Student Handbook
Nursing Programs
2015

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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.

We warmly welcome all students seeking careers in nursing, whether your goal is a Practical Nursing Certificate from the Practical Nursing Program or an Associate Degree in Applied Science in Nursing. The Nursing Programs are among a variety of health career and certificate programs available to MCC students and are integral to the College, reflecting its philosophy and objectives.

The Nursing Program faculty are dedicated to serving students and assisting each to reach his/her potential by fostering the desire for continuing education throughout life and developing a spirit of inquiry and creativity. The Nursing Programs are 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.

The Faculty and the Directors of the Associate Degree and Practical Nursing Programs, and the Deans of Instruction and Student Development
INTRODUCTION/HISTORY OF THE NURSING PROGRAMS

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. The college has five campuses: MCC–Penn Valley, MCC-Blue River, MCC-Business and Technology, MCC-Longview and MCC-Maple Woods. The Administrative Center and Broadway Plaza house the administration of the MCC system and sits adjacent to the Penn Valley campus. The Penn Valley campus also has two satellite locations: the Health Science Institute (HSI) 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. Initial accreditation for the Practical Nursing Program by the national accrediting agency, formerly known as the National League for Nursing Accrediting Commission (NLNAC) was in June 1979, and remains accredited by the Accreditation Commission for Education in Nursing (formerly NLNAC) and has conditional approval from the Missouri State Board of Nursing.

The Associate Degree Nursing Program (ADN) 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 and accredited by the NLNAC. The initial accreditation was January 1972 with the last accreditation occurring in spring 2014 by ACEN (formerly NLNAC) with full approval granted.

MCC’s 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, located on the first floor of the Health Science Institute. The Virtual Hospital suite simulates an actual hospital clinical environment for the use of nursing and allied health students through six learning areas that closely mimic hospital departments to develop and practice skills in electronic medical record systems and medication stations, along with fifteen incredibly life-like, computer-operated human patient simulators that mimic a wide variety of medical scenarios, including trauma, shock and cardiac arrest. Because of the progressive nature of the program, the ADN program was selected as one (1) of ten (10) nursing programs across the country to participate in a simulation study 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.
MCC MISSION

MCC Mission

MCC’s Board of Trustees affirms its commitment to MCC’s mission to provide access to educational opportunities in a supportive and caring environment that values diverse constituencies.

Board Policy 7.30020 BP Non-Discrimination
(http://web.mcckc.edu/asp/infoex/prp/files/730020BP.pdf)
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 that 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 that 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, promotes 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 that provides learners with opportunities to meet their individual educational needs and goals. The nursing faculty shares 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 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 that 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 and 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, 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.
Program Outcomes

1. Therapeutically communicate with diverse populations ensuring to meet the developmental needs throughout the lifespan.

2. Demonstrate professional behavior in all interactions with clients to produce quality care by way of the nursing process.

3. Meet the basic needs within the environment while respecting the legal/ethical issues of the clients within their community.
The nursing program strives to provide the following as its program outcomes.

1. Therapeutically communicate with diverse populations ensuring to meet the developmental needs throughout the lifespan.

2. Demonstrate professional behavior in all interactions with clients to produce quality care by way of the nursing process.

3. Meet the basic needs within the environment while respecting the legal/ethical issues of the clients within their community.
OBJECTIVES OF THE PRACTICAL NURSING (PN) 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
Second and Third 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:

- recognize the significance of principles of growth and development in providing age-appropriate nursing care;
- respect cultural and ethnic differences when planning care;
- provide basic client care organized according to Maslow's hierarchy of needs throughout the health-illness continuum;
- identify the impact of the environment in providing care throughout the wellness-illness continuum;
- describe the role of the Associate Degree Nurse in the health care delivery system;
- utilize the nursing process as a framework for data collection, assessment, diagnosis, planning, implementation and evaluation in providing client care;
- utilize basic concepts of scientific knowledge to provide rationale for nursing actions;
- utilize verbal and written skills to communicate pertinent information; and
- discuss legal/ethical guidelines in the provision of basic nursing care.

