD-CENTERED NURSING
This third semester clinical laboratory nursing course is designed to introduce the student to the role of the professional nurse in promoting health care in children and their families. Nursing care will be provided in primary, secondary and tertiary settings. This course stresses the uniqueness of each child and the family unit. Communication is employed to assist the child and family in health maintenance with the goal of independence and autonomy of function. The nursing process will be used as the interactive tool linking all aspects of care for culturally diverse clients and their families. Developmental stages/tasks will be stressed in assisting the family unit toward health maintenance.

RNUR 238 – ADULT NURSING II
Adult Nursing II is the second of three medical-surgical nursing courses and is the first with a clinical component. This course allows students to utilize previous nursing concepts as they apply their skills to clients in a variety of secondary and tertiary settings. Students assume professional nursing roles in meeting basic needs by demonstrating skills in: communication, critical thinking and the nursing process. Students interact with culturally/ethnically diverse clients and integrate legal/ethical issues into the plan of care. Content regarding medical-surgical disease processes is continued, giving the student the basis of knowledge to assist the client to reach optimal status on the health-illness continuum.
RNUR 244 – ADULT NURSING III
This is the final of three adult nursing courses and is designed to prepare the student to transition to the role of the professional nurse. Students will expand their knowledge of therapeutic communication and skills related to health care technology. Concepts from previous nursing courses are integrated to provide comprehensive nursing care to select adult clients and their families experiencing multisystem failure/trauma. Student use the nursing process to organize and manage care in conjunction with other health team members. Critical thinking, developmental stages, cultural/ethnic diversity, and legal/ethical issues are implemented in the care planning process. Clinical laboratory practice occurs in primary, secondary, and tertiary settings with diverse client populations. A community health nursing experience is incorporated in theory and clinical practice.

RNUR 230 – LEADERSHIP/MANAGEMENT/TRENDS
This fourth semester course will focus on leadership and management principles necessary for the professional nurse to function in the leader/manager role. Professional responsibilities are delineated. Changes in health care delivery systems are discussed as well as other issues and trends. Concepts and theories of leadership, management, communication, group process and decision-making care are examined.
STATEMENT OF SAFE PRACTICE

The student is accountable to the client, client's family, Division of Nursing, MCC-Penn Valley, MCC Code of Student Conduct, the clinical agency, the State Nurse Practice Act, Code of Ethics, Code of Academic and Clinical Professional Conduct, and professional standards of practice.

Society holds nursing students to the same standards of practice as any reasonably prudent professional nurse. Students are granted the privilege of practicing professional nursing under the supervision of a licensed faculty member who is licensed in the State of Missouri.

Students are expected to uphold the duty of care and not expose clients to unnecessary risks. A safe practitioner knows limitations and functions within their scope of practice.

Unsafe nursing practice is any act of omission or commission that could lead to harm or jeopardize the safety or well-being of the client. Any practice that does not conform to what a reasonable and prudent nurse in the same situation would do is considered unsafe.

Excerpt from Collegiate Nurse Educators of Greater Kansas City; Kansas City Area Nurse Executives, Copyright 2007.

National Patient Safety Goals

Most clinical agencies are under the jurisdiction for safe practice as set forth by their accrediting body, Joint Commission of the Accreditation of Hospital Organizations (JCAHO). JCAHO has identified nine national patient safety goals. It is the student’s responsibility to understand how these recommendations are being implemented in clinical settings as they related to their role as a student.
NFLPN Nursing Practice Standards for the Licensed Practical Nurse

The National Federation of Licensed Practical Nurses, Inc. (NFLPN) is the official organization of licensed practical/vocational nurses. As such, the organization is responsible for determining the standards of practice and the ethical principles with which the group should perform. The code of ethics, revised in 1979, establishes the responsibilities for conduct in the profession.

Code of Ethics

1. Know the scope of maximum utilization of the LP/VN as specified by the nursing practice act and function within this scope.
2. Safeguard the confidential information acquired from any source about the patient.
3. Provide health care to all patients regardless of race, creed, cultural background, disease or lifestyle.
4. Uphold the highest standards in personal appearance, language, dress, and demeanor.
5. Stay informed about issues affecting the practice of nursing and delivery of health care and, where appropriate, participate in government and policy decisions.
6. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.
7. Accept responsibility for membership in NFLPN and participate in its efforts to maintain the established standards of nursing practice and employment policies which lead to quality patient care.
ANA Code for Professional Nurses

Nursing is regarded as one of the most ethical of all professions. The concern for the sick, injured and vulnerable and the social justice in providing care for all individuals and the community is embedded in nursing practice. Nurses act to change those aspects of social structures that detract from the health and well being of individuals, families, groups and communities. Nurses are expected to adhere to the ideals and moral norms of the profession and to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing uses self-reflection to monitor the behavior of all members of the profession. A code of ethics makes the goals, values and obligations of the profession explicit to societal members, both inside and outside the profession.

The following Code of Ethics developed by the American Nurses Association (ANA), the office organization representing professional nurses (RNs), has these purposes:

- Identifies the ethical obligations and duties of all who enter and practice the nursing profession
- Presents non-negotiable ethical standards
- Expresses nursing’s understanding of the commitment to society

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
ANA Code for Professional Nurses, continued

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

From: American Nurses Association (2001)
Code of Academic and Clinical Professional Conduct

As a MCC-Penn Valley student in the Nursing Program, I will:

1. Actively promote and encourage the highest level of legal and ethical principles in academic and clinical situations.
2. Strive for excellence in all aspects of academic and clinical performance.
3. Promote life-long learning and constantly strive to improve the quality of nursing care.
4. Maintain and promote integrity, truthfulness and honor in the performance of all academic and clinical responsibilities.
5. Treat others with respect in all areas of the clinical and academic setting.
6. Promote an environment in the classroom and clinical setting that facilitates learning.
7. Cooperate in every reasonable manner with the academic and clinical facility and clinical staff to ensure the highest quality of patient/client care and use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
8. Advocate for the rights of all patients/clients.
9. Provide care to clients in a reasonable, compassionate, considerate, knowledgeable, safe, and professional manner.
10. Refrain from performing any technique or procedure, including medication administration, for which I am unprepared by education or experience and/or without faculty or preceptor approval.
11. Accept the moral and legal responsibility for my actions.
12. Uphold a professional image and reputation as an MCC-Penn Valley Nursing Student by supporting the mission, vision, and core values of the Nursing Program in postings on a social networking site. Be cognizant that all social networking sites are public domain and what you as a student post can have legal, professional, and/or employment ramifications.
13. Refrain from misrepresenting my position as a nursing student.
14. Refrain from any action or omission of care on campus or in the clinical setting that creates unnecessary risk of injury to self or others.
15. Hold in confidence any information regarding patient care as designated by HIPAA.
17. Serve all patients/clients impartially and accept no personal compensation from those entrusted to my care as a nursing student.
18. Always communicate academic and clinical information in a truthful and accurate manner.
Code of Academic and Clinical Professional Conduct, continued

19. Refuse to engage in unauthorized research.
20. Abstain from the use of alcoholic beverages, narcotics or illicit/controlled substances in the academic and clinical setting.
22. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
STUDENT BEHAVIOR

1. Students at MCC-Penn Valley are subject to the policies of Metropolitan Community College as set forth in the MCC Student Handbook and in the Student Right to Know, Campus Security and Compliance Report.

