STATE **TECH** Linn, MO

STATE TECHNICAL COLLEGE OF MISSOURI

PRACTICAL NURSING TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE IN NURSING

One Technology Drive

Linn, MO 65051

Student Handbook
2022-2023

ACCREDITED
The Higher Learning Commission

MEMBER

The Higher Learning Commission   NCA North Central Association

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OFFICIAL AFFILIATION MARK

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WELCOME TO STATE TECHNICAL COLLEGE OF MISSOURI

Students who attend State Technical College of Missouri (State Tech) are interested in developing marketable skills that will prepare them for a technical position in industry. The staff and faculty of State Technical College of Missouri are here to guide that preparation in a practical and systematic manner and to assist students in learning under the best of conditions. This handbook was prepared to help the students understand the procedures and regulations of State Technical College of Missouri.

Students at State Technical College of Missouri are expected to participate actively in each class. The classes are small so that students can get intensive hands-on experience and receive personal attention from the instructors. Attendance is important, but participation (interaction and active, critical thinking) is equally important in order to get the most out of their technical education.

Students need to apply themselves to studies at State Technical College of Missouri. Neither instructors, administrative staff, nor parents can assure the students' success. Success depends on each student's willingness to take responsibility for his/her own learning.

ABOUT THE COLLEGE

Legislative History

Linn Technical Junior College and later Linn Technical College (1968), supported by a grant to the Osage County R-II School District from the National Defense Education Act of 1958, offered its first program in electronics in the fall of 1961. By 1965, the College was awarded the status of an Area Vocational Technical School by the Missouri State Board of Education through the federal Vocational Education Act of 1963. In 1991, statutory authority was established for the granting of associate degrees and certificates. In 1995, Senate Bill 101 created "Linn State Technical College." The College continued to be governed by the Osage County R-II School Board until July 1, 1996 when the Board of Regents accepted full responsibility for the institution as Linn State Technical College. It became Missouri's first and only public institution devoted solely to technical education at the Associate of Applied Science level. In 2013, House Bill 673 changed the name of the institution to "State Technical College of Missouri" effective July 1, 2014. This change better reflects the institution's statewide role in technical education.

Guarantee

State Technical College of Missouri guarantees satisfaction with the training it provides. Any graduate of the College who is found by either his or her employer or the graduate to lack entry-level skills (competencies) listed in the graduate's records as having been satisfactorily demonstrated may return to State Technical College of Missouri for retraining with the tuition being waived. This guarantee shall be subject to the following terms:

1. The guarantee shall be good for 180 days after graduation, i.e., the performance deficiency must be identified within 180 days.
2. The graduate must notify the College of his or her intent to return for retraining within 210 days after graduation.
3. The retraining must be completed the first time it is offered as a part of the College's regular schedule after the College is notified of the graduate's intent to accomplish retraining.

Mission
State Technical College of Missouri prepares students for profitable employment and a life of learning.

Nursing Program Overview

State Technical College of Missouri nursing programs prepare nurses to provide quality, safe, nursing care to individuals with a variety of healthcare needs. The State Technical College of Missouri Practical Nursing Technology Program and Associate of Applied Science in Nursing Program are organized to meet the requirements of the State Board of Nursing and the Higher Learning Commission.

The Practical Nursing Technology program began as the Program of Practical Nursing at Nichols Career Center. The first class was admitted on September 12, 1960. On July 1, 1976, the Program of Practical Nursing was nationally accredited by the National League for Nursing. In 1977, Nichols Career Center post-secondary program received full accreditation according to standards of the Missouri Department of Elementary and Secondary Education and the United States Office of Education. On August 1, 2013, the program was transferred to Linn State Technical College and renamed the Practical Nursing Technology Program. In 2013, House Bill 673 changed the name of the institution to "State Technical College of Missouri" effective July 1, 2014.

The Associate of Applied Science in Nursing Program was started in January of 2019. The Associate of Applied Science Degree in Nursing prepares the licensed practical nurse (LPN) to become a professional registered nurse (RN).

State Technical College of Missouri Practical Nursing Technology and Associate of Applied Science in Nursing programs have been granted full approval by the Missouri State Board of Nursing. The Practical Nursing Technology program is approved to admit 32 students each summer. The Associate of Applied Science in Nursing is approved to admit 24 students each fall.

Practical Nursing Technology

Practical Nursing Technology Program

MISSION STATEMENT

The mission of the Practical Nursing Technology program is to prepare students for the competitive demands of the workforce. Partnerships with the community through healthcare, governmental, and accrediting agencies assist the program in providing learning environments in which students build upon their skills and knowledge to strengthen their understanding of local, state, and national health issues.

STATEMENT OF PHILOSOPHY

The faculty believes that all individuals are unique with physical, psychosocial, emotional, and spiritual needs, and have the right to optimal health. Although individuals are responsible for their own health and wellness, health professionals must promote wellness and provide accurate information to assist with health care decisions.

Society consists of a group of individuals joined together due to mutual interest or occupation. Individuals within a society have a responsibility to maintain optimal health through education, tradition, culture and life-style. Environmental conditions must be considered to promote and maintain health within the community.

Nursing is a discipline based upon various scientific principles. Nursing practice utilizes the nursing process when assisting the individual in promoting, maintaining and regaining their optimal level of health. Nursing collaborates with other health team members to assist the individual in meeting their physical, psychosocial, emotional, and spiritual needs throughout the life span. Development of effective interpersonal relationships is essential in assisting the individual to meet these needs. The quality of nursing care depends upon the knowledge, skills, and attitudes of each individual nurse. The foundation of these concepts are taught in nursing education.

Nursing education is a formal process, which includes theory and skills progressing from simple to complex. This process allows the student to initially identify and recall knowledge, then apply and analyze data. Nursing education includes knowledge of biological, psychological, and social sciences, which is applied through planned and directed activities. The principles of teaching learning are essential in assisting the student to function responsibly.

Practical nursing is a vital and integral part of nursing practice. The focus of practical nursing education is providing the individual with preventive, therapeutic, rehabilitative health information and restorative nursing care. The primary role of the practical nurse is to provide care to individuals in community based, as well as structured settings, who have common and well-defined health problems.

The practical nurse provides nursing care in compliance with the Missouri Nurse Practice Act, and under the direction of a person licensed by a state regulatory board to prescribe medications and treatments or under the direction of a registered professional nurse.

Education for the practical nursing student prepares the practitioner to perform basic nursing skills and utilize the nursing process when caring for individuals. The curriculum is updated on an as needed basis to reflect the changing needs of employers, and provides a foundation to advance to higher levels of nursing education and practice.

We believe education is an on-going life-long process, which results in increased knowledge and personal growth. Graduates are encouraged to participate in continuing education in order to obtain current knowledge in a continually changing society. The student is presented with the significance of their professional organization, given an opportunity to participate, and encouraged to continue membership after graduation.

The goal of the faculty is to provide an educational program, which meets the health needs of society, recognizing the unique needs of the learner, and establishing an environment conducive to learning. Student participation is important in the teaching-learning process. The instructor functions as a role model and a facilitator of learning.

We believe in non-discrimination regarding sex, age, race, color, creed, national origin, or handicap, as specified by federal and state laws and regulation.

PROGRAM GOALS

The goals of the program are to provide the opportunity for students to develop:

Goal #1: Skills to be a safe and effective practitioner within the practical nursing scope of practice.

Goal #2: Individual growth in personal, vocational, and community in order to more effectively develop as a practical nurse and provide quality care.

Goal #3: Competency in practical nursing skills with the focus of providing patient centered care.

Goal #4: Ability to assume a role as a member of both the nursing and healthcare team through collaboration with nursing faculty, advisory committee members, and cooperating agencies.

Goal #5: Clinical reasoning skills along with the utilization of best practice standards within the practical nursing scope of practice.

Goal #6: Nursing and technological knowledge in preparation for eligibility to take the NCLEX-PN examination to become a Licensed Practical Nurse.

PROGRAM OUTCOME CRITERIA

Upon completion of the program, the Graduate Practical Nurse will be able to:

Outcome #1: Provide safe care through awareness of environment, client, and health care team utilizing understanding of practice and resources.

Outcome #2: Participate in educational and professional activities within vocation and community to enhance intellectual, technical, and professional growth in order to provide advancing quality care.

Outcome #3: Display responsibility in directing and delivering care in association with the clients' preferences, needs, and values.

Outcome #4: Perform effectively as a capable member of and in collaboration with the health care team to meet the clients' physical, psychosocial, emotional, cultural and spiritual needs throughout the life span.

Outcome #5: Utilize the nursing process in planning, providing, and evaluating individualized care while applying the most relevant standards of nursing practice.

Outcome #6: Integrate information and technology in conjunction with nursing skills and in support of processes within the health care system.

Revised: 2019

GRADUATE COMPETENCIES

Each student must meet the following requirements:
1. A student must meet the Program's Outcome Criteria.

2. A student must maintain good physical health, which will insure safe patient care.
3. A student's ethical, moral, and emotional conduct throughout the school year should be that expected of a practical nurse.
4. A student is expected to function adequately and safely in the hospital and affiliating agencies.
5. A student must have achieved a "C" or higher in each course.
6. The student must have satisfactorily completed clinical competencies in each clinical rotation.

CONCEPTUAL FRAMEWORK

The conceptual framework for the nursing program utilizes concepts from Maslow's hierarchy of human needs. Within the curriculum, concepts are interconnected to Maslow's hierarchy of human needs from survival to transcendence: Physiological, safety and security, love and belonging, self-esteem, cognitive, aesthetic, self-actualization, and transcendence.

Maslow's hierarchy is often viewed within a pyramid format with physiological being at the bottom. When the lower levels of the pyramid are not met then a client may not have the motivation required to follow through with other health promotion interventions or education required for health maintenance. Through first focusing on the basic needs and environment of a client including food, air, water, temperature regulation, elimination, rest, sex, and physical activity; more effective care can be administered. Once these motivators are satisfied, the clients' concentration will be on protection, emotional and physical safety and security, order, law, stability, and shelter. After a client feels safe and secure, the focus turns to affections, meaningful relationships, and belonging to a group. The next need is self-esteem through pride, sense of accomplishment, and recognition by others. Students move through the levels while utilizing the nursing process to provide safe and effective care of clients.

The application of Maslow's hierarchy of human needs is essential in correlation with the nursing process including assessment, diagnosis, planning, implementation, and evaluation. Students are able to identify unmet needs in relation to healthcare needs and incorporate them for a more holistic approach.

The practical nurse provides care to individuals in a variety of settings under the direction of a registered nurse or licensed physician/dentist.

The curriculum provides for the educational preparation of the practical nurse and provides mobility for additional educational preparation.

Burton, M. & Ludwig, L. (2015). *Fundamental of Nursing Care: Concepts, Connections, & Skills* (2nd Ed.) Philadelphia, PA: F.A. Davis Company.
Revised: 2018

ORGANIZATION OF THE EDUCATIONAL PROGRAM

The length of the program is structured to meet the *Missouri Minimum Standards for Accredited Programs of Practical Nursing*.

The Practical Nursing Technology Program is made up of four different areas including core curriculum, general education requirements, program requirements, and graduation requirements totaling fifty-five (55) credit hours. The summer semester and first eight weeks of the fall semester is theory based with only classroom and laboratory instruction. In the second eight weeks of the fall and full spring semester, clinical practice will occur during two designated days each week as outlined in the course syllabi. Hours will vary during clinical rotation days.

Exceptions to the designated schedule will occur in selected clinical practice sites, special workshops, and/or meetings. This schedule could be subject to change to allow flexibility to meet *Minimum Standards*.

All theory and clinical experiences will meet the overall philosophy and objectives of the program as determined by the faculty and according to the *Minimum Standards for Programs of Practical Nursing* in Missouri.

STATE TECH Linn. MO

***For priority consideration in the Practical Nursing Technology program, all of the items listed below must be received by the Office of Admissions by December 5. Candidates may submit applications after December 5, but those applications will not be given preference. If the program is not filled, applications will continue to be accepted until the class is filled.

After applying to State Tech online (https://www.statetechmo.edu/apply/), the following must be completed:

➢ Education records – Submit all official transcripts including college transcripts for dual credit courses taken in high school.

➢ Test scores – Submit all ACT and/or Accuplacer test scores:
  • Test scores are used for program admittance and course placement
  • Test scores may be waived with approved transfer credit

Certificate requirements:

Test	Minimum Algebra Score	Minimum English Score	Minimum Reading Score
ACT	18	18	18
NEXT GENERATION	241	251	250

➢ TEAS Test Scores – All applicants must submit TEAS test scores. A minimum composite score of 60 is required within the last 5 years. An applicant can test up to three times in an admissions cycle. To schedule your test go to www.statetechmo.edu/admissionstesting or if you do not see a time that works for you, please call 573-897-5000 to schedule your test. Cost of the exam is $70.

➢ Total of four hours of documented Observation Experience with a **Licensed Practical Nurse** (LPN). The observation will not be accepted if completed at the applicant's current place of employment. Both forms (Applicant Initial Set-Up of Observation Form.pdf and (Applicant Observation Form.pdf) need to be completed and submitted to the Office of Admissions.

➢ Attend a PNT informational session in Linn. Information session dates can be found at https://www.statetechmo.edu/programs/healthsci/pnt/info/. To register for an information session go to https://statetechmo.secure.force.com/events#/calendar.

➢ Note: Completing all application requirements **does not** guarantee admission into a program.

Selection Process:
- Selection of students will occur upon the completion of current admission requirements and based on exam scores, which correlate with student ability to successfully complete the program.
- No student shall be admitted later than five (5) days after the start date of the program.