LEVEL II
200 Level Courses

Upon completion of Level II, the student will:

- analyze concepts and principles of growth and development when providing age-appropriate nursing care;
- integrate cultural and ethnic data when planning nursing care;
- prioritize client-centered care according to identified basic needs;
- analyze the impact of internal and external environmental factors on the provision of care throughout the wellness-illness continuum;
- demonstrate responsibility and accountability for continued development as a professional person;
- evaluate the effectiveness of the nursing process in the delivery of health care to clients/families throughout the life cycle;
- 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;
- demonstrate therapeutic communication techniques to establish and maintain relationships with clients/families and the multidisciplinary health care team; and
- 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 and 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 and 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, pre-term and post-term newborn is 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
The 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 I
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 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 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 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 the 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 a 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 their 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 (3) 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 (3) 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 (3) 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. Students 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

It is the goal and intent of health care agencies to do all that is reasonable to provide a safe and healthy environment. Active cooperation and commitment at all levels are necessary ingredients in attaining and maintaining this goal.

Safety Philosophy
Safety should never be considered a priority because priorities are shifted around as the institution demands. Rather, safety should be considered a value associated with every one of the activities in a work routine. Regardless of work priorities or employer demands on a particular day, safe practices should occur. Safety should become an aspect of each routine that is never questioned, never compromised.

Excerpt from Collegiate Nurse Educators of Greater Kansas City; Kansas City Area Nurse Executives, Copyright 2014.

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 his/her 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.

National Patient Safety Goals

Most clinical agencies are under the jurisdiction for safe practice as set forth by their accrediting body, The Joint Commission (TJC), previously known as the Joint Commission of the Accreditation of Hospital Organizations (JCAHO). JCAHO has identified nine (7) national patient safety goals. It is the student's responsibility to understand how these recommendations are being implemented in clinical settings, as they relate to his/her role as a student.
NATIONAL FEDERATION OF LPN (NFLPN) NURSING PRACTICE STANDARDS

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 that lead to quality patient care. The rules and statutes of the Missouri Nursing Practice Act can be found on the website: Missouri State Board of Nursing website @ [http://pr.mo.gov/nursing-rules-statutes.asp](http://pr.mo.gov/nursing-rules-statutes.asp)
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 Provisions of the Code of Ethics for Nurses developed by the American Nurses Association (ANA), the official organization representing professional nurses (RNs), serves the following purposes:

- It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively.
- It is the profession’s non-negotiable ethical standards.
- It is an expression of nursing’s own understanding of its commitment to society.

1. The nurse practices with compassion and respect for the inherent dignity, worth and uniqueness attributes of every person.

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

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has the authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to the provision of safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Missouri Nursing Practice Act
for Licensed Practical and Professional Nursing

A critical section of the Missouri Nursing Practice Act (§335.011 to §335.096 RSMo 2014) reprinted below has significant relevance to nursing students and their professional development. Students should understand that completion of the program does not guarantee eligibility to take the licensure examination. For a complete copy of The Nursing Practice Act, contact the Academic Affairs Office or access the website of Missouri State Board of Nursing @ http://pr.mo.gov/nursing-rules-statutes.asp or the Missouri statutes website @ http:moga.mo.gov/mostatutes/chapters/chapText335.html.

Section 335.066 is reprinted here from The Nursing Practice Act:

§335.066 Denial, revocation, or suspension of license, grounds for -

1. The board may refuse to issue or reinstate any certificate of registration or authority, permit or license required pursuant to chapter 335 for one or any combination of causes stated in subsection 2 of this section or the board may, as a condition to issuing or reinstating any such permit or license, require a person to submit himself or herself for identification, intervention, treatment, or rehabilitation by the impaired nurse program as provided in section 335.067. The board shall notify the applicant in writing of the reasons for the refusal and shall advise the applicant of his or her right to file a complaint with the administrative hearing commission as provided by chapter 621.

2. The board may cause a complaint to be filed with the administrative hearing commission as provided by chapter 621 against any holder of any certificate of registration or authority, permit or license required by sections 335.011 to 335.096 or any person who has failed to renew or has surrendered his or her certificate of registration or authority, permit or license for any one or any combination of the following causes:

(1) Use or unlawful possession of any controlled substance, as defined in chapter 195, 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 sections 335.011 to 335.096;

(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 pursuant to sections 335.011 to 335.096, 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 sections 335.011 to 335.096 or in obtaining permission to take any examination given or required pursuant to sections 335.011 to 335.096;

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

(5) Incompetency, gross negligence, or repeated negligence in the performance of the functions or duties of any profession licensed or regulated by chapter 335. For the purposes of this subdivision, "repeated negligence" means the failure, on more than one occasion, to use that degree of skill and learning ordinarily used under the same or similar circumstances by the member of the applicant's or licensee's profession;
(6) Misconduct, fraud, misrepresentation, dishonesty, unethical conduct, or unprofessional conduct in the performance of the functions or duties of any profession licensed or regulated by this chapter, including, but not limited to, the following:

(a) Willfully and continually overcharging or overtreating patients; or charging for visits which did not occur unless the services were contracted for in advance, or for services which were not rendered or documented in the patient's records;

(b) Attempting, directly or indirectly, by way of intimidation, coercion or deception, to obtain or retain a patient or discourage the use of a second opinion or consultation;

(c) Willfully and continually performing inappropriate or unnecessary treatment, diagnostic tests, or nursing services;

(d) Delegating professional responsibilities to a person who is not qualified by training, skill, competency, age, experience, or licensure to perform such responsibilities;

(e) Performing nursing services beyond the authorized scope of practice for which the individual is licensed in this state;

(f) Exercising influence within a nurse-patient relationship for purposes of engaging a patient in sexual activity;

(g) Being listed on any state or federal sexual offender registry;

(h) Failure of any applicant or licensee to cooperate with the board during any investigation;

(i) Failure to comply with any subpoena or subpoena duces tecum from the board or an order of the board;

(j) Failure to timely pay license renewal fees specified in this chapter;

(k) Violating a probation agreement, order, or other settlement agreement with this board or any other licensing agency;

(l) Failing to inform the board of the nurse's current residence;

(m) Any other conduct that is unethical or unprofessional involving a minor;

(7) Violation of, or assisting or enabling any person to violate, any provision of sections 335.011 to 335.096, or of any lawful rule or regulation adopted pursuant to sections 335.011 to 335.096;

(8) 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;

(9) Disciplinary action against the holder of a license or other right to practice any profession regulated by sections 335.011 to 335.096 granted by another state, territory, federal agency or country upon grounds for which revocation or suspension is authorized in this state;

(10) A person is finally adjudged insane or incompetent by a court of competent jurisdiction;
(11) Assisting or enabling any person to practice or offer to practice any profession licensed or regulated by sections 335.011 to 335.096 who is not registered and currently eligible to practice pursuant to sections 335.011 to 335.096;

(12) Issuance of a certificate of registration or authority, permit or license based upon a material mistake of fact;

(13) Violation of any professional trust or confidence;

(14) 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;

(15) Violation of the drug laws or rules and regulations of this state, any other state or the federal government;

(16) 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;

(17) Failure to successfully complete the impaired nurse program;

(18) Knowingly making or causing to be made a false statement or misrepresentation of a material fact, with intent to defraud, for payment pursuant to the provisions of chapter 208 or chapter 630, or for payment from Title XVIII or Title XIX of the federal Medicare program;

(19) Failure or refusal to properly guard against contagious, infectious, or communicable diseases or the spread thereof; maintaining an unsanitary office or performing professional services under unsanitary conditions; or failure to report the existence of an unsanitary condition in the office of a physician or in any health care facility to the board, in writing, within thirty days after the discovery thereof;

Source: §335.066 RSMo 2014.
CODE OF ACADEMIC AND CLINICAL PROFESSIONAL CONDUCT

As a MCC-Penn Valley student in the Nursing Programs, 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 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 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 ethical, professional, 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 social networking sites. Be cognizant that all social networking sites are public domain and be mindful of confidentiality and understand that what you as a student post can have legal, professional and/or employment ramifications. http://web.mcckc.edu/asp/infoex/prp/files/225060BP.pdf

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.
16. Avoid unauthorized duplication of the patient/client’s medical record:

- Don’t remove any medical records from the clinical sites
- All notes and copies of documents made by the student must be shredded before leaving the clinical facilities.

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.

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 this Code of Academic and Clinical Professional Conduct, including the MCC policies, Code of Student Conduct and Student Discrimination and Harassment, which contain student disciplinary and grievance procedures. The web links for these policies can be found:

7.30030 DP Code of Student Conduct
(http://web.mcckc.edu/asp/infoex/prp/files/735010DP.pdf)

7.30030 BP Student Discrimination and Harassment
(http://web.mcckc.edu/asp/infoex/prp/files/730030BP.pdf)

7.35010 DP Student Discrimination and Harassment
(http://web.mcckc.edu/asp/infoex/prp/files/730030DP.pdf)
STUDENT BEHAVIOR ADDITIONAL GUIDELINES

Nursing students must also follow additional guidelines and procedures specific to the nursing program in order to meet clinical agency policies and to increase the potential for student success on the licensure exam.