2. In some instances the Nursing Division policy is more stringent than the MCC policy. These differences are required to meet clinical agency policies and for potential student success on the licensure exam.

3. No smoking is allowed in any MCC-Penn Valley building or on the College grounds. Students who violate the no smoking policy will be subject to the “Code of Student Conduct” as outlined in the Metropolitan Community college Student Handbook and Catalog. For assistance with smoking cessation, contact The Missouri Tobacco Quit Line, 1-800-784-8669 or www.tobaccofreenurses.org

4. Clinical facilities are smoke-free campuses. Students will not be able to smoke during clinical hours.

5. Building policy states that students will not eat in the classroom. Water in sealed containers only is acceptable in the classroom.

6. During clinical hours, students must remain at the clinical facility for the duration of the clinical experience.

7. This program requires a dedication to learning. Disruptive and/or unruly students will not be tolerated.

8. Cell phones in all educational settings (classroom, clinical, Virtual Hospital, Skills Lab, Computer Lab) are to be on silent mode. The phone is to be left in the student’s bag or backpack and accessed only during breaks. Texting is not allowed during class or any designated clinical time. Pagers are allowed for emergencies only and must be kept on silent mode. Cells phones and pagers are not to be accessed during testing.

9. Children are not allowed while the nursing student is involved in learning activities.

10. Students will not be allowed to accept visitors to the clinical site during the assigned clinical times.

11. Students requiring accommodations for testing will be required to schedule their test before or at the same time as the test is administered to the class as a whole.

12. Students are expected to be prepared for class and clinical experiences. Pens, notebooks, textbooks and assigned objectives are necessary equipment for success in the classroom. Clinical supplies insure safe patient care. The student is expected to do all assignments PRIOR to the time that class or clinical experience starts.
GRADING

1. The grading policy of the Nursing Program conforms to the policy established by MCC-Penn Valley with the following modification:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>84-91</td>
</tr>
<tr>
<td>C</td>
<td>75-83</td>
</tr>
<tr>
<td>D</td>
<td>66-74</td>
</tr>
<tr>
<td>F</td>
<td>65 or below</td>
</tr>
</tbody>
</table>

2. Grades will be computed using a point system as outlined in the course syllabus.
3. Students must maintain a “C” (75% or higher) average for successful completion of each course to remain in the program.
4. For courses with both a theory and clinical component, students must achieve a “C” average in the theory portion and complete the clinical portion of the course with a satisfactory evaluation.
5. Clinical practicum is graded either “satisfactory” or “unsatisfactory”. The student must attain a satisfactory rating on all elements of the clinical evaluation tool.
6. Students will receive an unsatisfactory for the clinical practicum if an unsatisfactory rating is received on any element of the clinical evaluation tool.
7. Students failing to achieve a minimum “C” for the theory or a satisfactory for the clinical component must repeat both portions of the course.
8. Re-enrollment for courses being repeated will be on a space available basis. A failure of two (2) courses will mean a student will not be able to re-enter the program for two (2) years.
9. A failure of two (2) courses will result in the student being required to complete the admission process. If the student is admitted for a second time and consequently is unsuccessful, they are not eligible for readmission.

TESTING

1. Students are expected to take scheduled quizzes and tests. Students are responsible for contacting the instructor prior to missing a scheduled quiz or test. Failure to do so will result in a zero (0) for the missed quiz or test.
2. Students failing to make-up a quiz or test as scheduled will receive a zero (0) for the quiz or test.
3. Make-up quizzes or tests may be constructed in any format (written, essay, oral) and may differ from the originally scheduled quiz or exam. Make-up quizzes and tests are expected to be completed within one (1) week of the scheduled quiz or test.
4. Make-up quizzes and tests must be taken in the Penn Valley testing center.
5. Students may not make-up pop quizzes.
6. Five (5) points will be deducted from the test score for those students arriving late to a test.
7. Students late for quizzes may complete the quiz using the remaining time allotted for the quiz.
8. Final grades must be a 75% average to pass the course with a “C”.
9. Final grades of less than absolute 75% will not be rounded up. If the average is 74.9% it will mean the grade will be a “D”.
10. Test review will occur at a time designated by faculty after quizzes or tests are graded. No hard copy of quizzes, tests, or scantrons will be available during reviews. Students must also put away drinks, text books, computers, cell phones, pencils and pens during test review.
11. Students who want to review the quiz, test or scantron must make an appointment with the faculty during office hours. The student must also justify disputed question(s) with rationale &/or source(s) in writing.

STUDENT ASSESSMENT - ATI

A systematic program of mandatory assessment (testing) and feedback is required throughout the Practical Nursing Program and Associate Degree Nursing Program. This program, Assessment Technologies Institute (ATI), helps strengthen the student’s knowledge base and prepares the student to take the licensure exam (NCLEX). Each semester books, and online assessments that reflect the course content will be provided. Toward the end of each semester, a proctored assessment will be given, with the schedule for testing being announced in each individual course. Students will be assessed the cost of this total program of self review, self assessment, proctored testing, remediation and reassessment. Charges for ATI will be payable in semester installments and will be due at the time of payment of fees each semester.