Post Admission Requirements

- Current Basic Life Support (BLS) for the Health Care Provider certification from American Heart Association, which must remain current through date of graduation. If no certification is submitted at the start of the program, CPR course dates will be offered.
- Background checks
- Drug screen
- State Board Exam Eligibility: the student and a Notary Public following admittance into the program must sign a statement acknowledging the Nurse Practice Act and denial of violation.
- Missouri Revised Statutes: Signed documentation noting that the student shall meet the criteria to apply to take the examination for licensure as stated in the Missouri Nurse Practice Act, Section 335.066. **Completion of the program does not guarantee eligibility to take the licensure examination.**

PREREQUISITE FOR STATE BOARD EXAMINATION

- The following are required by the Missouri State Board of Nursing prior to a candidate being considered eligible to take the NCLEX-PN (State Board Licensure Examination):
  1. Completed, signed, and notarized application.
  2. Supporting notarized documents, if necessary (i.e. court documents, treatment records, etc.).
  3. Proof of submission of fingerprints to the Missouri State Highway Patrol's approved vendor for both a Missouri State Highway Patrol and Federal Bureau of Investigation fingerprint background check.
  4. Evidence of U.S. citizenship or lawful presence.
  5. Registration for NCLEX with test service.
  6. Graduate from a state accredited practical nursing school.
  7. Official, final transcript.
  8. Compliance with the Missouri Nurse Practice Act, Section 335.066. This statement of compliance is signed by the student and notarized before entering the Practical Nursing Technology program and becomes part of the student record.
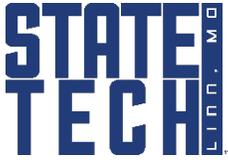
Degree Plan

Practical Nursing Technology Certificate - One-Year (C1)

A grade of 'C' or better is required in all courses.

Summer Semester   **Units:** 13.0

	Course	Sequence	Units
NUR 115	Nutrition		3.0
NUR 110	Fundamentals of Nursing I		2.0
NUR 111	Fundamentals of Nursing I Laboratory		2.0
ASC 104	Human Anatomy and Physiology with Lab I		4.0
PSY 161	Health Psychology		3.0

Fall Semester   **Units:** 22.0

	Course	Sequence	Units
ASC 106	Human Anatomy and Physiology with Lab II		4.0
NU100	Personal Vocational Concepts		2.0
NUR 120	Fundamentals of Nursing II		3.0
NUR 121	Fundamentals of Nursing II Laboratory		2.0
NUR 130	Maternity Nursing		2.0
NUR 140	Medical Surgical Nursing I		4.0
NUR 141	Fundamental and Maternity Clinical		3.0
COM 125	Job Search Strategies		1.0

Spring Semester   **Units:** 20.0

	Course	Sequence	Units
NUR 150	Pharmacology		4.0
NUR 160	Nursing Care of Children		2.0
NUR 170	Medical Surgical Nursing II		6.0
NUR 171	Medical Surgical, Care of Children, and Leadership Clinical		5.0
NUR 180	Leadership and Management		3.0

Total: 55.0

PRACTICAL NURSING TECHNOLOGY
PROGRAM COURSE DESCRIPTIONS

NUR 100 <u>Personal and Vocational Concepts</u>. This course is designed to introduce students to the foundations of modern practical nursing. Students are introduced to the program's philosophy and conceptual framework along with its rules and regulations. Students learn about individual learning styles, as well as organizational and time management techniques. The educational and professional responsibilities of the practical nurse are explored. Nursing history is explored with a review of nursing theories. The nursing process is introduced. A plan for patient care is developed. Hands-on learning experiences as well as cooperative learning activities and investigative assignments are utilized to assist students to learn and utilize evidence-based learning and practice. The importance of cultural diversities in healthcare delivery and recognizing each person as a unique individual are introduced. Methods of developing communication skills that allow the development of effective interpersonal relationships are stressed. Students examine legal and ethical issues in healthcare and prepare to make decisions, as graduates, in compliance with the Missouri Nurse Practice Act in order to practice as responsible nurses within the community. Prerequisites: none; 2 credit hours.

NUR 110 <u>Fundamentals of Nursing I</u>: This course provides students with the opportunity to develop competencies necessary to meet the basic healthcare needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, critical thinking, medical asepsis and infection control, personal care and hygiene, moving and positioning patients, body mechanics, vital signs, cultural care, and nutritional care. Math for medication administration begins in this course. NUR 110 and NUR 111 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Corequisite: NUR 111; 2 credit hours.

NUR 111 <u>Fundamentals of Nursing I Laboratory</u>: This lab course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. At the conclusion of this course, students should demonstrate competency in performing basic nursing skills within the practical nursing scope of practice. NUR 110 and NUR 111 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Corequisite: NUR 110; 2 credit hours.

NUR 115 <u>Nutrition</u>. This course focuses on the introduction to basic principles of nutrition in relation to the human body. Nutrient and food guides for health promotion are identified. The importance of nutrition for prevention of disease processes and maintenance of health across the lifespan is presented. Examination of diet therapy within disease processes are integrated throughout the course. Prerequisites: NUR 100, NUR 110, NUR 111, ASC 104, PHY 161; 3 credit hours.

NUR 120 <u>Fundamentals of Nursing II</u>: This fundamentals course provides students with continued opportunities to develop competencies necessary to meet the needs of adult clients in a safe, legal, culturally-competent and ethical manner using the nursing process. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to physical assessment and clinical skills to care for patients needing support with bowel, urinary, respiratory, and wound care. Medication administration and IV skills are practiced in the lab and clinical settings. NUR 120 and NUR 121 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 104, PSY 161, NUR 100, NUR 110, and NUR 111. Corequisite: NUR 121; 3 credit hours.

NUR 121 Fundamentals of Nursing II Laboratory: This lab course reinforces psychomotor nursing skills needed to assist individuals in meeting basic human needs. At the conclusion of this course, students should demonstrate competency in performing basic nursing skills and procedures including beginning medication administration within the practical nursing scope of practice. NUR 120 and NUR 121 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 104, PSY 161, NUR 100, NUR 110, and NUR 111. Corequisite: NUR 120; 2 credit hours.

NUR 130 Maternity Nursing. This course teaches the processes of reproduction and childbearing occurring in the antepartum, intrapartum, and postpartum phases. Previous knowledge of safe basic nursing skills and principles are incorporated as the practical nursing students utilize the nursing process to facilitate maternal self-care and care of the newborn. Emphasis is placed on the importance of using basic communication skills to establish effective interpersonal relationships with the childbearing family. Students are presented with ethical and legal responsibilities to provide family-centered maternity care within the scope of practice of the practical nursing student. NUR 130 and NUR 141 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 104, NUR 115, NUR 120, and NUR 121. Corequisites: ASC 106 and NUR 141; 2 credit hours.

NUR 140 Medical Surgical Nursing I. This course is the first of two medical surgical nursing courses. This course focuses on the common medical and surgical disorders encountered in the healthcare setting. The focus is on understanding health and illness, mental health nursing, and the musculoskeletal and cardiovascular systems. The emphasis is on system diagnosis, symptoms, and treatment including common medications and nursing interventions in the adult and the geriatric client. Nursing theories, various roles of the healthcare team, dosage calculation, research, communication, patient teaching, community health resources, professional accountability, and evidence-based practice are emphasized throughout this course. NUR 140 and NUR 141 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time.   Prerequisites: ASC 104, NUR 115, NUR 120, and NUR 121. Corequisite: ASC 106 and NUR 141; 4 credit hours.

NUR 141 Fundamental and Maternity Clinical. This course is designed to continue developing the foundation of basic nursing skills and competencies needed to perform safely and effectively as a practical nursing student in the clinical setting. Basic communication skills necessary to develop effective interpersonal relationships are presented. Students will explore issues in nursing care using evidence-based practice and critical thinking skills, including ethical and legal responsibilities. Students will develop a plan of care for their clients through the concepts of the nursing process. Students will be assigned to various clinical experiences including acute care, school nursing opportunities, community health, clinics, and mental health facilities. NUR 141 must be taken and passed at the same time as both NUR 130 and NUR 140. If students fail either NUR 130 or NUR 141, both courses must be repeated and passed at the same time. If students fail either NUR 140 or NUR 141, both courses must be repeated and passed at the same time. Prerequisites: ASC 104, NUR 115, NUR 120, and NUR 121. Corequisite: ASC 106, NUR 130 and NUR 140; 3 credit hours.

NUR 150 Pharmacology: This course teaches students to administer medications with concern for safety, accuracy, and attention to physiological factors. It includes drug classifications, common medications in each classification, source, actions, side effects, adverse reactions, contraindications, and dosage. This course will focus on various aspect of medication administration including oral, injections, and IV medications. IV Therapy skills will be reinforced from NUR 120 to ensure efficiency of the skills. Prerequisites: ASC 106, NUR 130, NUR 140, NUR 141, and COM 125; 4 credit hours.

NUR 160 Nursing Care of Children. This course teaches nursing care encompassing physical, intellectual, and emotional growth of the newborn through adolescence. The course also teaches students to explore cultural

differences of patients and families in the pediatric setting. The impact that advanced technology has contributed to promoting pediatric health and wellness is studied. Alterations in child health (diseases or disorders) are examined systemically. Nursing care of the pediatric client in the following areas are emphasized: health maintenance, disease prevention, family relations, clinic triage, and grief and loss. NUR 160 and NUR 171 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 106, NUR 130, NUR 140, NUR 141 and COM 125. Corequisite: NUR 171; 2 credit hours.

NUR 170 Medical Surgical Nursing II. This course is the second medical surgical nursing course and focuses on the common medical and surgical disorders encountered in the structured setting. Students will study the neurologic, sensory, integumentary, urinary, respiratory, gastrointestinal, immune, hepatic, pancreatic, endocrine, and hematologic and lymphatic systems. Emphasis is on symptoms, diagnosis, treatment, and nursing interventions with the adult and geriatric client. Nursing theories, various roles of the healthcare team, dosage calculation, research, communication, patient teaching, community health resources, professional accountability, and evidence-based practice are emphasized throughout this course. NUR 170 and NUR 171 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 106, NUR 130, NUR 140, NUR 141 and COM 125. Corequisite: NUR 171; 6 credit hours.

NUR 171 Medical Surgical, Nursing Care of Children, and Leadership Clinical. This course is designed to continue developing the foundation of basic nursing skills and competencies needed to perform safely and effectively as a practical nursing student. Basic communication skills necessary to develop effective interpersonal relationships are presented. Students will explore issues in nursing care using evidence-based practice and critical thinking skills, including ethical and legal responsibilities. Students will develop a plan of care for their clients through the concepts of the nursing process. Students will be assigned to various clinical experiences including acute care, school nursing opportunities, community health, and clinics. NUR 171 must be taken and passed at the same time as NUR 160, NUR 170, and NUR 180. If students fail either NUR 160 or NUR 171, both courses must be repeated and passed at the same time. If students fail either NUR 170 or NUR 171, both courses must be repeated and passed at the same time. If students fail either NUR 180 or NUR 171, both courses must be repeated and passed at the same time. Prerequisites: ASC 106, NUR 130, NUR 140, NUR 141 and COM 125. Corequisite: NUR 160, NUR 170, and NUR 180; 5 credit hours.

NUR 180 Leadership and Management. This course allows students to examine legal and ethical issues in healthcare and prepares them to make decisions, as graduates, in compliance with the Missouri Nurse Practice Act in order to practice as responsible nurses within the community. Students will be given insight into the teamwork concept. Specific emphasis is placed on delegation of tasks, motivation techniques, conflict resolution, initiating change, and time management. As the course comes to completion, students will begin preparation for employment and taking the National Council Licensure Examination for Practical Nurses (NCLEX-PN). NUR 180 and NUR 171 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time. Prerequisites: ASC 106, NUR 130, NUR 140, NUR 141, NUR 160 and COM 125. Corequisite: NUR 171; 2 credit hours.

Associate of Applied Science in Nursing

Associate of Applied Science in Nursing

MISSION STATEMENT

The mission of the Associate of Applied Science Degree in Nursing program is to provide licensed practical nurses education, mobility, and a transition path to a professional registered nurse. The professional registered nurse contributes to comprehensive healthcare through critical reasoning in the use of the nursing process, clinical competence, quality outcomes, and patient advocacy. Partnership with the community through healthcare, governmental, and accrediting agencies to assist the program in providing learning environments in which students build upon their skills and knowledge to strengthen their understanding of local, state, and national health issues.

STATEMENT OF PHILOSOPHY

The faculty believe that all individuals are unique with physical, psychosocial, emotional, and spiritual needs, and have the right to optimal health. Although individuals are responsible for their own health and wellness, health professionals must promote wellness and provide accurate information to assist with health care decisions.

Society consists of a group of individuals joined together due to mutual interest or occupation. Individuals within a society have a responsibility to maintain optimal health through education, tradition, culture and life-style. Environmental conditions must be considered to promote and maintain health within the community.

Nursing is a discipline based upon various scientific principles. Nursing practice utilizes the nursing process when assisting the individual in promoting, maintaining and regaining their optimal level of health. Nursing collaborates with other health team members to assist the individual in meeting their physical, psychosocial, emotional, and spiritual needs throughout the life span. Development of effective interpersonal relationships is essential in assisting the individual to meet these needs. The quality of nursing care depends upon the knowledge, skills, and attitudes of each individual nurse. The foundation of these attitudes and behaviors are taught in nursing education.

Nursing education is a formal process, which includes theory, clinical and skills progressing from simple to complex. This process allows the student to initially identify and recall knowledge, then apply and analyze data. Nursing education includes knowledge of biological, psychological, and social sciences, which is applied through planned and directed activities. The principles of teaching-learning are essential in assisting the student to function responsibly.