1. No smoking is allowed in any MCC-Penn Valley building, on college grounds, or in facilities where MCC instruction occurs. Students who violate the no smoking policy will be subject to the Code of Student Conduct. For assistance with smoking cessation, contact The Missouri Tobacco Quit Line, 1-800-784-8669 or www.tobaccofreenurses.org.

2. Eating in classrooms is not permitted; only water in sealed containers may be brought to the classrooms.

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

4. Disruptive and/or unruly behavior is inconsistent with the college’s code of conduct and the dedication to learning that must be present for student success; such behavior will not be tolerated.

5. Cell phones in all educational settings, such as classrooms, clinicals, Virtual Hospital, skills labs and computer labs, 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. Cells phones and pagers are not to be accessed during testing and all personal items must be placed in a designated area and cannot be accessed until test is completed by all students.

6. Children are not allowed in the HSI building while the nursing student is involved in learning activities.

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

8. 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 ensure safe patient care. The student is expected to do all assignments PRIOR to the time that class or clinical experience starts.

9. Profanity is unprofessional language and will not be tolerated.

10. No illegal/illicit activities.

11. Treat others with respect, regarding the feelings, wishes, and rights of others, accepting people as they are (being polite and kind always), in all areas of the clinical, campus, and academic setting and expect respect in return.
12. Maintain a professional image and reputation as an MCC-Penn Valley Nursing student by supporting the mission, vision, and core values of the Nursing Program. Review your handbook regarding professional image.

13. Maintain OSHA standards in clinical settings

14. Maintain personal boundaries in all settings related to MCC, which includes self-disclosure that interferes with the learning environment of others in an educational setting.

15. Insubordination will not be allowed in any learning environment within the MCC Nursing Program.

16. Late arrival, early departure from clinical, lecture, or virtual hospital experiences will negatively impact your grade as well as financial aid.

17. Students whose questions cannot be satisfied within time constraints set by the faculty in class will be directed to meet with the faculty member privately to preserve the class-learning environment and to support the questioning student.

18. Communication through the use of social media, whether supported by the college or non-affiliated, will be bound by the MCC Code of Student Conduct and MCC Social Media policy if it impacts the learning environment of other students. The Social Media policy can be found at [http://web.mcckc.edu/asp/infoex/prp/files/225060BP.pdf](http://web.mcckc.edu/asp/infoex/prp/files/225060BP.pdf).

GRADING

1. The grading policy of the Nursing Program has been established to meet the expectations of the State Board of Nursing and is specific to the Nursing Program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>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>77 - 83</td>
</tr>
<tr>
<td>D</td>
<td>66 - 76</td>
</tr>
<tr>
<td>F</td>
<td>65 or below</td>
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</tbody>
</table>

2. Grades will be computed using a point system as outlined in the course syllabus. No extra credit points will be given.

3. Students must maintain a “C” (77% or higher) average and pass a comprehensive final with a 77% or higher for successful completion of each course.

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. When a student is unsuccessful in a course, that course must be repeated prior to progression to other courses. Re-enrollment for a course being repeated will be on a space available basis.

9. A failure in a second course will result in dismissal from the program and the student will not be eligible for re-admission for two (2) years. If the student wishes to re-enter, the admission process in place at that time must be followed.

10. Upon re-admission to the LPN or ADN program, failure of any course during this second admission will result in dismissal from the program and the student will not be eligible for re-admission.

11. No extra credit will be offered outside of the grading.
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. Students will not be allowed to make up.

2. Students failing to make up a test as scheduled will receive a zero (0) for the quiz or test.

3. Make-up tests may be constructed in any format, such as written, essay, or oral, and may differ from the originally scheduled exam. Tests are expected to be completed within one (1) week of the scheduled quiz or test.

4. Make-up exams must be taken in the Penn Valley testing center.

5. Five (5) points will be deducted from the test score for those students arriving late to a test.

6. Students who call appropriately to indicate an absence for a test will have five (5) points deducted from their test score for the first occurrence of a missed exam. For any subsequent absences for exams during the course, the student will not be allowed to take the exam and will be given zero (0) points for the exam.

7. Students may not make up pop quizzes.

8. Students late for quizzes will not be allowed to take the quiz.

9. The final grade for the course must consist of at least 77% average in total points (including ATI points) and the student must have obtained a 77% or better on the final exam to pass the course with a “C”.

10. Final grades of less than absolute 77% will not be rounded up. If the average is, 76.9% it will mean the grade will be a “D.”

11. Test review may occur at a time designated by faculty after quizzes or tests are graded. Students must put away water, textbooks, computers, cell phones, pencils and pens during test review.