1. Students are given the ATI books, and assessment ID’s and passwords for completing the self assessment practice exams at the beginning of each course for which there is an ATI component.
2. The student is responsible for reviewing the ATI books, and completing the practice exam on their own time. The practice exams are online and can be taken multiple times with access to review rationales for the answers. The student will find that there is information in ATI materials that is never covered in class. Nursing curricula can never hope to cover all disease processes and nursing care, thus this process mirrors what the student may experience on NCLEX in confronting unknown material.
3. Students must finish the practice exam by 1700 hours the evening before the proctored exam is to be given. A minimum of 75% must be obtained on this online practice exam for the student to be allowed to take the required proctored exam.
4. Students who fail to complete the practice exam by the designated time will still be required to complete the practice exam with a 75% or above but must reschedule to take the proctored exam and will be assigned a maximum of ten (10) points for achieving a Level 1 or higher.
5. All students are required to complete the ATI exam(s) assigned to a course. Failure to do so will result in the student receiving an incomplete for the course.
6. The proctored exams are called Content Mastery Assessments and are scored by levels. This exam is a required course assignment and carries the following point distribution:
   a. Level 1 Proficiency (lowest acceptable level) = 15 points
   b. Level 2 Proficiency = 17 points
   c. Level 3 proficiency = 20 points
7. Failure to reach the required Level 1 Proficiency benchmark will require the student to complete remediation and retake a Content Mastery Assessment.
8. Remediation always includes practice with a second online assessment with a minimum of 75% as the "ticket" to enter the retake on the Content Mastery Assessment. Remediation may also include other items as designated by the instructor for the course.
9. If the student achieves a Level 1, 2, or 3, proficiency on the retake, 15 points will be given.
10. Failure to achieve a minimum of Level 1 Proficiency on the retake will result in the student receiving zero points.
11. Students failing to take the retake test during the designated testing time will receive a zero.
12. Attendance on the scheduled exam day is required.
13. If the student is tardy to the exam, the student will not be allowed entry into the testing site and must reschedule to take the test in the MCC-Penn Valley Testing Center. Five (5) points will be deducted from the student’s test score.
14. A “no call, no show” to the scheduled exam will result in zero (0) points assigned for the exam. Students must still schedule to take the exam in order to complete the course and continue in the program.
15. During the last semester of the program, the student will take a Comprehensive Predictor Assessment to help determine each student’s preparedness for the NCLEX and to identify areas of deficiency in content.
16. The scores on the Comprehensive Predictor assessment are given in both raw percentages and in “Percentage probability of passing the NCLEX on the first attempt”. The student must attain a 91% “probability of passing the NCLEX on the first attempt”. If this benchmark is not met, remediation is assigned utilizing ATI’s review modules and practice assessments. Upon providing proof of remediation, a second Comprehensive Predictor Assessment is given.
17. The student will receive an incomplete on their transcript for the course, during which the comprehensive predictor is scheduled, until remediation and the second comprehensive predictor assessment are completed. This may delay the processing of the graduate’s application to the Board of Nursing to take the NCLEX.
18. All exams are timed to simulate NCLEX exam. The student should note the amount of time for testing on the computer and should pace their testing to ensure completion of the exam.

19. Each proctored exam has embedded practice questions that are non-scored and are used for statistical evidence regarding the validity of the test question. These questions may be used for inclusion on future ATI exams. This also simulates NCLEX exam.

Evaluation/Progression

1. Written evaluations are done at intervals during clinical and at the end of the clinical rotation for all students.

2. To progress to the next semester, the student must have completed all required courses of the curriculum, both nursing and general education, in the current semester with a minimum grade of “C”.
ATTENDANCE

1. Clinical absences for any designated clinical activity in a course, including simulation and orientation to the clinical institution/clinical area, are not allowed. If an absence occurs, the student will be put on probation (written warning). The absence is subject to validation, and make-up will entail written and/or clinical assignments at the discretion of the clinical instructor. A second absence will result in an unsatisfactory clinical evaluation and failure of the course.

2. The student must call the appropriate person to report an absence or tardy prior to the scheduled learning activity.

3. The clinical instructor and clinical institution must know in advance if the student is not going to be present to care for assigned patient(s). Information is given in orientation to the clinical unit about how to contact the instructor regarding absences or tardies. Failing to notify the instructor as directed violates professional behavior standards.

4. If the student will be tardy to the clinical experience, the student must call the instructor prior to the scheduled start time. If the student fails to call the instructor prior to the scheduled start time for the clinical activity, this will be considered a “no call, no show” absence and designated as an automatic clinical failure.

5. With proper notification regarding the tardy, the student is allowed a ten (10) minute grace period. If the tardy is greater than ten (10) minutes, the student is placed on probation (written warning). The second time the student accrues a tardy in any clinical experience during the same semester, the student will again be given written notification (probation) with the designation that these two tardies constitute an absence and must be made up with a comparable activity or clinical equivalent as deemed appropriate by the instructor. The third tardy to clinical experience within the same course will be considered an automatic clinical failure.

6. The student should not report to the clinical setting with any illness that can be transmitted to clients.

7. In case of an extended illness, the Program Coordinator should be notified. A release from the student's physician will be required before the student returns to school. When absenteeism interferes with the student's achievement of clinical or classroom activities, the student may be required to repeat the course. Such a circumstance will be evaluated on an individual basis.
8. District regulations state that an instructor may withdraw a student from class after two weeks of consecutive absence or after 33 percent of the total amount of class sessions during a semester have been missed (MCC Student Handbook). Consistent attendance in lectures is believed by the Nursing Faculty to be paramount to learning in professional nursing, thus the College policies will be enforced.

9. Funding by various agencies may be contingent upon attendance. Students on financial aid may have their eligibility for financial aid impacted by poor attendance.

10. **Snow Policy.** In the event weather conditions affecting the roadways that occur prior to the time of a campus wide announcement about possible school closures, the following policy will be in place for students preparing to attend clinical experiences.

   a. A late start will be implemented if the public schools in the same school district as the clinical facility are closed.

   b. Clinical experiences for late start will begin at 8:00 a.m. if the college does not cancel classes.
WITHDRAWAL

1. Official withdrawal should be initiated in the Nursing Division Office.
2. Withdrawal from nursing courses for personal reasons, with passing grade, may be made without penalty. Re-enrollment will be on a space available basis.
3. The student withdrawing for health reasons must submit a written confirmation of physical and/or mental wellness from the consulting physician to the Program Coordinator to be considered for readmission.
4. The withdrawal failing option may be used only one time within the total nursing curriculum.
5. No more than one nursing course in the total nursing program may be repeated.
6. A student who withdraws from a nursing course is assessed either a “passing” or “failing” grade. The assessment of the pass/fail designation applies to either theory or clinical. If a “fail” grade is assessed for withdrawal prior to the College drop date, a “W” will appear on the official transcript. However, a “fail” designation is recorded for the course in the Nursing Division Office. If a “fail” grade is assessed for a withdrawal after the College drop date, an “F” will appear on the transcript and a “fail” will be recorded in the Nursing Division Office for the course. A subsequent failure of a nursing course or withdrawal from a nursing course with a failing grade will result in dismissal from the Nursing Program. If a student withdraws from a course in which he/she has been placed on clinical probation which has not been resolved in a satisfactory manner, the student will be considered to have failed.
7. If a student withdraws from the program and does not re-enroll within two years, the student must reapply for admission to the program.
8. If a student does not plan to enroll in a nursing course as scheduled in the curriculum plan, he or she must notify the Nursing Division Office as soon as possible indicating in writing the reason for interrupting his or her enrollment and the semester he or she wishes to be considered for reinstatement. Students who do not enroll as scheduled will be removed from the roster of students eligible for continuation in the Nursing Program.
PROBATION

1. If the student’s academic average falls below 75% at any time during a nursing course, that student is considered to be on theory probation. Written notification of academic probation is given at midterm. Satisfactory completion of the course nullifies the theory probation. In order to continue with the prescribed order of courses in the nursing program, the student must complete the course with a “C” or better.