Associate nursing is a vital and integral part of nursing practice. The focus of associate nursing education is providing the individual with preventive, therapeutic, rehabilitative health information and restorative nursing care. The primary role of the associate nurse is to provide care to individuals in community based, as well as structured settings, who have common and well-defined health problems.

The associate nurse provides nursing care in compliance with the Missouri Nurse Practice Act, and under the direction of a person licensed by a state regulatory board to prescribe medications and treatments or under the direction of a registered professional nurse.

Education for the associate nursing student prepares the practitioner to perform basic nursing skills and utilize the nursing process when caring for individuals. The curriculum is updated on an as needed basis to reflect the changing needs of employers, and provides a foundation to advance to higher levels of nursing education and practice.

We believe education is an on-going life-long process which results in increased knowledge and personal growth. Graduates are encouraged to participate in continuing education in order to obtain current knowledge in a continually changing society. The student is presented with the significance of their professional organization, given an opportunity to participate, and encouraged to continue membership after graduation.

The goal of the faculty is to provide an educational program, which meets the health needs of society, recognizing the unique needs of the learner, and establishing an environment conducive to learning. Student participation is important in the teaching-learning process. The instructor functions as a role model and a facilitator of learning.

The nursing program does not discriminate on the basis of race, gender identity, gender expression, sex, sexual orientation, religion, color, national origin, disability, or status as a protected veteran, as specified by federal and state laws and regulation.
Reviewed: 2018

PROGRAM GOALS

At the completion of the program students will demonstrate:
Goal 1: Ability to transition from a Licensed Practical Nurse to a professional Registered Nurse.
Goal 2: Skills to be a safe and effective practitioner as a professional Registered Nurse.
Goal 3: Individual growth in their personal, professional and community lives.
Goal 4: Skills to meet the objectives of the Missouri State Board of Nursing through collaboration with peers, nursing faculty, advisory committee members, and cooperating agencies.
Goal 5: Ability to assume a role as a member and manager of both the nursing and healthcare team.
Goal 6: Clinical reasoning skills within the scope of the professional Registered Nurse.
Goal 7: Competency in professional nursing procedures.
Goal 8: Knowledge and eligibility to take the NCLEX-RN examination to become a professional Registered Nurse.
Goal 9: Ability to contribute to the profession of nursing through life-long learning, safe patient management, and evidence-based practice producing quality outcomes.
Adopted: 2017

PROGRAM OUTCOME CRITERIA

Upon completion of the program, the Graduate Nurse will be able to:
Outcome 1: Display responsibility in directing and delivering nursing care in compliance with the Missouri Nurse Practice Act.
Outcome 2: Utilize the nursing process in planning, providing, and evaluating individualized care which meets the patients/clients basic needs.
Outcome 3: Exhibit effective interpersonal relationships with patients/clients, significant others, and members of the health care team.
Outcome 4: Participate as a resourceful member of the health care team to meet the patient/client physical, psychosocial, emotional, cultural and spiritual needs throughout the life span.

Outcome 5: Participate in educational and professional activities which will enhance intellectual, technical, and professional growth.
Reviewed: 2018

GRADUATE COMPETENCIES

The graduate competencies of the associate degree program build on LPN competencies. The framework of the curriculum is the Quality and Safety Competencies for Nurses (QSEN). The end-of-program student learning outcomes evolve from the QSEN competencies. QSEN competencies are covered in each nursing course throughout the program. Students are expected to become familiar with QSEN. More information about QSEN is available at: www.qsen.org

State Technical College of Missouri Associate in Applied Science in Nursing Quality and Safety Competencies for Nurses (QSEN)	
Competency	**Student Learning Outcomes**
Patient-Centered Care	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Teamwork & Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Evidence-Based Practice (EBP)	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Quality Improvement (QI)	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

ASSOCIATE OF APPLIED SCIENCE IN NURSING
APPLICATION REQUIREMENTS

After applying to State Tech online (https://www.statetechmo.edu/apply/), the following must be completed:

- ➢ Education records – Submit all official transcripts.
- ➢ Prerequisites courses information:
- • Official transcript(s) for Human Anatomy and Physiology with Lab I and II and Microbiology with Lab with a grade of "B" or better
- • Official transcript(s) for prerequisites of English Composition, College Algebra, Oral Communications, American History OR Government, Introduction to Microcomputer, Health Psychology, and Job Search Strategies.
- ➢ TEAS score - All applicants must submit a TEAS score. This test must be taken less than five years before application is submitted. A minimum composite score of 60 is required. An applicant can test up to three times in an admission cycle. To schedule your test go to www.statetechmo.edu/admissionstesting or if you do not see a time that works for you, please call 573-897-5000 to schedule your test. If you have been enrolled in State Tech's Practical Nursing program, you would have already taken this test and we have the results. Please verify your score to determine if you need to retake this examination.
- ➢ Current and unencumbered LPN license. State Tech's Nursing Department will verify current LPN licensure.
- ➢ Test scores – Submit all ACT and/or Accuplacer test scores:
  - • Test scores are used for program admittance and course placement
  - • Test scores may be waived with approved transfer credit

Associate of Applied Science Degree requirements:

Test	Minimum Algebra Score	Minimum English Score	Minimum Reading Score
ACT	22	18	18
Accuplacer-Next Generation	265	251	250

- ➢ Attendance at an information session. Information session dates can be found at https://www.statetechmo.edu/programs/healthsci/adn/info/. To sign up for a date please go to https://statetechmo.secure.force.com/events#/calendar.

*Note: Completing all application requirements **does not** guarantee admission into a program.*
Applicants may be contacted for an interview.

ASSOCIATE OF APPLIED SCIENCE IN NURSING
ADMISSION CRITERIA

Required Following Admittance and for Completion of Curriculum:

1. Physical examination by your own physician (refer to Health Requirements for further information).
2. Proof of vaccinations: All students in the Associate Nursing Program will be required to show proof of required immunizations based upon facility requirements.
3. Current Basic Life Support (BLS) CPR Certification (adult, child, infant) for the Health Care Provider from American Heart Association (2 year), which must remain current through date of graduation.
4. Background Check: All students will be required to obtain a background search through Corporate Screening Services. This search will include a national criminal background, Missouri Family Care Safety Registry, OIG and GSA name searches. If an admitted student has been placed on the Employee Disqualification List at any time during the program, immediate separation from the Associate Nursing program will occur. If any clinical site refuses a student due to the background check, the student will be separated from the program.
5. Drug screen: All students will be required to complete an unannounced urine drug screening prior to clinical rotations. Students may also be notified to report for random drug screenings before or during a clinical rotation at any clinical facility. Students may be asked by the Nursing Program, clinical facility or college to submit to a random drug screen at any time in the program. Refusal to do so is grounds for dismissal from the program. If any drug screen returns as non-negative, dilute or positive, the student will be separated from the program.
6. Character: A Felony Statement must be signed by the student and a Notary Public following admittance into the program.
7. State Board Exam: The student shall meet the criteria to apply to take the examination for licensure as stated in the Missouri Nurse Practice Act, Section 335.066. **Completion of the program does not guarantee eligibility to take the licensure examination.**

STATE TECH LINN, MO

Nursing Associate of Applied Science Degree (AAS)

Degree Plan

Pre-Program Courses		Units: 31.0
	Course	Units
ASC 104	Human Anatomy and Physiology with Lab 1	4.0
ASC 106	Human Anatomy and Physiology with Lab II	4.0
COM 101	English Composition	3.0
COM 111	Oral Communications	3.0
COM 125	Job Search Strategies	1.0
CPP 101	Introduction to Microcomputer Usage	3.0
MAT 115	College Algebra	3.0
PSY 161	Health Psychology	3.0
SCI 151	Microbiology with Lab	4.0
Social Science General Education Requirement		3.0

Fall Semester		Units: 14.0
	Course	Units
NUR 200	Transition to Professional Nursing Practice	3.0
NUR 205	Health Assessment in Professional Nursing Practice	3.0
NUR 208	Health Assessment Clinical Education	2.0
NUR 210	Medical Surgical Nursing in the Adult Client	3.0
NUR 215	Medical Surgical Nursing in the Adult Client Clinical Education	3.0

Spring Semester		Units: 15.0
	Course	Units
NUR 221	Mental Health Nursing	3.0
NUR 230	Women and Child Care Nursing	3.0
NUR 236	Specialty Nursing Clinical Education	3.0
NUR 240	Managing and Delegating Care in Professional Nursing Practice	3.0
NUR 246	Capstone with Nurse Leadership Application	3.0

Total: 29.0

ASSOCIATE OF APPLIED SCIENCE IN NURSING

PROGRAM COURSE DESRIPTIONS

NUR 200 Transition to Professional Nursing Practice: This course focuses on the role transition of a licensed practical nurse (LPN) to that of a professional registered nurse (RN). The roles of the RN as a provider and manager of patient-centered care and as a member of the professional nurse community are emphasized. Communication skills build on previous knowledge including the use of technology. Concepts of responsibility, accountability, delegation, advocacy, and collaboration will be discussed and articulated. Students will learn to reflect and synthesize information based on ethical, legal, evidence-based practice, quality improvement, safety, financial, and cultural considerations while organizing, prioritizing, and delegating nursing care. Social and political influences on nursing practice and healthcare delivery will be explored.

NUR 205 Health Assessment in Professional Nursing Practice**:** This health assessment course is designed to transition the licensed practical nurse (LPN) to the professional registered nurse (RN) role. The student will learn concepts and advanced nursing interventions including medication and intravenous management to provide safe, quality patient-centered practice in a variety of healthcare settings. Emphasis is placed on developing professional skills in health assessment, implementation, and evaluation of nursing interventions, technologies, and quality outcomes. Concepts build on previous knowledge to enhance professionalism and utilization of appropriate communication, documentation, life-span considerations, and evidence-based practice. NUR 205 and its clinical course NUR 208 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time.

NUR 208 Health Assessment Clinical Education**:** This health assessment clinical course is designed to transition the licensed practical nurse (LPN) to the professional registered nurse (RN) role. Emphasis is placed on developing professional skills in health assessment including planning care, utilizing appropriate nursing interventions, and evaluating patient outcomes. Physical assessment, infection control, patient education, nutrition, safety, advanced medication administration, and nursing skills are practiced and mastered in skills lab, simulation, and the clinical setting. NUR 208 and its lecture course NUR 205 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time.

NUR 210 Medical Surgical Nursing in the Adult Client**:** This didactic course transitions the licensed practical nurse (LPN) nursing knowledge and skills to that of the professional registered nurse (RN). The student will focus on the pathophysiology, nutrition, and medications related to complex medical surgical conditions. Medication administration and intravenous therapy will be emphasized. Students will expand their critical thinking and clinical reasoning skills by utilizing assessment, health data, cultural competence, and the nursing process in the application of safe, evidence-based practice, and quality nursing care. The student will gain organization, prioritization, and collaboration skills while learning to function more independently. Accountability and integrity within the ethical legal framework of entry-level registered professional nursing practice will be self-assessed while fostering a commitment to ongoing professional development. NUR 210 and its clinical course NUR 215 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time.

NUR 215 Medical Surgical Nursing in the Adult Client Clinical Education**:** This clinical course transitions the licensed practical nurse (LPN) nursing knowledge and skills to that of professional registered nurse (RN). Students will apply concepts of pathophysiology, nutrition, and medication knowledge related to complex medical surgical conditions. Medication administration and intravenous therapy will be emphasized. Students will demonstrate critical thinking and clinical reasoning skills in managing assessment, health data, cultural

competence, and the nursing process in the application of safe, evidence-based practice and quality nursing care. Students will also utilize organization, prioritization, and collaboration skills while learning to function more independently. Accountability and integrity within the ethical legal framework of entry-level professional nursing practice will be self-assessed while fostering a commitment to ongoing professional development. NUR 215 and its lecture course NUR 210 must be taken and passed at the same time. If either course is failed, both courses must be repeated and passed at the same time.

NUR 221 Mental Health Nursing: This course focuses on the transition of the licensed practical nurse (LPN) to that of a professional registered nurse (RN) in the care of clients with mental health disorders. The physiological and psychosocial integrity of the client with a specific focus on the psychosocial aspects of mental health disorders will be explored. Consideration is given to clients' past and present patterns of behavior as they impact on alterations of mental well-being. Communication skills are further developed using theories of interpersonal relationships. With assistance, a student learns to provide a milieu that is both safe and therapeutic. Students use the nursing process as a tool for critical thinking in organizing, prioritizing, managing individual plans of care, and collaborating with the healthcare team. Students are assisted to address ethical and legal dilemmas in their roles as client advocates. Self-assessment and self-awareness are encouraged to enhance self-development and foster therapeutic relationships with an emphasis on multicultural diversity.

NUR 230 Women and Child Care Nursing: This course focuses on the transition of the licensed practical nurse (LPN) to a professional registered nurse (RN) in the care of women, infants, and children. Students apply the nursing process using the principles of critical thinking with childbearing and/or child-rearing families. Concepts of human development, family community systems, safe-protective care environment, therapeutic communication, health, education, and culturally-specific healthcare are emphasized and are applied to clients in a variety of mother-child settings. Students provide increasingly complex care, moving toward more independent practice, and increasing professional accountability. Ethical and legal issues pertaining to obstetric and infant clients are explored. Along with care in the clinical setting, an emphasis is placed on collaboration with families and members of the healthcare team as well as professional development and self-assessment.

NUR 236 Specialty Nursing of Adults and Children in Clinical Education**:** This clinical course focuses on the transition of the licensed practical nurse (LPN) to a professional registered nurse (RN). Students apply concepts of pathophysiology, nutrition, and medication knowledge while caring for adults and children across the lifespan with complex mental health, maternal health and medical-surgical disease processes. Students demonstrate critical thinking and clinical reasoning skills while utilizing the nursing process and evidence-based practice to provide safe, quality nursing care. NUR 221, NUR 230, and NUR 236 must all be completed successfully in the same term. If NUR 236 is not completed successfully, all of the three courses (NUR 221, NUR 230, NUR 236) must be repeated.