12. Students who want to review the quiz or test must make an appointment with the faculty during office hours. The student must also justify disputed question(s) with rationale and/or source(s) in writing.

A comprehensive final exam is given in every nursing course. The student must achieve a 77% on the comprehensive exam in order to pass the course. All students must take the final exam, even if their total grade is below 77% passing at the time of the final.
STUDENT ASSESSMENT – ATI

Assessment Technologies Institute (ATI) is a leader in providing technology-based educational, assessment, testing and certification solutions for healthcare and is renowned for helping students pass NCLEX exams (National Council Licensure Examination). ATI has the comprehensive and adaptive learning systems to assist in preparing students with what they need to know to pass high stakes tests and become compassionate skilled nurses. Through the Comprehensive Assessment and Review Program (CARP), ATI provides remediation resources that expand the student’s critical thinking and problem solving skills while sharpening the professional and interpersonal skills needed to face the emotional and physical demands that come with being a nurse.

A systematic program of mandatory assessment (testing) and feedback is required throughout the Practical Nursing Program and Associate Degree Nursing Program. 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 at the beginning of freshmen semester 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 as soon as they become available.

2. The student is responsible for reviewing the ATI books, and completing the practice exam on his/her 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 of practice exams 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 90% 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 90% or above but must reschedule to take the proctored exam and will be assigned a maximum of fifteen (15) points for achieving a Level 2 or higher.

5. All students are required to complete the ATI exam(s) assigned to a course. Failure to do so will result in missed points for the class. Failure to take test will result in an incomplete until done.

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 2 Proficiency = 17 points
   b. Level 3 Proficiency = 20 points
7. Students who refuse to take the Content Master Assessment will receive a zero. No retake will be provided.

8. Failure to reach the required Level 2 Proficiency benchmark will require the student to complete remediation and retake a Content Mastery Assessment.

9. Remediation always includes practice with a second online assessment with a minimum of 90% 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.

10. If the student achieves a Level 2 or 3 proficiency on the retake, fifteen (15) points will be given.

11. Failure to achieve a minimum of Level 2 Proficiency on the retake will result in the student receiving zero (0) points.

12. Students failing to take the retake test during the designated testing time will receive a zero (0).

13. Attendance on the scheduled exam day is required.

14. 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 his/her 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.

20. Students will continue to have access to the ATI via internet after graduation and prior to the NCLEX as a study guide.

EVALUATION/PROGRESSION

1. Written evaluations are done at intervals during clinical and at the end of 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.” The Student must pass the comprehensive examination with a score of 77%.
ATTENDANCE

Attendance/Clinical

1. Attendance at all clinical activities, including simulation and orientation to the clinical institution/area, is mandatory. Should an absence be unavoidable, the student will report the absence consistent with the procedure outlined during the clinical site/area orientation. It is the student's responsibility to be aware of the procedure for reporting absences to the clinical site/area and to report the absence prior to its occurrence. In addition to reporting the absence to the clinical site/area, the absence should also be reported to the ADN Program Director at 816-604-4477 or the PN Program Director at 816-604-4824, as appropriate. Should an absence be unavoidable, 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. Absence due to a prolonged illness should be reported to the program director for handling on an individual basis.

3. Consistent attendance is paramount to learning. District regulations state that an instructor may withdraw a student from class for excessive absence prior to the last day to withdraw from class without assessment.

4. Students should also be aware that funding by various agencies may be contingent upon attendance and that students on financial aid may have their eligibility for financial aid impacted by poor attendance.

Classroom Absence

1. A first absence from classroom lecture will result in the student receiving a verbal warning and the absence will be noted in the roster.

2. A second absence from classroom lecture will result in the student receiving a written warning and probation.

3. A third absence from classroom lecture will result in a failure of the course.

Tardiness and “No Call, No Show”/Clinical

If the student will be tardy for the clinical experience, the student must notify the instructor prior to the scheduled start time for the clinical activity.

1. A first tardy with prior notification to the instructor before the scheduled start of the clinical activity during the same clinical course will result in the student being given an verbal warning and the tardy noted on the clinical evaluation form.
2. A **second tardy** with prior notification to the instructor before the scheduled start of the clinical activity during the same clinical course will result in the student receiving a written warning and clinical probation.

3. A **third tardy** with prior notification to the instructor before the scheduled start of the clinical activity during the same clinical course will result in a failure of the clinical rotation based on unprofessional practice.