2. Students are expected to follow the Standards of Student Conduct as set forth in the academic policies of Metropolitan Community College and for the Nursing Division. Non-course related probation may be initiated for lack of compliance with any of those stated standards. Grounds for non-course related probation shall include, but not be limited to, the following:
   a. Disruptive behavior
   b. Illicit activities
   c. Dishonest behavior

3. Non-course related probation remains with the student for the duration of the program. Non-course related probation a second time during the nursing program will result in dismissal.

4. Clinical probation may be initiated at any time during a course. Grounds for clinical probation for students shall include, but not be limited to, the following:
   a. Insubordination
   b. Conduct potentially detrimental to the safety of clients, clinical facilities staff, college faculty or staff, or other students
   c. Unsatisfactory clinical performance as determined by college faculty
   d. Attendance related

5. A clinical probation notification form will be given to the student for either non-course related probation or clinical probation and will define the problem areas to increase student awareness of the problem(s) and to allow the student the opportunity to improve performance in the areas in which he or she is deficient.
Probation, continued

6. If a second probation is merited for the same clinical deficiency in the same clinical rotation, the student is deemed unsatisfactory and will fail the clinical portion of the course.

7. Once placed on clinical probation, the student remains on clinical probation for the duration of the course. Successful completion of the clinical portion of the course removes the student from clinical probation.

8. Repeated clinical probations throughout the program in multiple courses for the same type of behavior may result in dismissal.

DISMISSAL

1. In addition to grounds specified in the Code of Student Conduct, grounds for dismissal shall also include, but not be limited, to:

   a. failure to provide safe nursing care
   b. failing any second nursing course or a second failure in the same course
   c. failing two nursing courses in a given semester
   d. non-course related probation a second time

SUSPENSION

1. A student is subject to suspension and/or clinical failure if denied clinical practice privileges by the particular clinical facility. While the Chairperson will attempt to secure substitute clinical placement for any such student, there is no guarantee that the Chairperson will be able to secure another clinical site and/or experience.

2. A student reporting to class or clinical whose behavior indicates potential impairment from alcohol and/or drugs will be suspended pending review by the Dean of Students.

3. Unsafe practice that has the potential for harm to the patient or others could result in suspension from clinical. If suspension occurs, the situation will be reviewed by the Division Chair and a decision will be made regarding the student's continued progression in the course.
DRUG FREE WORKPLACE, CAMPUS AND COMMUNITY
Drug Screen Policy

MCC-Penn Valley (the “College”) is committed to maintaining high standards in all programs, including its Allied Health and Nursing Education and Practice programs. Safe practice requires efficient, reliable, and unimpaired student performance at all times, including in the classroom and in clinical settings. Students are required to perform all education related activities in appropriate mental and physical condition. Being under the influence of illegal drugs or alcohol is not only in violation of MCC’s Student Conduct Code, but it also poses serious safety and health risks to the user and to all persons who come in contact with him/her.

As discussed below, clinical affiliation sites may require students to complete drug screening before they will be placed in the clinical setting, and some clinical sites may also require drug screening, with or without cause, during the course of the clinical placement.

As provided below, you may also be asked to complete a drug test according to individual program requirements and/or MCC policy. MCC-PV has adopted the Federal Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989. The policy is one of zero tolerance. The Code of Student conduct imposes disciplinary sanctions for the use, possession, or distribution of alcoholic beverages and the illegal use, possession or distribution of drugs and controlled substances on MCC premises or at any MCC sponsored activity. A positive drug test may be cause for dismissal from an Allied Health or Nursing program as well as from the College. Additionally, a positive drug test may cause you to be excluded from all clinical sites and may also preclude you from taking state licensure examinations.

MCC Testing Criteria, Cost and Sanctions

Any Allied Health or Nursing student who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be required to submit to drug testing. While the Dean's decision to refer a student for drug testing shall be reasonable under all the circumstances, things upon which the Dean may base his/her determination to require drug testing may include, but are not limited to:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations suggesting that the student is under the influence of a drug and/or alcohol.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work.
- Information that a student has caused or contributed to an accident, or near accident, that resulted in personal injury, including death, to a patient/client, fellow student, MCC or clinical site employee or any other person.
- The student’s conviction, being judged guilty of or pleading nolo contendere to a drug, alcohol or controlled substance infraction in a federal or Missouri state court, including municipal and magistrate courts, or in court of any other state having appropriate jurisdiction.
Drug Screen Policy, continued

Any Allied Health or Nursing student who is referred for testing shall be responsible for the costs of such testing.

Any student who tests positive for alcohol and/or unlawful drugs or controlled substances for which he/she cannot produce a valid and current prescription is subject to removal from his/her clinical rotation, resulting in his/her inability to complete the program requirements and the consequent removal from the program. In order to uphold the importance of due process, the student in question shall have the right to a full and fair hearing, including the right to present witnesses and evidence on her/his behalf, before the imposition of any such internal program sanction. Of utmost importance is the well-being of patients (if involved). In addition to program sanctions, the student may be suspended or expelled from the College for violation of the Student Conduct Code.

Clinical Site Testing, Sanctions and Cost

As noted above, in addition to MCC-PV testing and potential sanctions, clinical sites impose their own requirements for drug and alcohol testing. Clinical facilities are, like MCC-PV, committed to providing a safe environment in order to protect their patients, residents, employees and visitors; to provide the highest level of service; and to minimize the potential for accidents and injuries. Therefore, many of the clinical contracts between MCC-PV and the hospitals, clinics, and other clinical sites and facilities at which MCC-PV places its students for clinical rotations mandate that MCC-PV allied health and/or nursing students complete and pass a drug screen prior to being admitted into the facility for clinical rotations. Other clinical sites require random drug and/or alcohol screening for allied health and/or nursing students.

Apart from a student’s internal due process rights, which, as noted above, address the rights of the student vis-à-vis MCC-PV sanctions, the refusal of a student to submit to a clinical site’s initial drug screen or to random testing may result in the student’s inability to do or to conclude clinical training at the clinical site. Likewise, a positive test may result in the student’s immediate removal from the clinical site.