NUR 240 Managing and Delegating Care in Professional Nursing Practice: This course focuses on the role transition of a licensed professional nurse (LPN) to that of a professional registered nurse (RN) as a provider and manager of patient-centered care. As a member of the professional nurse community, communication skills build on previous knowledge including the use of technology. Concepts of responsibility, accountability, delegation, advocacy, and collaboration will be discussed and articulated. Students will learn to reflect and synthesize information based on ethical, legal, evidence-based practice, quality improvement, safety, financial, patient-centered care, and cultural issues while organizing, setting priorities, and delegating nursing care. Social and political influences on managing nursing practice for self, healthcare team, institution, and community care delivery will be explored.

NUR 246 <u>Capstone with Nurse Leadership Application</u>: This clinical capstone course focuses on the role transition of a licensed practical nurse (LPN) to that of a professional registered nurse (RN) as a provider and manager of patient-centered care. As a member of the professional nurse community, communication skills build on previous knowledge including the use of technology and collaboration. Students will select a nursing mentor to further explore nursing strategies in managing care with the assistance of the instructor. This learning experience will afford the student the opportunity to formulate objectives and goals and allows students to observe management and delegation in practice for a group of patients and nurses. Students will then reflect on the experience, write a reflective paper, and present the paper to a team of instructors and mentors who will provide feedback to the student. NCLEX-RN preparation is also included in this course.

Nursing Faculty

NURSING FACULTY

Registered Nurse instructor responsibilities are to teach the assigned classes, supervise students' practice in the cooperating agencies, evaluate and record work of students, participate in the counseling and guidance of students, and assist with administrative duties as delegated.

Courtney Brandt, MSN, RN, Nursing Department Chair, graduated from Lincoln University in Jefferson City, Missouri with her ADN in 2005 and her BSN in 2008. In 2018, she graduated with her MSN in nursing education from the University of Central Missouri in Warrensburg, Missouri. Upon graduating from her ADN program, Mrs. Brandt began her nursing career in the emergency department at SSM- St Mary's in Jefferson City. She continued to work in the emergency department until the fall of 2017. In the spring of 2017, she worked as an adjunct clinical nursing instructor at Lincoln University and East Central College-Rolla. In the fall of 2017, she took a full-time nursing instructor position at East Central College-Rolla. At East Central College she taught various med-surg topics and mental health, along with med-surg and management clinical. She continued in this role until May 2021. Mrs. Brandt was hired in June of 2021 to teach in the ADN program and serve as nursing department chair at State Technical College of Missouri in Linn, Missouri. She is approved by the State Board of Nursing to teach at State Technical College of Missouri.

Simone' Perrigo, RN, BSN, CNOR, PNT Coordinator and Instructor, has been in the nursing field since 2003. Mrs. Perrigo graduated from Central Methodist University in Fayette, MO with her BSN in 2003. Since obtaining her nursing degree until June 2020, Mrs. Perrigo has worked at Capital Region Medical Center in Jefferson City, MO as full time then part time in various units throughout the hospital including: Progressive Care Unit, Pre-Op, Post Anesthesia Care Unit, Medical Unit, Surgical Unit, Emergency Room, Obstetrics, Intensive Care Unity, State Nurse, and Operating Room. Mrs. Perrigo gained leadership experience as charge nurse of the Progressive Care Unit. In 2004, she started working for Surgicare of Missouri as assist to Dr. Doerhoff. Through other various roles, Mrs. Perrigo brings experience of prevention and disease management from working with health insurance and travel nursing knowledge. Most recently Mrs. Perrigo has worked as a Registered Nurse in utilization review as a team lead. Mrs. Perrigo was hired July 2020 to teach at State Technical College in Linn, MO and is approved by the Missouri State Board of Nursing to teach at State Technical College.

Cory White BSN, RN, ADN Coordinator and Instructor, graduated from Indian Hills Community College in Ottumwa, IA with his ADN. He then received his BSN from Western Governors University where he is currently working on his master's in nursing leadership. Mr. Billings (White) started his career in the medical field as a patient care tech and EMTB in the hospital, eventually working as an LPN. When he received his RN, he worked in Emergency Medicine, Pediatric Emergency Medicine, Pediatric Intensive Care, Neonatal Intensive Care, Pediatric Interventional Structural Heart, and the Cath Lab. Mr. Billings (White) also has experience teaching certification course through the American Heart Association and the University of Iowa. He is approved by the State Board of Nursing to teach at State Technical College of Missouri.

Kelly Royston, RN, BSN, Lab/Remediation Coordinator, has been in the nursing field since 2000. Mrs. Royston worked as a patient care tech at St. Mary's Hospital-Jefferson City, MO from 2000 until 2005. She graduated from Truman State University-Kirksville, Missouri in 2005 with a BSN in nursing and a Minor in Biology. Mrs. Royston has worked as a Staff Nurse at University Hospital, Columbia, Missouri in the Cardiac Medical Unit and was part of the IV Access Nursing Team with a certification in PICC line placement. She also has experience in the Neonatal ICU and Adolescent Unit at Women's and Children's Hospital. Mrs. Royston began teaching at Nichols Career Center in the Practical Nursing Program as a classroom and clinical instructor in 2010 and was hired by Linn State Technical College in August of 2013 during the transfer of sponsorship. Mrs. Royston assumed the role of PNT Department Chair in August 2015 and continued in this

leadership role until June 2020. In July 2020, Mrs. Royston transitioned to Lab/Remediation Coordinator for the Practical Nursing Technology and Associate Nursing programs as State Technical College. She holds a current Missouri Teaching Certificate and is approved by the Missouri State Board of Nursing to teach at State Technical College of Missouri. Mrs. Royston holds a Certificate in Simulation per Drexel University, Philadelphia, Pennsylvania.

Jena Berry, RN, MSN-Ed., RAC-CT, RAC-CTA Instructor, has been in the nursing field since 2006. Mrs. Berry obtained her Certified Nurse Assistance while in high school and worked on a medical surgical floor from 2006 to 2009. In 2009, Mrs. Berry graduated with her ADN from Southeast Hospital College of Nursing in Cape Girardeau, MO. Upon obtaining her ADN, Mrs. Berry worked for the State of Missouri as a charge nurse on a psychiatric forensic unit at the Southeast Missouri Mental Health Center in Farmington, MO. Following her work in the field of psychiatric nursing, Mrs. Berry found her niche as a nurse in the long-term care setting, where she worked from 2010 to 2020. In 2019, Mrs. Berry obtained her BSN and MSN-Ed. from Chamberlain University online. Mrs. Berry has served numerous roles in the long-term care setting including: Staff Nurse, Charge Nurse, Shift Nurse Supervisor, Assisted Living Coordinator, Staff Educator, Assistant Director of Nursing, and Interim Director of Nursing. Mrs. Berry additionally has served as Minimum Data Sheet Coordinator (MDS Coordinator) from 2012-2020 at the Chateau Girardeau Retirement Community of Cape Girardeau, MO. Mrs. Berry holds the Resident Assessment Coordinator-Certified (RAC-CT) and Resident Assessment Coordinator-Certified Advanced (RAC-CTA) certifications from the American Association of Post-Acute Care Nursing. She is also a member of Sigma Theta Tau. Mrs. Berry was hired in August of 2020 to teach at State Technical College in Linn, MO and is approved by the Missouri State Board of Nursing to teach at State Technical College.

Jana Holsman, MSN, APRN, FNP-BC, RN, Nursing Instructor, graduated from Maryville University in St. Louis Missouri with her Masters of Science in Nursing- Family Nurse Practitioner in August 2021. Mrs. Holsman graduated from Lincoln University in Jefferson City Missouri with her Bachelors of Science in Nursing (BSN) May of 2017. Mrs. Holsman began working in the nursing field in 2014 at Capital Region Medical Center Obstetrics Departments as an OB Scrub Tech. Upon graduation she continued her career there as a full time/PRN Labor and Delivery Nurse through 2019. Jana took a new position with Cole County Health Department as the Maternal Child Health Coordinator in 2018. In June of 2019 she moved into the Nursing Supervisor Role at the Cole County Health Department. She continued this role until June 2021. Mrs. Holsman was hired July 2021 to teach in the ADN program at State Technical College of Missouri in Linn, Missouri. She is approved by the State Board of Nursing to teach at State Technical College of Missouri. She is approved by the State Board of Nursing to teach at State Technical College of Missouri.

Linda Claycomb, EdD, MSN, RN, ADN Coordinator and Instructor, has been in nursing education for over 20 years. She originally received her 3-year diploma in nursing from Highland Hospital in New York. She then attended the University of Missouri Sinclair School of Nursing earning BSN and MSN degrees and Capella University where she received her Doctorate in Education with a specialization in Leadership and Management. Through the years, Dr. Claycomb has worked in hospital acute care in emergency, departments, operating room, recovery room and intensive care nursing. She has also been fortunate to be a part of nursing management. In education, she has been a nursing instructor at the practical nursing, associate nursing, and baccalaureate nursing levels. Dr. Claycomb was also involved in grant-writing to receive federally qualified status for the local and regional community health centers. These centers continue to bring primary care services to rural communities. Linda is proud of the nursing profession and to have been part of its growth and development. She has been extremely fortunate to assist in educating nursing students with amazing nursing faculty teams who have strived to instill a love of nursing to future nursing graduates.

Macie Kinsey, RN, BSN, PNT Instructor, has been in the nursing field since 2014. Ms. Kinsey worked at Capital Region Medical Center as a patient care technician on the medical surgical floor throughout her college career. Ms. Kinsey graduated from Lincoln University in Jefferson City, Missouri with her BS in Psychology in 2017, followed by her BSN in 2020. Upon graduating from her BSN program, Ms. Kinsey began her nursing career in the Intensive Care Unit at Phelps Health in Rolla, MO. Ms. Kinsey quickly moved up, gaining leadership experience, responsibility and skills as a preceptor and charge nurse of the Intensive Care Unit. She continues to work as a PRN nurse for Phelps Health and Fulton State Hospital. Ms. Kinsey was hired July 2022 to teach at State Technical College in Linn, MO and is approved by the Missouri State Board of Nursing to teach at State Technical College.

Nursing Program Policies and Procedures

Nursing Program Policies and Procedures

Progression and Retention

GRADING

1. Students must pass each course with a letter grade of "C" or higher. Students must pass each course in succession and the proper sequence to continue in the program. No student will be permitted to enter the next course without successful completion of the previous course.
2. Course grades will be determined by each instructor. An outline for grading will be provided in the course syllabus and handed out on the first day of each class.
3. It is the student's responsibility to track individual grades through the college Learning Management System (LMS) –Canvas. Course faculty will not calculate a cumulative course grade for students at any point during the semester.
4. Grading Scales
   A. The following grading scale will be used for all core **Practical Nursing Technology** curriculum classes:
      - **A = 94 to 100%**
      - **B = 87 to 93.9%**
      - **C = 80 to 86.9%**
      - **D = 70 to 79.9%**
      - **F = 69.9% and below**
   B. The following grading scale will be used for all core **Associate Nursing** program curriculum classes:
      - **A = 90 to 100%**
      - **B = 82 to 89.9%**
      - **C = 75 to 81.9%**
      - **D = 70 to 74.9%**
      - **F = 69.9% and below**
5. **Associate Nursing** program courses will consist of a two-tier grading scale. Students must pass each nursing course with a letter grade of "C" or higher.
   - Tier 1 will consist of examinations. A typical didactic nursing course will have five examinations (four unit examinations, a comprehensive final and a national content examination) that make up the total points in Tier 1. A score of 75% on Tier 1 is necessary before Tier 2 grades will be added to achieve a final grade.
   - Tier 2 will consist of in-class presentations, quizzes, papers, homework, simulations and case studies.
   - Nursing courses will be calculated on points. Nursing courses will not exceed 1000 points.
6. **Practical Nursing Technology** will have the following grading scheme unless noted: Exams will be worth 65% of the total grade. The final exam will be worth 10% of the final grade. ATI assessments will be worth 10% of the final grade. Assignments, quizzes and in-class activities will be worth 15% of the final grade.
7. All assignments are to be submitted to the instructor per his/her discretion. **Late assignments will not be accepted,** unless approval is received prior to the assignment being due. If approval is received, the late assignment may be subject to a 10% reduction in grade each day that it is late. **All assignments must be completed prior to the start of the final exam, or the student will not be permitted to take the final exam.** If absent or excused from class, the student must turn in homework and assignments/activities on the day of return to class to earn full credit.

8. Quizzes cannot be made up and may be timed per the instructor's discretion..
9. Any assignment or test not limited to chapter tests/scantron, assigned work, seatwork, bell work, and quizzes submitted for grading purposes without the student's name will automatically receive <u>zero</u> points.
10. Medication administration math examinations will be administered in NUR 120, NUR 208 and NUR 230. **Students must have a passing score on the medication administration math examination within two attempts to progress to the next course.**

CLINICAL EVALUATION

Students will be evaluated daily in the clinical setting. Students who are with a clinical instructor will be given appropriate assignments according to the clinical rotation. Students who are in specialty areas will have a written assignment about the specialty area they have experienced. Preceptors will be utilized in specialty areas, and preceptor evaluations will be utilized as part of the overall daily clinical grade.

Required textbooks and papers for the clinical setting include a Pocket Notebook, black ink pen, notebook paper, textbook within a specialty area, drug guide and printed clinical paperwork.