If the student fails to call the instructor prior to the tardy and/or arrives more than fifteen (15) minutes late, the tardy will be considered a “no call, no show” and recorded as an absence and the student will be placed on probation. The student will be provided an opportunity to make up the absence as determined by, and at the convenience of, the faculty. A second offense of “no call, no show” will result in automatic failure of the course.

**Inclement Weather for Clinical Students**

During inclement weather conditions, clinical students are to be guided by the following:

1. In the event of a campus-wide announcement that school is closed, there will be no classes and clinical students do not need to attend clinical experiences.

2. If the student arrives at the clinical site, after the campus-wide announcement, the clinical instructors will be notified of the closure and will dismiss the students.

3. If the campus remains open and there is inclement weather, a late start may be implemented at the discretion of the clinical instructor.

4. On Sundays, when MCC does not normally close, classes will be cancelled at the discretion of the director of the nursing program and the clinical instructor.
WITHDRAWAL

1. Official withdrawal from both classes and the program by students are initiated by the Nursing Division Office.

2. Withdrawal from nursing courses for personal reasons, with passing grade, may be made without penalty. Student has 2 years to re-enroll in the program once they withdraw. Request for re-enrollment into the program must be done in writing one semester in advance for the semester the student plans to return. Re-enrollment will be on a space-available basis.

3. If a student does not plan to enroll in a nursing course as scheduled in the curriculum plan, he/she must notify the Nursing Division Office as soon as possible indicating in writing the reason for interrupting his/her enrollment and the semester he/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.

4. If a student withdraws from the program and does not re-enroll within two (2) years, the student must reapply for admission to the program.

5. If a student withdraws for health reasons additional written documentation may be required. Students in this category should seek guidance from the program coordinator.

6. The withdrawal-failing option may be used only one (1) time within the total nursing curriculum.

7. No more than one (1) nursing course in the total nursing program may be repeated.

8. A student who withdraws from a nursing course will be assessed either a “passing” or “failing” designation by the Nursing Division Office depending upon the student’s performance at the time of the withdrawal. The student will receive a “pass” if the student has passing grades in the course at the time of withdrawal, or a “fail” if the student has failing grades. This policy applies to both theory and clinical courses. The pass/fail designations in the Nursing Division Office records are independent from the grade the student receives on the official MCC transcript which will reflect a “W” designation or an “F” grade. MCC’s policy is that the student will receive a “W” designation if the withdrawal occurs before MCC’s “last day to withdraw without assessment,” or an “F” grade if the student withdraws after that deadline. 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. In the event a student withdraws from a course in which he/she has been placed on clinical probation, and the probation is not resolved in a satisfactory manner, the student will be considered to have failed.
RE-ENROLLMENT

For a student who has taken a leave from the program for any reason and is returning after an absence of at least six (6) months, the following must be satisfied prior to the start of the semester in which the student is returning:

- Updated – Family Care and Safety Registry (FCSR) Report;
- Updated - Criminal Background Check, and
- All other CNE requirements, as applicable.
PROBATION

1. If the student’s academic average falls below 77% (cumulative) at any time during a nursing course, that student is placed on academic probation, or theory probation, referring to the non-clinical section of the course. Satisfactory completion of the course nullifies the 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 and receive a 77% on the final exam.

2. Students are expected to follow the Code of Student Conduct as set forth in the academic policies of the Metropolitan Community College and the Nursing Program’s Code of Academic and Clinical Professional Conduct and rules for Student Behavior. 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; and/or
   c. dishonest behavior.

3. Behavioral Probation remains with the student for the duration of the program. Behavioral Probation a second time during the nursing program may 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, and/or.
   e. violation of the Code of Student Conduct.

5. A clinical probation notification form will be given to the student for any 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/she is deficient.

6. If a second probation is merited for the same clinical deficiency in the same clinical rotation, the student’s performance is deemed unsatisfactory and will result in the failure of the clinical portion of the course and the theory 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 will result in further action(s) by the program director and the dean(s) to determine final disposition.

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 (2) nursing courses in a given semester;
   d. non-course related probation a second time; and/or
   e. comprehensive examination performance of less than 77%

SUSPENSION

1. If a student is removed from a clinical facility due to disruptive or unsafe behavior, the student is subject to suspension and/or clinical failure. If denied clinical practice privileges by the particular clinical facility, and if it is deemed appropriate to attempt another clinical assignment, the director will attempt to secure substitute clinical placement for any such student. There is no guarantee that the director will be able to secure another clinical site and/or experience.