The cost for a drug screen may be covered by the clinical facility. If not, the student is responsible for the cost.
VIRTUAL HOSPITAL

1. As a component of clinical experience, most clinical nursing courses have simulation experiences in the Virtual Hospital at HSI.

2. Each course with simulation assigned, schedules their own scenarios as appropriate to the course.

3. Participation in the Virtual Hospital is required and the expectations for performance in the Virtual Hospital are the same as for all other clinical experiences.

4. Failure to meet expectations for the Virtual Hospital results in the same consequences as any other clinical experience. Feedback from the Virtual Hospital faculty may be included in the clinical evaluation for the course.

5. Requirements and expectations for student participation in the Virtual Hospital:
   a. Virtual Hospital experiences may have required assignments to be completed prior to the learning activity. This is considered preparation for clinical and is necessary in order for the simulation to be a valuable learning experience.
   b. Students arriving unprepared for the Virtual Hospital experience or with assignments incomplete will be sent home, placed on probation and given a make-up assignment that may or may not be completed in the Virtual Hospital.
   c. All students will be required to sign a Virtual Hospital confidentiality statement prior to participating in simulation scenarios.
   d. A breach of confidentiality as defined in the statement will result in the student being placed on clinical probation; a second breach of the defined confidentiality will result in clinical failure.
   e. All students participating in Virtual Hospital activities will follow the clinical dress code as defined in the Student Handbook.
   f. Students are required to bring all tools necessary for a day of patient care, (i.e., stethoscope, penlight, etc.)
   g. Arriving for the activities in the Virtual Hospital without appropriate attire or without necessary patient care equipment will result in the student being sent home, being placed on probation and subject to make-up activities as designated by the instructor.
   h. A no call, no show absence to a Virtual Hospital experience will result in the student being placed on probation and given a make-up assignment as designated by the faculty. A second no call, no show absence to any future Virtual Hospital experience will result in a clinical failure for the course in which the second no call, no show absence occurred.
   i. Students arriving late for an assigned clinical experience in the Virtual Hospital will be subject to the policy for clinical tardies (see attendance).
Virtual Hospital, continued

j. No food or drink is allowed in the Virtual Hospital.
k. No cell phones or pagers are allowed in the Virtual Hospital. Failure to comply will result in the student being placed on clinical probation.
l. The Virtual Hospital is a clinical setting. Professional behavior is expected from the students participating in the Virtual Hospital. Failure to practice professional behavior during the simulation experience will result in the student being placed on clinical probation.
m. The student is expected to provide patient care during the simulation as if he/she is a licensed professional caring for the patient.
n. Standard precautions are used just as they would be in the health care facility.

LIABILITY INSURANCE

Each student must have liability insurance as a student nurse in a Professional Nursing Program. This is obtained by MCC-Penn Valley and renewed each semester. Liability insurance fees are paid along with enrollment fees. This fee is still required even if the student has their own liability insurance.

BASIC LIFE SUPPORT (BLS)

Students must obtain Basic Life Support Certification in a course for Health Care Providers approved by the Nursing Division, to include adult (one- and two-person), infant (one-person), and child (one- and two-person).

Students must remain BLS certified throughout the nursing program. Evidence of current certification for professionals/health care providers must be provided at the beginning of each clinical lab course and must be valid for the entire semester. Only course from the American Heart Associate are acceptable. Online courses are not acceptable.
HEALTH

All Nursing students are required to provide **up-to-date** official documentation of the following via the Physical Examination Form with appropriate attachments. **Students must maintain complete health information on file in the Nursing Division Office throughout the nursing program. Failure to do so will result in the student being dropped from nursing courses in the semester in which the health information is not valid.**

1. Chickenpox (varicella) – positive IGG titer or 2 immunizations
2. TB screening on admission and annual TB testing for those having routine annual screenings or a 2 step TB screening on admission and then annual TB testing for those who have never been screened.
3. Series of three Hepatitis B vaccinations and/or positive IGG titer or signed waiver
4. Tetanus-Diphtheria – TDaP booster (cannot be over ten years old)
5. Measles, Mumps, Rubella – positive IGG titer/s or 2 immunizations
6. Copy of health insurance card or waiver
7. Color blindness screen (school will administer)
8. Chest X-ray (on admission, only for those students who have a positive TB test; annual TB assessment)

Students are advised to keep copies of all health information for their personal records. This information is subject to HIPAA regulations. Students are required to sign a “release” to any MCC-Penn Valley Nursing Program authorizing the Nursing Division to submit this information to clinical agencies upon request.

HOSPITAL COMPETENCY EXAM

The student will be required to complete the KCANE Hospital Competency Exam each calendar year.
MEDICAL EMERGENCIES AT MCC-PENN VALLEY/HSI

1. Notification

Switchboard Operator at MCC-Penn Valley

2. Information to Report

a. Exact location of injured person.
   b. Type of injury or illness.

3. Duties of Switchboard Operator

a. Notify ambulance, if necessary (911).
   b. Notify Public Safety Officer.
   c. Notify Administration.

4. Duties of Public Safety Officer

a. Secure area.
   b. Prepare incident report.

5. Hospital Emergency Room Service

a. Hospital preferred by patient.
   b. To be determined by MAST personnel.

MEDICAL EMERGENCIES AT CLINICAL SITE

Notify clinical instructor. The instructor will follow that facility's emergency situation policy and/or have the student taken to the emergency room. Students are required to either have their own health insurance or to have a signed waiver on file in the Nursing Division office stating that they are responsible for any medical costs as a result of any illness or injury incurred at the clinical site. Documentation of the incident for both the College and the Clinical Facility will be completed.

Students who experience conditions that may interfere with safe patient care must be medically cleared before returning to patient care activities in the clinical setting.

ILLNESS AND INJURY

The student is responsible for any expenses incurred due to the medical emergency involving illness or injury, including transportation to a medical facility.

If the student has any restrictions/limitations on clinical practice, these must be documented with a physician’s statement.
GUIDELINES FOR PROTECTING THE HEALTH CARE WORKER

We feel it is of utmost importance to your safety and the safety of your client that you are aware of the following precautions to exercise when dealing with blood and body fluids. As outlined by the Centers for Disease Control, standard precautions should be used in the care of ALL patients, especially including those in emergency care settings in which the risk of blood exposure is increased and the infection status of the patient is usually unknown. This mainly applies to AIDS (Acquired Immunodeficiency Syndrome), but can also apply to Hepatitis B and other blood-borne diseases.

We strongly recommend that you receive the Hepatitis B vaccine. (This would be at your own expense.)

1. All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure to mucous membranes of the mouth, nose and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

3. All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needlestick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalp blades, and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in puncture-resistant container for transport to the reprocessing area.