The following grading scale will be used for all clinical rotations in the **Practical Nursing Technology** program:

- A = 94 to 100%
- B = 87 to 93.9%
- C = 80 to 86.9%
- D = 70 to 79.9%
- F = 69.9% and below

The following grading scale will be used for all clinical rotations in the **Associate Nursing** program:

- A = 90 to 100%
- B = 82 to 89.9%
- C = 75 to 81.9%
- D = 70 to 74.9%
- F = 69.9% and below

MASTERY PROCEDURE (Skills Check-offs)

Students are required to pass masteries on health assessments and clinical skills throughout the program.

Practice Time

Skills practice in the lab is mandatory prior to testing on the student's own time.
- Instructors are available to guide students to become proficient with clinical skills.
- Students are highly encouraged to ask questions/get clarification to assure that skills testing is successful on the first attempt.

Grading Rubric

A grading rubric for each mastery testing will be provided to the student when the mastery assessment/skill is introduced. Students are expected to have all questions answered regarding the rubric PRIOR to the mastery test. Students must obtain at least a 90% on a mastery to pass.

Mastery Dress Code

- Full nursing uniform is required. See the Clinical Dress Guidelines policy in the nursing student handbook.
- Faculty have the right to refuse lab access if students are not dressed properly for testing and/or lab practice.

Critical Behaviors

Patient safety is a critical part of patient care. Critical behaviors are elements of patient safety that must always be followed. If a critical behavior is not performed, it will result in the failure of that skill. These critical behaviors are evaluated during each mastery test.

Critical behaviors include (but, not limited to):
1. Identifying the patient using a minimum of two methods
2. Checking allergy band and asking patient about allergies/reactions
3. Hand hygiene before and after procedures
4. Providing privacy
5. Bed in low position and side rails (as appropriate) when leaving the patient's bedside
6. Following the patient rights for medications
7. Procedure completed in allotted time frame
8. Maintaining sterility (if applicable)
9. Maintaining a clean environment
10. Others, specific to procedure that will be identified during class.

Remediation

If a student is unsuccessful on the first attempt with a mastery proficiency, the following process will be followed:
- Schedule a retest time with an available instructor
- Complete remediation, as required, by the Lab and Remediation Coordinator
- Re-test at scheduled time

Only two attempts are permitted for each mastery. If a student requires a second attempt, they will be graded by two different instructors, and the attempt will be video recorded. Failure to pass by the second attempt will result the in the student's inability to progress in the nursing program.

TESTING

Required tests may be paper/pencil tests and/or computerized tests and must be taken in class. Tests are formatted to mimic the NCLEX to prepare students for the licensure exam. Most questions are multiple-choice questions with only one correct answer. Other test formats include but are not limited to: Select all of the answers that apply, fill in the blank or completion, put items on the list in priority order, drag and drop, case studies, highlighting, and bow-tie.

A.   The procedure for classroom tests should be as follows:

a. Students may not have any textbooks, notebooks, food, cell phone, smart watch or any other electronic device on the desk at any time during an exam. A clear covered beverage container may be on desk at time of exam with instructor approval.
b. Only program issued calculators (including calculators on the computer), scratch paper, and pencils are permitted.
c. No test forms are to be removed from the classroom by students.
d. Students may request a new scantron, if applicable. The previously used scantron form must be submitted to the instructor to be shredded.
e. If a student is late, he/she will need to reschedule their exam outside of class time at the testing center. A 10% deduction in grade will be applied.
f. Once a student leaves the testing room, they may not be permitted back into the room.
g. Bathroom use before and after the test only unless emergency in which case the student will be escorted by a faculty member to and from the testing site.
h. All student belongings including but not limited to: cell phones, smart watches, backpacks, blue tooth devices, lap tops, tablets or other electronic devices, text books, and study materials will be placed in a designated area within the testing room.
i. Hats, hoodies or other bulky clothing will not be permitted to wear during exams.
j. Students may not wear hats or sunglasses during testing. Earplugs are allowed. No other noise blocking devices will be permitted.

B. Students who have an excused absence are responsible to schedule their makeup exam by contacting their instructor. If they do not make up the exam or contact the instructor in a timely manner (defined per the individual instructor), 10% may be deducted from the test total score.
C. Only one make-up exam will be allowed per course.
D. There will be no retake for tests.
E. All tests must be completed in the time the instructor deems appropriate.
F. Students must have at least a 90% on math exams to achieve a passing score. Students will have two attempts to pass a math examination. If a score of at least 90% is not obtained in two attempts, it will result in failure of the course.

Test Review Procedure:
1. When all students are finished taking the test, graded tests will be returned to students for review or the student will have an opportunity to review the test on-line.
2. Test review may occur before or after regularly scheduled class time.
3. Test review is required for all students.
4. Appointments for review must be initiated by the student and be completed before the next examination in the course or the next scheduled course.
5. The instructor schedules individual examination review usually during office hours.
6. Test review will follow the Testing Policy.
   a. Paper/pencil tests should not leave the classroom, and must be returned to the instructor before class is over. Failure to turn in test will result in student receiving zero points.
   b. During test review, students are not to have any materials on their desk including textbooks, cell phones, lap tops, recording devices or any other items to be determined by faculty.
   c. All test reviews will be conducted in a professional and orderly manner in a controlled environment.
   d. Respect and courtesy are to be demonstrated by both students and faculty.
   e. Failure to conduct oneself in a professional and courteous manner will result in the discontinuation of the exam review.

7. Students who disagree with a keyed answer may complete a test question challenge form. The test question challenge must be submitted to the faculty within one class day of the test review. If an exam question is challenged by the student, it will only be considered if presented in the following format:
    a. The student's petition must be in writing.
    b. The students must explain why the exam answer is not the best choice.
    c. The students must provide a rationale on why they think their answer is the best option.
    d. Current, relevant resources must be cited.
    e. The test will not be given to the student to take home when completing this challenge.
    f. If a petition is submitted to challenge a test question, this does not guarantee that the faculty will change the answer, throw the question out, or accept multiple answers. This decision will be made per the individual faculty member.
8. Content examinations in which students achieve under 78% must have a grade advisement with the nursing instructor for the student to pass the course (even if the student has a passing average).
    a. Any meeting with a student will result in a remediation plan and documentation through the *Early Alert* referral process.

National Testing Guidelines

Practical Nursing Technology National Testing

The **Practical Nursing Technology** program utilizes national testing to assist the student in benchmarking their academic performance against students from a wide variety of backgrounds and regions. This benchmarking is important to identify gaps in learning that may be affected by regional healthcare practices.
National examinations serve four roles in the Practical Nursing Technology program
1. Admission
    A national performance examination is the basis for admission to the nursing program. Students are required to have a minimum score of 60 on the ATI TEAS exam.
2. Content Examinations
    ATI national content examinations are given in NUR courses. NUR 120-Fundamentals of Nursing II; NUR 130-Maternity Nursing; NUR 150-Pharmacology, NUR 160-Nursing Care of Children; NUR 170 Medical Surgical Nursing II, and, NUR 180-Leadership and Management. The national examination in each course is worth 10% of the total examination points in a course.
3. ATI Comprehensive Exam
    The Practical Nursing Technology program administers the ATI Comprehensive Exam at the end of the last semester of the program. Student performance on this exam predicts NCLEX-PN exam performance and is used to determine the content covered during the ATI Live Review.
4. NCLEX-RN Review
    NCLEX-RN Review is an online course for students to review for the licensure examination. Successful completion (no score) allows the student to complete NUR 180 Leadership and Management.

ATI Assessment Policy

This document describes the ATI Assessment Testing and Remediation policy that is used in the Practical Nursing Technology program. ATI Assessment scores can be indicative of the student's level of success in the program and on NCLEX-PN. ATI Practice Assessments and Proctor Assessment scores will be worth 10% of a course grade. See the grading rubric below for details.

- Students will be required to remediate after ATI Practice Assessments.
    - Students will take ATI Practice Assessment A after approximately 60% of the course is completed (Week 4-5)
    - Students will take ATI Practice Assessment B after approximately 70-80% of the course is completed (Week 6-7)
    - Student will be given at least one week to complete remediation after each practice exam.
- Students are required to remediate following all ATI Assessment Proctored Exams.
    - Remediation requirements are unique to each student and are dependent on the student's ATI Assessment score. Student with lower ATI Assessment scores will require more intense remediation.
    - Students that score below a Level 2 will be given a retake of the Proctored Assessment after completion of remediation. Proctored assessments will be administered at least one week before the final exam.
    - Students must complete remediation prior to taking the final.

ATI Assessment Grading Rubric			
Practice Assessment			
4 points			
Complete Practice Assessment A		Complete Practice Assessment B	
Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process • Take a post-study quiz (if available) and complete an active learning template for each topic missed.		Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process • Take a post-study quiz (if available) and complete an active learning template for each topic missed.	
Standardized Proctored Assessment			
Level 3=4 points	Level 2= 3 points	Level 1=1point	Below Level 1=0 points
Remediation= 2 points • Minimum 1-hour Focused Review • For each topic missed, complete a handwritten active learning template as part of the required remediation process.	Remediation= 2 points • Minimum 2-hour Focused Review • For each topic missed, complete a handwritten active learning template as part of the required remediation process.	Remediation= 2 points • Minimum 3-hour Focused Review • For each topic missed, complete a handwritten active learning template as part of the required remediation process.	Remediation= 2 points • Minimum 4-hour Focused Review • For each topic missed, complete a handwritten active learning template as part of the required remediation process.
10/10 Points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake			
No retake required	No retake required	Retake required	Retake required

Associate Nursing National Testing

The **Associate Nursing** program utilizes national testing to assist the student in benchmarking their academic performance against students from a wide variety of backgrounds and regions. This benchmarking is important to identify gaps in learning that may be affected by regional healthcare practices.

National examinations serve four roles in the Associate of Nursing Program

1. Admission
   A national performance examination is the basis for admission to the nursing program. Students are required to have a minimum score of 60 on the ATI TEAS exam.
2. Content Examinations
   Five HESI national content examinations are given in NUR courses. NUR 205-Health Assessment; NUR 210-Medical Surgical Nursing; NUR 221-Mental Health Nursing; NUR 230-Women and Child Care; and, NUR 240-Management and Delegation of Care. The national examination in each course is no more than 20% of the total examination points in a course (Tier 1).
3. Exit Examination
   The nursing program uses two HESI Exit examinations. The exit examination is a practice opportunity for the student and must be completed for NUR 246. No grade is given for the examination in the course grade, however the student will receive participation points (tier two points) for completing the exam. Once successful remediation and Examination 2 is complete, a final grade in the last nursing course will be awarded (NUR 246-Capstone Leadership).
4. NCLEX-RN Review
   NCLEX-RN Review is an online course for students to review for the licensure examination. Successful completion (no score) allows the student to complete NUR 246 Capstone Leadership.

HESI Exam Remediation Policy

This document describes the HESI Remediation Plan for HESI Specialty and Exit Examinations used in the Associate Nursing program. HESI Exam Scores can be indicative of the student's level of success in the program and on NCLEX.

- Students who score below 900 are required to remediate following all HESI Specialty and Exit Exams. Remediation requirements are unique to each student and are dependent on the student's HESI exam score. Student with lower HESI exam scores will require more intense remediation.

HESI Exam Score: Prediction of Student NCLEX Success	
HESI Scoring	Performance Level
>or = 900	Recommended performance
850-900	Acceptable performance
750-849	Below acceptable performance
<750	!! Needs further preparation

- Evidence of completing required remediation will be turned in following the stated timeline.
- Failure to show evidence of remediation completion may impact the student's ability to take future HESI exams and program progression.

All students must complete an individual Remediation Plan Contract for each HESI exam they take.

- At the beginning of the exam, the test facilitator will provide each student with a blank Remediation Plan and Contract.
- Immediately after the exam is completed, the student should complete Part 1 of the Remediation Plan and Contract.
- Prior to the next HESI exam, students should complete all remediation activities and document on Part 2 of the Remediation Plan and Contract. Once complete, the contract needs to be submitted to the faculty so they can verify the completion.
- Students that scores below a 900 on the second Exit HESI exam will be required to complete remediation before a final grade will be awarded in NUR 246.

Level of Student Remediation Based on HESI Scores for Specialty Exams

Plan Level	Remediation Activities to Complete
Level 1 900 or above	Congratulations! You achieved the recommended score. 1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80%
Level 2 850 -900 On Track	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80%
Level 3 800-849 Needs Improvement	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in the Content or Specialty area of the HESI exam, where applicable (one 20-question custom quiz for each subtopic with a goal of 80% on each)
Level 4 750-799 At Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in the Content or Specialty area of the HESI exam where applicable (two 20-question custom quizzes for each subtopic with a goal of 80% on each)
Level 5 700-749 High Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in the Content or Specialty area of the HESI exam where applicable (two 30-question custom quizzes for each subtopic with a goal of 80% on each)
Level 6 <700 High Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in the Content or Specialty area of the HESI exam where applicable (three 30-question quizzes for each subtopic with a goal of 80% on each)

HESI Specialty Exam Remediation Plan and Contract

PART 1: *Student to complete immediately after exam.

Student Name:	Date of Exam:	Remediation Plan Level (Circle)
Exam Type and Version:	HESI Score	1 2 3 4 5 6

PART 2: *Student to complete using detailed exam report and assigned remediation packet.

Essential Packets of HESI Remediation	Assigned HESI Case Studies			EAQ Quizzing		
Date Completed	Title	Date Completed	Score	Specialty/Content Area	Date Completed	Score
	1. 2. 3.			1. 2. 3.		

I have completed the above remediation activities by _____(due date).