2. 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 director and a decision will be made regarding the student’s continued progression in the course.

3. 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.
Drug Screen Policy

MCC-Penn Valley 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 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 Code of Student Conduct, 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 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 the Nursing Program. Additionally, a positive drug test may cause you to be excluded from all clinical sites and may also preclude taking state licensure examinations.

Clinical Site Testing, Sanctions and Cost

As noted above, in addition to 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 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 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 its 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 required for 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 Student Dress Code as defined in the Nursing Programs 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. (See Attendance)

i. Students arriving late for an assigned clinical experience in the Virtual Hospital will be subject to the policy for “No Call, No Show. (See Attendance)

j. Only bottled H2O allowed into 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.
I. 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.
BASIC LIFE SUPPORT (BLS) CERTIFICATION

Students must obtain Basic Life Support Certification in a course for Health Care Providers from the AHA, 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 courses from the American Heart Association are acceptable.
HEALTH DOCUMENTATION

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 with CertifiedProfile. 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. Keep documents in folder on student.*

1. Chickenpox (varicella) – positive IGG titer or two (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 (3) Hepatitis B vaccinations and/or positive IGG titer or signed waiver

4. Tetanus-Diphtheria – TDaP booster; cannot be over ten (10) years old

5. Measles, Mumps, Rubella – positive IGG titer/s or two (2) immunizations

6. Copy of health insurance card or waiver

7. Color blindness screen, which 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.

HOSPITAL COMPETENCY EXAM

The student will be required to complete the KCANE Hospital Competency Exam each calendar year with a minimum score of 90%, posted on BlackBoard, the online learning tool available in each nursing class.
MEDICAL EMERGENCIES AT MCC-PENN VALLEY/HSI

1. Notification
   a. If this is a medical emergency requiring immediate attention, call 911.
   b. MCC police department must be notified. Please call Police Dispatch at 816-604-1200

2. Be prepared to provide:
   a. Exact location of injured person
   b. Type of injury or illness

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 a signed waiver 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.

ILLNESS AND INJURY

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

We strongly recommend that you receive the Hepatitis B vaccine, which would be at your own expense.

1. Use Personal Protective Equipment (PPE) as facility protocol.

2. 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.

3. 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.

4. 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, Airborne/AFB) should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

5. Must be fit tested at specific clinical sites.
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 start of the semester.
<table>
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<th>Category</th>
<th>Requirement</th>
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| **UNIFORM**      | • ADN program - The student uniform for both male and female is an embroidered red scrub top and black pants. 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 and female is a teal colored scrub top and black pants.  
  • The student uniform is to be clean, wrinkle free and in good repair with appropriate fit.  
  • 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**        | • White or black leather nurse’s shoes of choice will be worn.  
  • Shoes must be clean, polished and have clean shoe strings.  
  • Shoes must be in good repair.  
  • Closed toes and heels are required. No crocs are allowed.  
  • No mesh tennis shoes allowed. |
| **NAME BADGE**   | Students shall wear the MCC-PV photo ID badge. The badge is not to be worn outside the school or clinical sponsored activities. 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 for the ADN program; white only for the PN program).  
  • The school emblem is to be centered and neatly sewn or attached with Velcro strips to the sleeve two (2) inches from the shoulder seam. The school emblem is not to be worn outside the school-sponsored activities. |
### JEWELRY
- Only wedding and engagement rings may be worn with uniforms. No rings with large stones may be worn.
- One inconspicuous post style earrings, preferably small may be worn by students with pierced ears. Only one pair of earrings in the ear lobes may be worn.
- No facial piercings or gages allowed.
- No other jewelry, except a watch, is to be worn with the student uniform. Ornamental watches are not allowed.

### HAIR
- 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.
- Beards and mustaches must be kept trimmed. For clean-shaven men, daily shaving is an essential part of grooming.

### NAILS
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. Acrylic or gel nails or extenders cannot be worn. No polish can be worn.

### OTHER DRESS
No head coverings can be worn in the clinical facility unless part of religious/cultural practice.

### 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, scents (fragrances), and 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. All offensive odors, such as cigarette smoke, strong perfumes or colognes, perspiration or body odors, are not acceptable.

#### Classroom and Clinical
Failure to comply with these guidelines will result in:
1. 1<sup>st</sup> offense = Verbal warning
2. 2<sup>nd</sup> offense = Probation written
3. 3<sup>rd</sup> offense = Clinical Failure

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.
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 (2) separate class organizations exist: 1) the Class Council, for 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) for the ADN program only.