4. To minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
Guidelines for Protecting the Health Care Worker, continued

5. Health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

6. Pregnant health care workers are not known to be at greater risk of contracting HIV infection than health care workers who are not pregnant; however, if a health care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission. Implementation of universal blood and body fluid precautions for ALL patients eliminates the need for use of the isolation category of “Blood and Body Fluid Precautions” previously recommended by CDC for patients known or suspected to be infected with blood borne pathogens. Isolation precautions (e.g., enteric, “AFB” (7)) should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

*Human Immunodeficiency Virus

1. Centers for Disease Control: Recommendations for Prevention of HIV Transmission in Health Care Settings: MMWR; March 2, 2005 / 36(SU02);001

I have read and understand these guidelines of preventing transmission of HIV/AIDS and other blood-borne diseases to the health care worker, and I will abide by them in the clinical laboratory setting.

Signature/Date
NURSING SKILLS COLLEGE LABORATORY

Experiences are planned to provide for demonstration, practice, and evaluation of specific skills necessary to function in the hospital setting. Selected skills will be evaluated in the Nursing Skills College Lab on a 1:1 basis after the student has had an opportunity to practice. The student will be referred by faculty to the Skills Lab if additional practice is needed for any clinical skill. "Open Laboratory" hours will be posted for practice sessions. Students will sign-up for individual evaluation sessions. Students will be required to purchase a practice bag of supplies prior to the first semester class in Fundamentals of Nursing.
## STUDENT DRESS CODE

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
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| **UNIFORM**     | • ADN program - The student uniform for both male & female is an embroidered red scrub top and black pants. Female students can choose to wear a black skirt. The specific style numbers are given in orientation information. PN program – The student uniform for both male & female is a teal colored scrub top and pants.  
• The student uniform is to be clean, wrinkle free, and in good repair.  
• Plain, solid color white or black t-shirts or turtlenecks may be worn under the scrub top. |
| **UNDERGARMENTS** | Undergarments are required to be worn with the student uniform for both women and men.                                                        |
| **HOSE**        | Female students will wear plain white or neutral colored hose with the dress uniform. White or neutral colored knee-high hose may only be worn with pantsuit uniforms. White or black socks may be worn. |
| **SHOES**       | • ADN program - White or black leather nurse's shoes of choice will be worn with pantsuits. PN program – White leather nurse’s shoes are to be worn.  
• Shoes must be clean, polished, and have clean shoe strings.  
• The shoes must be in good repair.  
• Closed toes and heels are required. No crocs are allowed. |
| **NAME BADGE**  | Students shall wear the MCC-PV photo ID badge. The badge is not to be worn outside the school situation. The badge is to be worn on the left front of the uniform. Lost name badges must be replaced immediately. |
| **SCHOOL EMBLEM** | The MCC-Penn Valley school emblem is worn on the outer left sleeve of the lab coat (either red or white or white for the ADN program – white only for the PN program). It is to be centered and neatly sewn or attached with velcro strips to the sleeve two inches from the shoulder seam. The school emblem is not to be worn outside the school situation. PN program – the patch is to be neatly sewn onto the left upper front of the scrub top. |
| **LAB COAT**    | A white lab coat, any length that extends below the hips, with the school emblem attached to the left sleeve, must be worn to the clinical site when obtaining the clinical assignment. White lab coats will be worn over business casual dress clothes at the hospital on non-clinical days and at other agencies as designated by course requirements. A red warm-up style uniform jacket for the ADN program may be worn with the uniform on clinical days. Lab coats must be kept clean and wrinkle-free. |
| **JEWELRY**     | • Only wedding and engagement rings may be worn with uniforms. No rings with large stones may be worn.  
• Inconspicuous post style earrings, preferably small gold, silver or pearl ball or small diamond posts, may be worn by students |
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<tbody>
<tr>
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<td>with pierced ears. Only one pair of earrings in the ear lobes may be worn.</td>
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<td></td>
<td>• No other jewelry except a watch is to be worn with the student uniform. Ornamental watches are not allowed.</td>
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<tr>
<td>HAIR</td>
<td>• Hair may be worn in any manner appropriate for a conservative professional appearance. Hair that is long must be secured and kept off the face and from swinging into the work area when providing care. Bangs that extend beyond the eyebrows and long dangling side curls are not acceptable. Hair color that is not natural to human hair is not acceptable.</td>
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<td>• Beards and mustaches must be kept trimmed. For clean-shaven men, daily shaving is an essential part of grooming.</td>
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<tr>
<td>NAILS</td>
<td>Nails must be kept clean, short, and well groomed. Nails are to be kept short enough so that the client is not exposed to possible injury because of nail length. Artificial nails or extenders cannot be worn. No polish can be worn.</td>
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<tr>
<td>SPECIAL REQUIREMENTS</td>
<td>See course syllabus for specific uniform requirements as they apply to certain courses.</td>
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General Guidelines
All students are expected to be well-groomed and have a professional appearance in the clinical area as well as for classes on campus. Excessive make-up, hairdos, beards, scent (fragrances), long sculptured nails are inappropriate. Short shorts, midriff tops, mini skirts, tattered jeans, worn tight-fitting sweat suits and other inappropriate articles of clothing are not acceptable for school wear.

Tattoos and body art must be covered.

Professional business, casual attire (meaning no jeans, no shorts, no sweats, no open toed shoes or any other items mentioned above) is to be worn under the lab coat when picking up the clinical assignment or during other clinical activities.

The general guidelines for student dress may be superseded by guidelines of the clinical facility. If the guidelines of the clinical facility are more stringent than those of the program, the student is expected to adhere to those of the clinical facility.
GRIEVANCE / APPEALS PROCEDURE

The student has the right to appeal decisions regarding their status in a course in the Nursing Division. The grievance/appeals process affords the student due process when decisions are perceived by the student to be unfair, capricious, arbitrary, biased or based on inadequate information/evidence or documentation. The student is given the right to an orderly, unbiased examination of the decision in question.

Didactic/theory course grades are not grievable.

**Step 1: Informal process**
The student should discuss the concerns regarding the decision with the faculty member directly involved with the issue as soon as the issue arises. If the student has not had an opportunity to discuss the issue, contact should be made within three (3) business days following the issue. The Course Coordinator should have been consulted regarding the issue and may choose to be present during the discussion with the student. If no resolution of the issue occurs during this meeting, the student will proceed to the formal process.