Student Signature_____   Date_____

Faculty Signature_____   Date_____

HESI Specialty Exam	Associated EAQ NCLEX NG Categories
Health Assessment	Specialty Area — Assessment Content Area — Fundamentals of Nursing • Health and Physical Assessment
Management	Content Area — Leadership/Management • Leadership • Delegation • Prioritizing Care • Disaster Planning
Maternity Nursing	Content Area — Maternity and Women's Health Nursing • Women's Health/Disorders and Childbearing Health Promotion • Pregnancy, Labor, Childbirth, Postpartum — Uncomplicated • Pregnancy, Labor, Childbirth, Postpartum — At Risk • Nursing Care of the Newborn
Medical/Surgical	Content Area — Med/Surg Nursing • Cardiovascular, Hematologic, and Lymphatic • Respiratory • Gastrointestinal • Endocrine • Integumentary • Neuro and Sensory • Musculoskeletal • Renal, Urinary, and Reproductive • Immunologic and Infectious Disease
Pediatric Nursing	Content Area — Pediatric Nursing • Growth and Development • Infants • Toddlers • Preschoolers • School-Aged Children • Adolescents
Psychiatric/Mental Health	Content Area — Psychiatric/Mental Health Nursing • Foundations and Modes of Care • Mental Health Disorders and Addictions • Treatment of Mental Health Disorders

Level of Student Remediation Based on HESI Exit Exam Scores

Plan Level	Remediation Activities to Complete
Level 1 900 or above	Congratulations! You achieved the recommended score. 3. Complete all Essential Packets of HESI Remediation 4. Complete all assigned Case Studies in HESI Remediation with at least an 80%
Level 2 850 -900 On Track	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80%
Level 3 800-849 Needs Improvement	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in all client needs categories in which the score was less than 900 (one 30-question custom quiz for each low client needs category with a goal of at least 80% on each)
Level 4 750-799 At Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in all client needs categories in which the score was less than 900 (one 30-question custom quiz for each low client needs category with a goal of at least 80% on each)
Level 5 700-749 High Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in all client needs categories in which the score was less than 900 (one 30-question custom quiz for each low client needs category with a goal of at least 80% on each)
Level 6 <700 High Risk	1. Complete all Essential Packets of HESI Remediation 2. Complete all assigned Case Studies in HESI Remediation with at least an 80% 3. Complete EAQ quizzing in all client needs categories in which the score was less than 900 (one 30-question custom quiz for each low client needs category with a goal of at least 80% on each)

HESI Exit Exam Remediation Plan and Contract

PART 1: *Student to complete immediately after exam.

Student Name:	Date of Exam:	Remediation Plan Level (Circle)
Exam Type and Version:	HESI Score	1 2 3 4 5 6

PART 2: *Student to complete using detailed exam report and assigned remediation packet.

Essential Packets of HESI Remediation	Assigned HESI Case Studies			EAQ Quizzing		
Date Completed	Title	Date Completed	Score	Client Need Category	Date Completed	Score
	1.					
	2.			1.		
	3.			2.		
				3.		
				4.		

I have completed the above remediation activities by _____(due date).

Student Signature_____   Date_____

Faculty Signature_____   Date_____

REMEDIATION POLICY

The nursing faculty are dedicated to your success. Nursing faculty strive to promptly identify students who may require additional learning resources to improve academic achievement. All students achieving under 78% (for Associate Nursing) and 80% (for Practical Nursing Technology) on any examination must meet for a grade advisement with the instructor of the course. This appointment must be initiated by the student and be completed before the next examination in the course or the next scheduled course.

The nursing program also has a Laboratory and Remediation Coordinator as an additional resource for students. The following circumstances may result in a student being referred to the Laboratory and Remediation Coordinator for remediation:

1. Failing course grade
2. Failing exam grade
3. Multiple unsuccessful exams within a course
4. Assignment remediation
5. Exam review make up
6. Skill remediation
7. Skill instruction make up

Students can also schedule an appointment with the Laboratory and Remediation Coordinator without referral from an instructor. The student and the Laboratory and Remediation Coordinator will work together to develop an individualized plan to aid in academic success.

READMISSION POLICY

Eligibility for Readmission

1. Students who withdraw or are dismissed from the program may reapply to the program for admission to the appropriate semester the following academic year.
2. Students will not be considered for re-admission beyond the following academic year of separation from the program.
3. A student can be readmitted only **once**.
4. A student who withdraws or who has not been successful in the first eight weeks of the program is required to reapply to the program and meet the same requirements as listed in the Admission Criteria. The student will be considered for admission with all eligible applicants.
5. Violations of the Nursing Code of Conduct may deem a student ineligible for readmission.
6. Students who have failed two or more nursing courses at State Tech or another institution are not eligible for admission.
7. Students with an admission to another nursing program, prior to admission to the State Tech nursing program, are not eligible for readmission to the State Tech nursing program should they be unsuccessful or withdraw.

Requirements for Readmission
1. Demonstrated that the condition(s) causing failure, dismissal or withdrawal have been corrected so that the student is able to complete the program.
2. Readmission is dependent upon availability of seats in the class. Only 10% readmission students will be allowed per class.

3. Students must meet all current admission criteria.
4. **All nursing courses with both a lecture and clinical component must be taken and passed concurrently**. If the student fails one of the nursing course components, the student will be required to take both course components concurrently and pass each concurrently in order to progress in the nursing program. A failing grade in either of the concurrent nursing course components will count as one course failure. Accordingly, the student would still be considered eligible for readmission.
5. It is at the Nursing Admission and Retention Committee's discretion to apply appropriate individual requirements and prioritize students for readmission. Some examples include, but are not limited to:
    a. Prior to readmission, the student must successfully complete specific masteries. All readmission masteries will follow the Mastery Procedure in the nursing student handbook. ***Students will have 12 weeks prior to the start of the course to successfully complete all the masteries required.*** Students will be given the mastery rubrics by the start of the 12 weeks. Students will have access to the lab for practice. The Lab and Remediation Coordinator will also be available by appointment. The student will be responsible for scheduling all masteries with the department chair. Possible masteries may include any or all of the following:
        i. General health survey and complete health assessment
        ii. IV insertion and initiation of IV fluids
        iii. Sterile procedure (dressing change, urinary catheter insertion)
        iv. Medication administration
    b. Math exam
    c. Written exam to show competency in courses already passed
    d. Proof that student is working as an LPN or Nurse Assistant in an acute or long-term care setting for a length of time determined by the Nursing Admission and Retention Committee. Job duties should include medication administration and performing nursing procedures.

Process for Readmission

1. Submit a letter requesting readmission to the department chair for a specific course or semester.
2. The letter must include the reason(s) for failure, dismissal, or withdrawal, and how or why the situation has been remedied.
3. The letter will be reviewed by the Nursing Admission and Retention Committee. The Committee may request other documentation that may be time sensitive.
4. The student will be **notified in writing** of the Committee's decision along with any appropriate individual requirements for readmission. The Committee's decision is final.

POST-GRADUATE LICENSURE

Prerequisite for State Board Examination

- The following are required by the Missouri State Board of Nursing prior to a candidate being considered eligible to take the NCLEX (State Board Licensure Examination):
    1. Completed, signed, and notarized application.
    2. Supporting notarized documents, if necessary (i.e. court documents, treatment records, etc.).

3. Proof of submission of fingerprints to the Missouri State Highway Patrol's approved vendor for both a Missouri State Highway Patrol and Federal Bureau of Investigation fingerprint background check.
4. Evidence of U.S. citizenship or lawful presence.
5. Registration for NCLEX with test service.
6. Graduate from a state accredited practical nursing school.
7. Official, final transcript.
8. Compliance with the Missouri Nurse Practice Act, Section 335.066. This statement of compliance is signed by the student and notarized before entering the nursing program and becomes part of the student record.

Classroom and Clinical Policies

ATTENDANCE GUIDELINES FOR CLASS

The nursing program is an in-seat program. Due to the complex concepts taught in the nursing program, it is strongly recommended that students attend all regularly scheduled classes. The student will be responsible for any content missed during an absence.

It is the responsibility of students who will be absent, tardy, or leaving early to notify the instructors. If the student is absent an excess of the number of clock hours to the course credit hours, attendance counseling will be required to maintain participation in the program.

If absenteeism continues, further disciplinary action may be taken. Possible actions could include a drop in the student letter grade or dismissal from the program.

Excessive absenteeism, tardiness or leaving class early will be reflected in your Job Readiness Grade for the course.

In cases of prolonged absence, the student must notify the Office of Counseling Services, who will then notify the student's instructors.

Excused Absences – For the list of excused absences, refer to the State Tech Policy Library under Attendance.

ATTENDANCE GUIDELINES FOR CLINICAL

Attendance and punctuality in the clinical setting is the mark of a professional. Students are expected to attend each clinical day. It is our responsibility to teach students the importance of promptness and prepare them for the workforce.

1. Absence:
   A. If a student is to be late or absent from the clinical setting, he/she is responsible to inform the clinical instructor at a minimum of 30 minutes prior to the scheduled clinical start time. Sending word with another person is not acceptable. The student must call or inform the instructor in person. If unable to reach the clinical instructor, the student is responsible for notifying the program coordinator.

      If a student does not notify the instructor by the designated time, the instructor will attempt to call or contact the student after a minimum of 30 minutes. This incident would be considered a violation of the Professional conduct and incivility policy.

      If a student is absent, the student will be required to make up missed hours. The method for making up missed hours will be determined by the instructor. Possible options include, but are not limited to making up clinical time on weekends, completing a case study research paper, virtual simulation or other comparable assignment. Any written assignment should be submitted by the date determined by the instructor. There will be an automatic 10% deduction in the overall grade.

      All clinical absence requires written documentation stating the reason for absence. In an event that the absence is not medically related, a written/typed note from the student should be submitted to the department chair upon return to class for student file.

B. **Students who miss more than eight (8) hours of any clinical rotation will be required to make up missed hours.** This will require an assignment to another clinical group for make-up hours or to be made up on weekends that will be arranged by the nursing program faculty. Students will be notified of the make-up date, hours, and clinical site within one week. Students are expected to submit the same written report required from the clinical site rotation, and due date per instructor's discretion with a 10% deduction of the overall grade.

If the student fails to complete the make-up assignment hours and report, he/she will receive, zero points for the clinical rotation, and may result in separation from the program.

C. **Three or more clinical absences, the student <u>may be separated</u> from the program.** The clinical absences will be discussed by program faculty and college administration. If the student has extenuating circumstances for missing clinical, he/she may be granted to make up clinical hours and is expected to submit his/her clinical assignment. The student receives a 10% deduction on assignments.

D. Clinical absences are carried through all clinical and lab courses in the program.

E. Excused Absences – For the list of excused absences, refer to the State Tech Policy Library under Attendance.

F. If a student is separated from the program and disagrees with the separation process or procedure, the State Technical College of Missouri Catalog can be referenced for the Dispute Resolution Process (p46).
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2. Illness: Students who are ill with fever, emesis, conjunctivitis, strep throat, or any other type of contagious infection should not attend that clinical day and will be required to notify the instructor of absence. Contact your instructor a minimum of 30 minutes prior to the scheduled clinical start time if unsure if you should attend the clinical day for verification. Students who become ill at a clinical site will be sent home at the discretion of the clinical instructor or preceptor and an appropriate assignment will be given. Students may be required to complete health declaration forms prior to entering facilities. Students must comply with all facility requirements.

3. Tardiness will not be tolerated in the clinical setting. Based on the length of tardiness and student patterns and amount of clinical day missed the assigned clinical instructor will either allow the student to stay and participate in the assigned clinical; or the instructor may dismiss the student for the day and assign an alternate assignment to the student.

4. Inclement weather dismissal for a scheduled clinical day in which the college is closed per the Coordinator. Students will be notified within 60 minutes of clinical start time.

5. Lunch will be 30 minutes in length and students will not be allowed to leave the clinical site for lunch unless approved by the clinical instructor or the Program Coordinator.

COMPUTER GUIDELINES

The State Technical College of Missouri Student Handbook can be referenced for Computer and Information Services Policies. This policy will be followed when students are on a campus operated by State Technical College of Missouri.

All State Technical College Nursing students will be required to maintain a device for class use with the following Microsoft Window requirements. Macs/iPads and Chrome OS are not allowed.

Computer Requirements:

- Windows 10 or 11
- 8GB RAM
- 256 GB Hard drive (SSD preferred)

E-MAIL

Students must check their State Tech student e-mail accounts on a daily basis. This is the only e-mail address that State Tech and nursing faculty and staff will use to communicate with the student. When a student has received a notice to respond to an instructor or Coordinator this should be done in the time frame requested.

ELECTRONIC DEVICES
Calculators
Calculators will be provided during courses and will not be permitted to leave the classroom.

Cell phones/smart watches
Cell phones, pagers, laptops, tablets, smart watches and other electronic devices must be on silent during class unless approved by the instructor for class and clinical lab. In the event that these items cause a disruption in class, the student may be asked to leave the classroom. Misuse of these items will result in the loss of Job Readiness Work Ethic points for each offense.

Students are allowed to use these electronic devices during breaks and lunch on classroom days. Use of devices in the clinical

Professional Conduct

PROFESSIONAL AND CIVILITY POLICY

Each student is expected to demonstrate professional behavior as reflected in the ANA Code of Ethics, ANA Standards of Professional Performance and ANA Standards of Practice. Students will fulfill professional roles including advocate, direct care provider and educator. Students will treat peers, faculty, members of the healthcare team, patients and families with respect and compassion. The purpose of these guidelines is to ensure optimum relationships with the nursing program faculty and students by promoting a safe, cooperative and professional environment.

The ANA defines incivility as "one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them (ANA, 2022)."