A member of the nursing faculty acts as a sponsor for each Class Council. In addition, a member of the nursing faculty 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 the PVSNA meetings should be available for review in the Nursing Office.

Organizational Structure

Each class will have a Class Council that will consist of five (5) members:

1. Elected positions
   a. one (1) Class Council Chairperson
   b. one (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. two (2) Class Council members elected at large
   d. one (1) NSNA representative that coincides with class level for the ADN program only

2. PVSNA positions for the ADN program
   a. Freshman – Secretary
   b. Sophomore – Treasurer
   c. Junior – Vice President
   d. Senior – President
   e. Evening/Weekend – 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 to 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. advance matters of curricular concern by students to administration; and
   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. The RN Core Curriculum is available on the MCC website.
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 vocational or professional nurse has good moral character as required under §335.066 RSMo 2014.

While a conviction or criminal record is not conclusive of the standard of good moral character, it is a factor that must be considered by the State Board of Nursing when applying 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 reasons that may result in a denial, or revocation, of a professional nursing license can be found in The Nursing Practice Act (§335.011 to §335.355 RSMo 2014.) excerpted on page 23 of this Handbook or found in its entirety at the Missouri State Board of Nursing website @ http://pr.mo.gov/nursing-rules-statutes.asp.

If the student has had a criminal conviction in the past, please contact the Nursing Director 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, 3605 Missouri Boulevard, Jefferson City, Missouri 65102.) Website: http://pr.mo.gov/nursing.asp
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 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 respective 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 the Senior Class

Support: Senior Class Sponsor/Program Director

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 the Pinning Ceremony date and site by the Nursing Division Administration. The date selected for the Pinning Ceremony should follow final exam dates established for that semester.

3. The senior class will develop a printed program for the Pinning Ceremony. The final program is to be approved by the Program Director 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; and
   f. refreshments and reception information; information about the class.
4. Dress code for the Pinning Ceremony will be established by a majority vote of the class from one (1) of these three (3) options:
   a. cap and gown;
   b. white professional nursing uniform; or
   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 the class sponsor to adequately plan the event and assign duties as needed.

7. Proposed speakers for the event should be notified at least two (2) weeks prior to the event. An honorarium is a nice gesture, plus etiquette rules require thank you cards be sent to those participating in the Pinning Ceremony.

8. Refreshments, meals or other social functions proposed in conjunction with the Pinning Ceremony 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 activity.

9. Decide ahead of time in class meetings on how to finance the event.

10. Printed invitations should be extended to: Penn Valley administrators and nursing faculty; the appropriate list may be obtained from the 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 ACCREDITATION COMMISSION FOR EDUCATION IN NURSING, which may be contacted at:

Accreditation Commission for Education in Nursing/ACEN
3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326-1427
Telephone: 404-975-5000
Fax: 404-975-5020
Website: www.acen.org
STATEMENT OF NONDISCRIMINATION

Metropolitan Community College is committed to a policy of nondiscrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, 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**
Christina McGee, 3217 Broadway, Kansas City, Missouri 64111-2429
Telephone: (816) 604-1023

**MCC-Penn Valley**
Yvette Sweeney, 3201 Southwest Trafficway, Kansas City, Missouri 64111-2764
Telephone: (816) 604-4114

**MCC-Blue River**
Jon Burke, 20301 East 78 Highway, Independence, Missouri 64057-2052
Telephone: (816) 604-6620

**MCC-Business & Technology**
Ryan Meador, 1775 Universal Avenue, Kansas City, Missouri 64120-2429
Telephone: (816) 604-5229

**MCC-Longview**
Karen Goos, 500 SW Longview Road, Lee’s Summit, Missouri 64081-2105
Telephone: (816) 604-2202

**MCC-Maple Woods**
Karen Moore, 2601 NE Barry Road, Kansas City, Missouri 64156-1299
Telephone: (816) 604-3175

**MCC Policies**

Non-Discrimination 7.30020 BP
Student Discrimination and Harassment 7.30030 BP
Student Discrimination and Harassment 7.30030 DP
Metropolitan Community College is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities as required by federal law under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, state law in regards to Missouri Human Rights, and MCC Board Policy 3.25060, and also as a part of our 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, whether academic, extra-curricular or employment, activities, benefits or services offered by MCC.

The Access Office at each campus 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. 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 any approved 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

MCC Policy

American With Disabilities Act  3.25060 BP
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MSN, University of Mary

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MSN, University of Kansas

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