**Step 2: Formal Process**
A. If the issue is not resolved during the informal process, the Chair of the Nursing Division’s Appeals Committee should be contacted within three (3) business days after the conference with the instructor. The student is responsible for submitting in writing the following documentation: 1) name of student with a current mailing address and telephone number; 2) name of course in which the issue originated; 3) the issue that is being challenged; 4) name(s) of faculty involved; 5) steps taken thus far to seek resolution of the issue, including dates and outcomes of previous meetings; 6) rationale for challenging the decision regarding the issue and any documentation to support the challenge; 7) outcome that the student is seeking.
B. The Appeals Committee will meet within five (5) business days of receiving the student’s written documentation. The grievant is invited to present to the Committee further documentation to support the case.
C. The grievant will be contacted by phone within 24 hours by the Chair of the Appeals Committee regarding the Committee’s decision and will receive a follow-up letter documenting the Committee’s decision.
Grievance/Appeals Procedure, continued

D. If the grievant wishes to appeal further, the Director of Nursing should be contacted within five (5) business days after receiving the Committee’s decision. The documentation previously submitted to the Committee should be forwarded to the Director of Nursing with further documentation regarding the reason for appeal of the Committee’s decision.

E. The Director of Nursing will respond to the grievant within three (3) business days.

F. If the issue is not resolved, the grievant should contact the Dean of Instruction within five (5) business days of receipt of the Director of Nursing’s decision.

G. If the issue is unresolved, the grievant should follow the College policy for appeals stated in the College Student handbook, online at the mcckc.edu website under “Rights and Responsibilities” in the student section, “Explore MCC.”

If the problem is resolved at any point in these steps, the process tops there.

If the grievant is currently a student in the Nursing Program and is not suspended, he/she must continue to attend both clinical and classroom instruction pending the final outcome of the issue.
CLASS ORGANIZATIONS

Each nursing class is responsible for the election of officers and planning a variety of activities for their class. These include fund-raising projects, community service projects, and the Pinning Ceremony. Two separate class organizations exist: 1) the Class Council (both the ADN and PN programs) and 2) the school's branch of the National Student Nurse Association, hereafter called the Penn Valley Student Nurse Association (PVSNA) (ADN program only).

A member of the nursing faculty acts as a sponsor for each Class Council. In addition, a different faculty member will act as the sponsor for the PVSNA.

Each nursing class meets as needed with the seniors meeting more frequently to plan Pinning Ceremony activities.

Minutes of the class meetings and of PVSNA meetings should be available for review in the Nursing Office.

ORGANIZATIONAL STRUCTURE:
Each class will have a Class Council that will consist of 5 members:
1) Elected positions:
   a) 1 Class Council Chairperson
   b) 1 Class Council representative (serves on the Curriculum Committee for the respective nursing program and is the liaison between the class and the faculty in matters concerning course work or curriculum structure. 
      (Note: Must be in good academic standing at the school; not on probation)
   c) 2 Class Council members elected at large.
   d) 1 PVSNA representative that coincides with class level. (ADN program only)

2) PVSNA positions (ADN program):
   a) Freshman – PVSNA Secretary
   b) Sophomore – PVSNA Treasurer
   c) Junior – PVSNA Vice President
   d) Senior – PVSNA President
   e) Evening/Weekend – PVSNA Project Chairperson
3) Each semester, the freshman class will elect the Secretary for the PVSNA Board of Directors. The Board members previously elected will remain on the Board until they graduate, but will advance through the positions as designated above. If a Board member does not successfully advance to the next semester, their position on the Board is forfeited and their class will elect for the appropriate position. Officers who are unsuccessful in completing a semester are no longer eligible to run for a Board position but may run for a delegate position. Delegate positions are elected each semester and should be active, non-Board members of PVSNA. A vote of confidence by the majority of the class members must occur each semester in order for the Board member to retain the position. If a majority vote of no confidence is obtained, elections must be held within the class to fill the position. Refer to the PVSNA constitution and bylaws for more information.

4) Duties of the Class Council:
   a) Get acquainted and work together with classmates
   b) Decide on meeting times and class dues
   c) Sophomore class: Plan luncheon for incoming Freshmen
   d) Create a climate of cooperation and friendliness conducive to achieving objectives of the nursing program
   e) Plan community service activities
   f) Take up matters of concern by students
   g) Plan the Pinning Ceremony for their class

5) Specific duties associated with PVSNA will be available in the PVSNA handbook.
Graduation Guidelines

Each student is responsible for knowing the CURRICULUM REQUIREMENTS for completion of the Nursing Program. These requirements can be found in the College catalog, in Career Development Center, and in the Nursing Division Office, Suite 408.
Information on Licensure

Admission to and graduation from the nursing program does not ensure eligibility for state licensure, nor does it guarantee passing the licensure examination.

The State Board of Nursing has the legal duty of determining that each applicant who will practice as a professional nurse has good moral character as required under 335.066 RSMo, 1986 Suppl.

While a conviction record is not conclusive of good moral character, it is a factor which must be considered by the State Board of Nursing when you apply for the licensure exam following completion of the educational curriculum. Any candidate for licensure who has ever been charged or convicted of a misdemeanor or a felony will be required to submit documentation of the court proceedings for that charge or conviction to the State Board of Nursing in which licensure is sought.

The following reasons may result in the “Refusal to issue or revocation of a professional nursing license (335.066 – RSmo, 1986 Supp):”

1. Use or unlawful possession of any controlled substance, as defined in chapter 195 RSMo, or alcoholic beverage to an extent that such use impairs a person's ability to perform the work of any profession licensed or regulated by this chapter;

2. The person has been finally adjudicated and found guilty, or entered a plea of guilty or nolo contendere, in a criminal prosecution pursuant to the laws of any state or of the United States, for any offense reasonably related to the qualifications, functions or duties of any profession licensed or regulated under this chapter, for any offense an essential element of which is fraud, dishonesty or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;

3. Use of fraud, deception, misrepresentation or bribery in securing any certificate of registration or authority, permit or license issued pursuant to this chapter or in obtaining permission to take any examination given or required pursuant to this chapter;

4. Obtaining or attempting to obtain any fee, charge, tuition or other compensation by fraud, deception or misrepresentation;

5. Incompetency, misconduct, gross negligence, fraud, misrepresentation or dishonesty in the performance of the functions or duties of any profession licensed or regulated by this chapter;
6. Violation of, or assisting or enabling any person to violate, any provision of this chapter, or of any lawful rule or regulation adopted pursuant to this chapter;

7. Impersonation of any person holding a certificate of registration or authority, permit or license or allowing any person to use his or her certificate of registration or authority, permit, license or diploma from any school;

8. Disciplinary action against the holder of a license or other right to practice any profession regulated by this chapter granted by another state, territory, federal agency or country upon grounds for which revocation or suspension is authorized in this state;