Examples of uncivil & unprofessional behavior are below (NOT inclusive):

- Inability to meet set deadlines (application, vaccinations, etc.)
- Failure to notify faculty/staff if late or unable to attend a scheduled appointment
- Discounting or ignoring solicited input from faculty regarding classroom or clinical performance.
- Intimidating and disruptive behaviors
- Rudeness to instructors, peers or staff
- Demeaning, belittling or harassing others
- Raising one's voice at another individual
- Making personal attacks, including but not limited to racial, ethnic, sexual or religious slurs.
- Directing vulgar, obscene or profane gestures or words at another individual
- Rumoring, gossiping about or damaging a classmate's, instructor's, clinical staff member's reputation
- Reluctance or refusal to answer questions
- Not responding to emails, letters or voicemail that requires reply
- Sending emails or text messages that are inflammatory or disrespectful in nature
- Disruptiveness such as, but not limited to verbal outbursts, name calling, physical threats, and condescending or inappropriate language that may or may not escalate into threatened or actual violence
- Threatening others; this refers to physical threats, verbal/nonverbal threats and implied threats
- Repeatedly interrupting another person who is speaking at an appropriate time and place
- Imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met
- Overt or passive behaviors undermining classroom, laboratory or clinical performance and compromising patient and student safety
- Knowingly withholding information from faculty, peers and clinical staff
- Violating the privacy of another individual's belongings (except for lawful searches)
- Inappropriate posting on social media related to the State Tech nursing program experience
- Illegally removing college property, healthcare agency or patient property from premises
- Destruction of any college, healthcare or patient property
- Falsifying or fabricating any clinical experiences
- Plagiarizing or cheating
- Documenting nursing care that was not performed or falsifying a patient record
- Knowingly accesses a patient's health record that is not in your direct care

Student nurses are expected to uphold the ANA Code of Ethics. Students whose behavior does not comply with the ANA Code of Professional Conduct will receive sanctions which may include, but are not limited to the following: verbal reprimand, letter of understanding, disciplinary probation or dismissal from the program.

1. **Verbal Reprimand**: official verbal warning that continuation or repetition of wrongful conduct may result in further disciplinary action. This will also be documented in the student file.
2. **Written Reprimand**: official written warning that continuation of repetition of wrongful conduct may result in further disciplinary action
3. **Disciplinary Probation**: may be imposed for any misconduct, failure to follow the Code of Professional Conduct, violation of the Professionalism and Civility Guidelines, etc. that does not warrant dismissal from the program, but requires further consequences. Disciplinary probation is imposed for a period of time determined by the nursing faculty and the Vice President of Student Services.
4. **Program Dismissal**- permanent termination of admission and enrollment status in the State Technical College of Missouri Nursing Programs.

**Students may be dismissed on the first occurrence of incivility based on the severity of offense. Incivility offenses will remain of the student's record through the program.

BACKGROUND CHECKS
Per requirements of clinical sites utilized by the Practical Nursing Technology program, students are required to have a criminal background check. This background check is through Corporate Screening Services. This search will include a national criminal background, Missouri Family Care Safety Registry, OIG and GSA name searches. If an admitted student has been placed on the Employee Disqualification List at any time during the program, immediate separation from the program will occur. The cost of the criminal background check is communicated to the students and is the responsibility of the student. If any offense is found, the following will occur.

- The Coordinator will review the findings.
- The Coordinator will meet with the student to discuss the Missouri State Board of Nursing Practice Act's section concerning eligibility to sit for the NCLEX exam and be licensed.
- The student will be informed that if any clinical site restricts or denies access to the student based on the findings, the student will not be able to complete program requirements.
- The information found through this background check may affect the students' enrollment within the nursing program.

CLINICAL RESPONSIBILITIES
1. **Professional and Ethical Responsibility:**
   a. Display professional and ethical responsibility while in the clinical setting.
   b. Hold current CPR certification from the American Heart Association for the Healthcare Provider, which must remain current until date of graduation.
   c. Identification badge worn at all times
   d. Equipped with stethoscope, watch with a second hand, bandage scissors, pen light, and black ink pen.
   e. Shows interest, enthusiasm and is energetic in completing clinical assignments.
   f. Reliable, truthful, and conscientious in clinical areas.
   g. Takes initiative to seek out learning opportunities and look for new challenges.

    h. Is self-directed.
    i. Accepts constructive criticism and requests supervision when necessary.
    j. Does not allow personal problems to interfere with clinical performance.
    k. Displays a professional demeanor while in clinical facility (refrains from inappropriate laughter, loud talking, incorrect grammar, use of slang language).
    l. Does not chew gum or food while providing patient care.
    m. Works within the role of the associate nursing student.
    n. Keeps knowledge of patient and clinical situations confidential.
    o. Follows rules and regulations of the school and cooperating agency.
    p. Reports absences/tardiness promptly to assigned clinical instructors.

2. **Communications Skills:**
    a. Uses appropriate verbal and non-verbal therapeutic communication skills and techniques.
    b. Communicates in a friendly, helpful, courteous manner with assigned patients.
    c. Accepts and cooperates with persons in authoritative and non-authoritative positions.
    d. Utilizes appropriate conversation with students, faculty and clinical staff.
    e. Maintains a non-judgmental disposition toward peers and patients.
    f. Communicates effectively with patient regarding basic health teaching.

3. **Safe, Skillful Nursing Care:**
    a. Is organized and utilizes time appropriately when providing basic nursing care to assigned patients.
    b. Follows principles of medical asepsis when appropriate.
    c. Follows principles of surgical asepsis when appropriate.
    d. Ensures that daily hygiene and grooming is provided to assigned patients.
    e. Performs nursing procedures accurately within appropriate time frame, without violating basic nursing principles.
    f. Administers medication utilizing the eight (8) rights.
    g. Is able to adapt procedures to specific patient situations.
    h. Is able to discuss and understand underlying principles and rationale of nursing procedures.
    i. Is able to work on own (within limitations) without repeatedly asking peers, hospital staff and/or instructor for assistance.
    j. Maintains a safe patient environment (call light within reach, answers call light promptly, side rails according to agency policy and patient needs).
    k. Observes for and reports safety hazards in the patient area.
    l. Utilizes proper body mechanics when providing care to assigned patients.
    m. Does not work a shift immediately preceding a clinical shift (i.e. working a night shift and then going to a clinical rotation).

4. **Documentation, Observation, and Reporting Skills:**
    a. Brings note pad and permanent black ink pen to clinical each day for writing nurses' notes prior to documentation in patient's chart.
    b. All nurses' notes approved by clinical instructor prior to documentation on the patient's chart or electronic medical record.
    c. Chart accurately, promptly, legibly, using correct grammar, spelling, medical terminology and accepted abbreviations.
    d. Observes appropriate charting procedure particular to facility policy.
    e. Documentation indicates progression in organization and description of assessment data.

     f. Observes and reports pertinent information (change in patient condition, abnormal findings, and "near-miss" situations) to instructor and appropriate staff. Keeps instructor informed of patient status.

     g. Does not leave the clinical area without giving report to staff or charge nurse.

5. **Nursing Process:**
   a. Patient Assessment
      i. Perform a physical assessment.
      ii. Interpret physical findings.
      iii. Read patient's medical record.
      iv. Identify appropriate nursing diagnoses.
   b. Nursing Goals
      i. Identify and prioritize patient's needs.
      ii. Plan appropriate nursing care in an organized, timely fashion.
   c. Implementation
      i. Proceed accurately with nursing care plan according to knowledge of nursing theory and competence in performing fundamental skills.
      ii. Correlate nursing theory to implementation of nursing practice.
   d. Evaluation
      i. Evaluates patient's response to nursing interventions.
      ii. Revise nursing care plan with necessary changes based on patient's response.

6. **Complete Post-Clinical Assignments as given by instructors:**
   a. Arrives to post clinical conference at designated time.
   b. Participates in development of patient's basic plan of care discussions.
   c. Presents post clinical conference relevant to clinical focus assigned by instructor.

7. **Daily Clinical Evaluations:**
   a. Students are responsible for each behavior listed on the daily student evaluation.

CLINICAL UNIFORM GUIDELINES

Uniforms must be purchased from the college bookstore. Uniforms will be worn with pride and dignity. The student represents the school while in uniform. Students who violate the above uniform guidelines will receive a clinical incident form**.**

Appropriate dress for students in the Associate of Science in Nursing lab and clinical areas includes:

1. Each student will be responsible for his/her clinical uniforms. The uniforms must be kept neat, clean, ironed, in good repair and free of odor at all times. Items should not touch or drag on the floor. No excessive showing of skin in the cleavage and/or buttocks area.
2. Solid navy, black or white undershirts are only acceptable.
3. Muted color, Supportive closed toe nursing shoes or tennis shoes are required in the clinical and lab setting. Footwear should be kept clean and in good repair.
4. Athletic shoes with good support or nursing shoes with a closed toe and back are required in the clinical and lab setting. Footwear shall be kept clean and in good repair.
5. Socks must cover the ankle and be white, black, or navy in color.
6. Uniforms will be worn on duty in the clinical facilities. Students are required to wear picture identification as designated by clinical site policies.
7. Uniforms must not be worn as street clothes except when traveling to and from the clinical facility and classroom unless prior approval per clinical instructor.
8. Jewelry – only plain wedding band is acceptable, wedding ring set with raised stone are unacceptable, watch with second hand, no more than two pairs of pierced stud earrings not to exceed 5 mm in diameter, worn on lower lobe of the ear only. No other jewelry shall be worn with uniform.

9. Hair must be clean and pulled back, well-groomed and off the collar. Hair that touches the collar must be pulled back. Facial hair should be kept short, clean and well-groomed.
10. Hands will be clean. Nails must be clean and short with no nail polish. No acrylic or artificial nails permitted.
11. Stethoscopes will be kept in pockets when not in use.
12. Maintains good posture and personal hygiene
13. Students should be fragrance free-in promotion of a healthy environment for patients, exclude wearing fragrances of any kind or smelling of smoke.
14. Makeup may be worn in moderation.
15. In an event that the student's uniform is soiled with a patient's body fluids; it will be the student's responsibility to immediately notify their clinical instructor. The student is required to have a second available uniform at the clinical site with them to change into.
16. Tattoos/body art/body piercing: ***None can be visible***. All must be tastefully covered. No gauge holes; gauge holes must be filled with a flesh-colored plug. No tongue piercings.

CONFIDENTIALITY AND HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

State Technical College of Missouri Nursing Program has the legal and ethical responsibility to protect the privacy of their patients. This has been mandated by federal law. All students are responsible for the following regulations of the Health Insurance Portability and Accountability Act (HIPAA).

- Privacy Rule: Protects individuals, medical records and other individually identifiable health information.
- Security Rule: Protect individuals' electronic personal health information that is created, received, used or maintained by a covered entity.

Students are to maintain patient confidentiality at all times. Students are expected to follow the clinical site protocol for the review of medical records.

Research of a medical record is only for the purposes of the nursing program curriculum and course requirements. Students do not have authorization to review electronic health records of patients not assigned to them unless review is authorized by the clinical instructor.

Personal Health Identifiers (PHI) must not be included on any patient data students collect or assignments submitted. Disclosure of any patient information should only occur when collaborating with the patient's healthcare team or for educational purposes with the clinical instructor.

Violation of patient confidentiality or clinical site health information access policies will result in disciplinary action up to and including dismissal from the nursing program. Violation of patient confidentiality with malicious intent will result in dismissal from the nursing program and also carry federal charges.

ORGANIZATIONS & ACTIVITIES
Career and technical student organizations are an integral part of this school's program and necessary for completing education as skills training. Organizations contribute to development in experiencing life-like situations in leadership and professional development. State Tech offers Student Activities with information located in the State Tech Student Handbook. All nursing students will have the opportunity to join the Student Nurse Organization at State Technical College of Missouri.

The **Practical Nursing Technology** Program actively participates in the **Missouri State Association of Licensed Practical Nurses**. This is a non-profit organization specially formulated to represent the Student Practical Nurse and Licensed Practical Nurse. The dues are communicated and collect from the students at the start of the program.

This organization's objectives include the following:
- Promote education by providing an annual convention with education programs and contact hours given.
- Provide representation in major health groups.
- Provide information through their official newsletter, the BROADCASTER.
- Keep members aware of legislation that might affect the profession of Practical Nursing
- Provide benefits such as sponsored educational programs, liability and medical insurance for the LPN
- All students will participate in this organization.

STUDENT EMPLOYMENT
Students employed by clinical sites or other health care facilities must abide by the following requirements:
1. Competencies may only be earned during State Technical College of Missouri clinical hours.
2. Students are not dismissed from State Technical College of Missouri schedules or rotations to work for pay.
3. Students are covered by State Technical College of Missouri insurance policies only when performing State Technical College of Missouri coursework or clinical rotations.
4. Students may not wear the State Technical College of Missouri school uniform when working or volunteering.

Health and Safety Guidelines

HEALTH REQUIREMENTS

Health requirements are contingent upon cooperative agreements with health care facilities and subject to change. Students entering the program must bring a completed medical history/health physical form from his/her physician. The following requirements MUST be completed or the student will not be allowed to enter the clinical setting.