9. A person is finally adjudged insane or incompetent by a court of competent jurisdiction;

10. Assisting or enabling any person to practice or offer to practice any profession licensed or regulated by this chapter who is not registered and currently eligible to practice under this chapter;

11. Issuance of a certificate of registration or authority, permit or license based upon a material mistake of fact;

12. Violation of any professional trust or confidence;

13. Use of any advertisement or solicitation which is false, misleading or deceptive to the general public or persons to whom the advertisement or solicitation is primarily directed;

14. Violation of the drug laws or rules and regulations of this state, any other state or the federal government;

15. Placement on an employee disqualification list or other related restriction or finding pertaining to employment within a health-related profession issued by any state or federal government or agency following final disposition by such state or federal government or agency;

16. Failure to successfully complete the impaired nurse program.

If the student has had a criminal conviction in the past, please contact the Nursing Division Chairperson for assistance with your application. A conviction may delay or prevent the issuance of a license. The Missouri State Board of Nursing will make the decision whether or not to allow an individual to take the licensure examination. Questions may be directed to the Missouri State Board of Nursing, 3650 Missouri Boulevard, Jefferson City, MO 65102.
Applying for Licensure

Upon completion of the program, the graduate is expected to file an application with the Missouri State Board of Nursing (or the intended state of initial licensure) to write the National Council Licensure Examination (NCLEX for the respective area of nursing practice. After successful completion of the examination, a license will be granted for the graduate to practice in the State of Missouri (or the intended state of initial licensure).

Instructions for completing the Missouri State Board of Nursing’s “Application for License as a Registered Professional Nurse or Practical Nurse by Examination” will be given during the last semester of the program. These completed applications are mailed to Jefferson City, Missouri in February for May or July graduates and in September for December graduates by the Nursing Division office.
PINNING

DEFINITION: The Pinning Ceremony signifies the completion of the nursing program.

RESPONSIBILITY: Officers and members of Senior Class.

SUPPORT: Senior Class Sponsor / Division Chair

GUIDELINES:
1. Date and site for ceremony to be selected by vote of class at the end of the second semester.
2. Final approval of Pinning Ceremony date and site by Nursing Division Administration. The date selected for the Pinning Ceremony should follow final exam dates established for that semester.
3. Class will develop a printed program for the Pinning Ceremony. The final program to be approved by the Nursing Division Chair prior to printing. The program should include:
   a. Date, time and location
   b. Schedule of events
   c. Speaker(s)
   d. Class officers
   e. Class members
   f. Refreshments/reception information. Information about the class.
4. Dress code for pinning will be established by majority vote of the class from one of these three options:
   a. Cap/gown
   b. White professional nursing uniform
   c. Current student uniform
5. School Pins should be ordered early in the senior semester.
6. Class officers and members should hold meetings prior to the event with guidance from class sponsor to adequately plan the event and assign duties as needed.
7. Proposed speakers for the event should be notified at least two weeks prior to the event. An honorarium is a nice gesture plus etiquette rules require thank yous to be sent to those participating in the ceremony.
8. Refreshments, meals or other social functions proposed in conjunction with pinning should be planned in advance and pre-approved by the Nursing Division Administration.
   
   *Note: There are to be no alcohol or drugs/controlled substances on the college premises or at any college sponsored activities.*
9. Decide ahead of time in class meetings how you plan to finance the event.
10. Printed invitations should be extended to: Penn Valley administrators and Nursing faculty (obtain appropriate list from Nursing Division Office). Invitations can be distributed by inter-campus mail through the Nursing Division Office.

11. Appoint committees to plan the program, with assistance from the class sponsor(s). Attempt to include all class members in the planning.

12. Academic excellence and clinical excellence awards will be presented to graduating students during the pinning ceremony.
MCC-Penn Valley’s Nursing Programs are fully accredited by the National League for Nursing Accrediting Commission which may be contacted at NLNAC, 3343 Peachtree Rd NE, Ste 850, Atlanta, GA 30326-1427 Phone: 404-975-5000, Fax: 404-975-5020 Website: www.nlnac.org

Nondiscrimination

Metropolitan Community College is committed to a policy of nondiscrimination on the basis of race, color, religion, sex, sexual orientation, age, birth, ancestry, national origin or disability in admissions, educational programs, services or activities, and employment, as specified by federal laws Title VI; Title VII; Title IX, section 504; the Americans with Disabilities Act; and state laws and regulations.

Inquiries may be addressed to the following persons:

**MCC District:**
Carolyn Baskett, 3217 Broadway, Kansas City, Missouri 64111-2429; telephone (816) 604-1166

**MCC-Blue River:**
Jon Burke, 20301 E. 78 Highway, Independence, Missouri 64057-2053; telephone (816) 604-6620

**MCC-Business & Technology:**
Karen Moore, 1775 Universal Avenue, Kansas City, Missouri 64120-1318; telephone (816) 604-5229

**MCC-Longview:**
Janet Cline, 500 SW Longview Road, Lee’s Summit, Missouri 64081-2015; telephone (816) 604-2326

**MCC-Maple Woods:**
Shelli Allen, 2601 NE Barry Road, Kansas City, Missouri 64156-1299; telephone (816) 604-3175

**MCC-Penn Valley:**
Lisa Minis, 3201 Southwest Trafficway, Kansas City, Missouri 64111-2764; telephone (816) 604-4114

or to the Assistant Secretary for Civil Rights, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202; telephone 1-800-421-3481.
Americans with Disabilities Act

Rights and Responsibilities of Students with Disabilities

The Metropolitan Community Colleges is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities as required by Federal law (Americans with Disabilities Act and Section 504 of the Rehabilitation Act), State Law (Missouri Human Rights), and MCC Board Policy (3.25060), and also as a part of our MCC district mission to “provide access to affordable, responsive, quality education and training opportunities in a supportive and caring environment that values diverse constituencies.” To this end, MCC policies and procedures ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to programs (academic, extra-curricular, or employment), activities, benefits, or services offered by MCC.

The Access Office at each college location collaborates with faculty, staff, students, and the community to promote equal access to all educational programs, classes, activities and services provided within the community college system. Students or college visitors who have a disability as defined by the Americans with Disabilities Act are eligible for services.

To qualify for services students must identify themselves to the Access Office and provide written documentation of their disability from a qualified professional. Please apply as early as possible prior to the start of each semester so that accommodations can be arranged in a timely manner.

If you need accommodations due to a disability, contact the access professional at one of the MCC campuses: MCC-Blue River: (816) 604-6651; MCC-Longview: (816) 604-2254; MCC-Maple Woods and MCC-“Business & Technology Center: (816) 604-3192; MCC-Penn Valley: (816) 604-4089. For relay calls, dial 711.
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