1. Health history and physical examination by a healthcare provider, to include:
    - Two step TB skin test and/or Chest X ray
    - Immunizations up-to-date to include:
        A. Polio or proof of immunity
        B. TDAP or proof of immunity
        C. MMR (2) vaccine series or Rubella Titer showing immunity
        D. Chicken Pox vaccine series (2) or Varicella Titer showing immunity
        E. Hepatitis B vaccine series or Hepatitis B Titer showing immunity
        F. Flu vaccination (H1N1 vaccination also)
        G. COVID vaccination (only if required by clinical sites)
2. It is recommended that the students carry medical care and hospitalization insurance.
3. Each student shall be responsible for their own health care and records.
4. If a student becomes ill while in class or clinical rotations, he/she must report to the assigned instructor and the program coordinator before leaving.
5. Patient and student safety are the program's primary concern. Following admission, a student who has a medical condition, develops a condition (including pregnancy), or is taking prescribed medications which will affect clinical performance while enrolled in the program shall notify the program coordinator. A written statement is required from the student's physician indicating that the student has permission to conduct activities of a student nurse in the classroom and clinical area. The physician's full release from care is required for all clinical activities. A student may not have restrictions such as but not limited to: lifting or sitting duties only.
6. Students who have allergies/health issues are responsible to inform the instructor prior to lab or clinical experiences so accommodations can be made.
7. In the event of a health emergency, dial 911. The college does not have an on-campus health facility.

DRUG SCREENING

Students assigned to clinical facilities are subject to the same requirements as facility employees relating to lab tests and immunizations.
- Initial: Upon entrance into the nursing program, all students are required to complete a urine drug screen. The cost of the screening will be communicated to the student at the start of the program and will be the students' responsibility. Students must submit documentation from their health care provider on any current medications prescribed prior to completion of the urine drug screen. Students with a positive drug screen and no provided prescriber documentation will not be allowed to participate in lab courses or clinical courses due to safety in the lab and clinical site refusal to allow participation. Therefore, these students will be separated from the nursing program immediately. Students with a positive drug screen and prescriber documentation will be allowed to continue in the nursing program as long as the medication does not affect their ability to perform safely in the lab and clinical setting.
- Ongoing: It is the responsibility of the student to provide updated medication documentation from a prescribing health care provider throughout the program. The documentation must include whether the student is able to safely continue in the program. Students may be notified to report for random drug

testing before or during a clinical rotation at any clinical facility. Students will be provided with information on approved screening agencies and be given a specific period in which to complete the screening. The student is responsible for fees attached to all screenings. Changes in rotation schedules will not be made based on this requirement. Refusal to submit the urine drug screen within the required period is grounds for dismissal from the program. If a random drug screen returns a positive result, the student will be separated from the nursing program.

HIV OR HBV INFECTION POSITION STATEMENT

The Missouri State Board of Nursing recognizes the serious implications the spread of HIV or HBV has on the health, safety, and welfare of the public, and the Board's mandated responsibility to the public for assuring safe and competent nursing care. As mandated by Section 191.694 RSMo, 1992 all licensed nurses and nursing students shall immediately implement and adhere to the universal precautions recommended by the Centers for Disease Control in the care of all clients. All licensed nurses and nursing students who discriminate against a client based on HIV or HBV infection, or makes HIV or HBV testing a condition of treatment shall be subject to the denial of licensure or the disciplinary processes of the Missouri State Board of Nursing. All licensed nurses and nursing students with HIV or HBV who perform invasive procedures are encouraged by the Missouri State Board of Nursing to voluntarily participate in the Department of Health's evaluation process. All licensed nurses and nursing students who violate a restriction or limitation placed on their practice by the Department of Health shall be subject to denial of licensure or the disciplinary processes of the Missouri State Board of Nursing. It is the position of the Missouri State Board of Nursing that all licensed nurses and nursing students with HIV or HBV are entitled to the same reasonable accommodation guaranteed by the Americans with Disabilities Act.
 References:
1. North Carolina Board of Nursing (1991). Policy regarding HIV/AIDS infection. Raleigh: Author.
2. State of Missouri, 86th General Assembly, Second Regular Session [Truly agreed to and finally passed] Senate Committee Substitute for Senate Bills Nos. 511 & 556. (1992). Jefferson City: Author.
3. State of Missouri Revised Statutes (1992). Section 191.694 to 191.700 RSMo Supp. 1992. In Chapter 191: Health and Welfare. Jefferson City: Committee on Legislative Research.

INFECTIOUS DISEASES

Students with communicable diseases that pose a risk of transmission in school or at school activities will be managed as required by law and in accordance with guidelines provided by the Department of Health and Senior Services (DHSS) and Local County or city health departments. For more information access the Prevention and Control of Communicable Diseases or contact the local county health department for guidance, direction and support early on. Categories of infectious disease are as follows:

2. Respiratory Illness/Outbreak can include seasonal or pandemic flu, meningitis and tuberculosis (TB) among many diseases caused by viruses or bacteria. Illness can be mild or serious resulting in death, depending on the organism. While most respiratory illness is spread as airborne, kissing or touching a contaminated object such as a phone – and then touching the mouth, nose or eyes can also cause the spread of respiratory illness.
3. Gastrointestinal Disease includes such diseases as Hepatitis A; Salmonella; E. Coli; and Giardia, and is acquired by mouth through fecal-oral transmission (person sheds the virus/bacteria in their stool, does not thoroughly wash their hands, and then touches food or other objects that others eat or touch and then handle food or touch their own mouth.)

4. Skin to skin transmission and sexually transmitted infections (STIs) are acquired through close contact, intimacy, or organisms that can thrive for some time on items such as wet towels. If someone with a skin disorder such as Methicillin Resistant Staph Aureus (MRSA) uses a towel which someone else picks up and uses, the organism can easily be transmitted through an open area in the skin. An STI can be transmitted in a variety of ways through intimate contact. Diseases can also be transferred from sharing personal items such as razors, needles, etc.

Management may include, but is not limited to, exclusion from school or assignment as needed for the health and safety of students and staff. Excused absences should be allowed with a doctor's statement if the outbreak is declared by the state or county Department of Health.

Students infected with chronic communicable diseases that *do not* pose a risk of transmission in school or at school activities (such as, but not limited to, hepatitis B virus or HIV) shall be allowed to attend school or continue to work without any restrictions based solely on the infection.

INSURANCE
Students are to provide evidence of health care insurance and informed to carry their card with them during clinical affiliations. The college does not provide health insurance coverage for the student. Students are to have health insurance coverage.

The College does provide information on reduced student/family plans that directly contract with students and/or their parents. The College does not broker or endorse any insurance plan for students. The College does not have an on-campus health facility.

The College does provide liability insurance for students during clinical experiences. Documentation will be provided to the clinical site and a digital copy kept by nursing program. Liability insurance coverage will be provided in the amount of $1,000,000 per incident with a $3,000,000 aggregate.

BODY FLUID EXPOSURE POLICY
Any direct exposure to blood or body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.
Policy:
1. Students must report any cuts, scrapes, wounds, skin rashes, chapped skin, dermatitis, etc. that he/she may have to the clinical instructor before performing any tasks that may involve the exposure to blood or body fluids.
2. Students must wear appropriate protective equipment when performing any tasks that may involve exposure to blood or body fluids.
3. All blood or body fluids shall be considered potentially infectious.
4. Should an exposure to blood or body fluids occur from a needle stick in the Nursing Lab or the clinical setting, the student should:
    a. Wash the area immediately with soap and water.
    b. Report the incident to the clinical instructor immediately. The clinical instructor will report to the supervisor or charge nurse of the clinical facility.
    c. If at a clinical setting: Complete a facility occurrence report, note the source of the exposure if known and how the exposure occurred.
    d. If at a classroom/lab setting: Follow the College Accident Reporting Procedure.
5. Should exposure of skin, eyes or mucous membranes occur, the student should:
    a. Wash the area immediately.

b. Report the incident to the clinical instructor immediately. The clinical instructor will report to the supervisor or charge nurse of the clinical facility.
c. If at a clinical setting: Complete a facility occurrence report, note the source of the exposure if known and how the exposure occurred.
d. If at a classroom/lab setting: Follow the College Accident Reporting Procedure.

Post-Incident Procedure:

The following procedure will be implemented with regard to medical care and follow-up of the incident.

1. If the source of contamination is known, blood will be drawn from the patient for the following tests: HIV antibody, Hepatitis B surface antigen, and Hepatitis C antibody. Written permission from the patient is required for HIV testing. The blood will be drawn from the patient per protocol of the clinical facility and be processed through the lab designated by the facility.
2. If the source of contamination is unknown it is recommended that the student be tested for HIV antibody and Hepatitis B surface antigen. With appropriate follow-up testing in 3 months, and 6 months as recommended by the CDC.
3. The student will be given direction to get blood drawn from Boyce & Bynum that will be covered by liability insurance, provided by the college.
4. The student may see a private physician for testing and follow-up at his/her own expense.
5. The student may report to the Emergency Room of any hospital for testing and follow-up at his/her own expense.
6. The student has the right to refuse testing and follow-up and must sign a waiver indicating refusal in the presence of a witness.

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Laboratory Policies

Overview of Nursing Skills and Simulation Lab

Participation within the nursing lab is part of your clinical and academic program. The same requirements for maintaining professional integrity in both the clinical and classroom settings apply within the lab. Prior to participation within the nursing lab, you will be required to sign the HIPPA form and turn it into your faculty or Nursing Lab and Remediation Coordinator.

The Nursing Lab is located in the Health Science Center (HSC) Rm 122. It contains both a skills lab and two simulation lab rooms.

The skills lab is where you will be instructed and evaluated on nursing skills throughout the nursing program. The skills lab offers you the opportunity to practice nursing skills in enhance knowledge, understanding, and confidence. Beyond skills practice and check-offs through scheduled class time, open lab hours are available. Open lab hours are posted within lab Canvas courses, as well as, on the entrance door of the nursing lab. These open lab hours are updated each semester and will include times in which the lab is closed due to planned class and simulations. If you need lab time outside of the listed hours, please contact the Lab and Remediation Coordinator for scheduling. The Nursing Lab and Remediation Coordinator is available to assist you to become proficient with nursing skills, please contact the Nursing Lab and Remediation Coordinator or faculty for assistance.

The simulation lab rooms will allow you to encounter simulated patients in a safe controlled environment. The scenarios are designed to develop critical thinking and clinical reasoning along with integration of learned nursing skills.

If there are no scheduled classes, simulation, or open lab; the nursing lab is locked. Should you wish to use this lab for any reason including practice or recording purposes please contact the Lab and Remediation Coordinator or your instructor. This option is available at the discretion of the nursing faculty.

1. **Professional Integrity: Dress Code for Nursing Lab**

The nursing profession is one, which requires its members to show a proper degree of professionalism. While in the skills/simulation labs appearance is to be professional.

   a. When participating in the nursing skills and/or simulation lab, school scrubs or State Tech shirt with scrub pants are to be worn. Any variations will be communicated per faculty.
   b. Students are responsible for providing necessary equipment such as stethoscopes, watches, and pencils.
   c. Scrub hem must not touch the floor.
   d. Scrubs are to be clean and wrinkle free.
   e. **Closed toe shoes are required at all times while in the lab, including practice time.**
   f. School identification badges are to be worn and visible while in simulation lab.
   g. Long hair is to be secured away from the face.
   h. Nails are to be short and without nail polish.
   i. Street clothes may be worn for practice or supporting simulation role only.
   j. If worn, street clothing must be clean and appropriate.

2. **Professional Conduct in Nursing Lab**

Conduct while in the skills and simulation lab is to reflect mutual respect for all participants including the patients both Standardized and simulators. The nursing lab is a safe environment where errors in care may occur; these situations are to remain confidential. The labs areas are for practice and studying of skills not for social interactions. Students will be evaluated throughout the entire lab course and/or simulation experience. Inappropriate actions may affect course grade and/or Job Readiness scores.

   a. All interactions in lab courses and simulation (including debriefing) are to be respectful and professional.
   b. All simulation information is to be maintained confidential.
   c. Actions of all participants of a simulation are to be confidential.
   d. HIPAA agreement must be signed at the start of the PNT and the ADN program.
   e. Inappropriate behavior during a simulation (laughing, language) will result in ceasing the scenario and missing out on valuable instruction/experience.
   f. Cell phones for videoing of skills, calculations (not for testing), and accessing information are allowed.
   g. No personal calls are to be held in the labs at any time.
   h. Students are not to recline nor place feet on beds unless directed to during a simulation experience.
   i. Faculty assistance is available for review of skills. Contact the Nursing Lab and Remediation Coordinator or the course nursing instructor.
   j. Students are to be cognizant of cultural diversity both in interactions with peers and simulated patients.

3. **Maintenance of Mannequins and Equipment**

Simulation equipment is costly; consequently, care must be taken when utilizing them for learning experiences. Do not attempt to repair a task trainer or simulator. Only those trained to care for the simulators should perform services.

   a. No food, gum, or drinks are allowed in the lab at any time unless approved by the Lab and Remediation Coordinator.
   b. Ink pens and markers are not be used near the mannequins. Ink leaves a permanent mark!
   c. Mannequins are not to be left exposed.
   d. Beds are to be neatly made after completion of tasks.
   e. Hand hygiene is to be completed upon entering the lab.
   f. Gloves donned prior to working with the high-fidelity simulators.
   g. Beds are to be in low position, locked, and have two rails up.
   h. Remove any tape applied to the mannequins.
   i. Wipe off any lubricant used on mannequins.
   j. Do not use Betadine on any task trainer or mannequin, as it will leave a stain.
   k. Users are to report any marks on or malfunctioning of the simulators to the Lab and Remediation Coordinator.
   l. Mannequins are to remain in the beds and moved only by simulation staff.

4. **Lab Equipment and Supplies**

Inventory of lab supplies is done each school year. New supplies will be ordered at the beginning of each school year to meet the educational needs of the students during simulation experiences.

   a. Students will purchase a lab supply kit at the beginning of their lab courses for skills practice.
   b. Sharps purchased as part of the supply kit will be kept in the nursing lab within the supply closet behind locked doors for safety. Sharps will only be used for instructed nursing skills with nursing faculty present in the nursing lab.
   c. Supplies in the lab may be available for practice. See the Lab and Remediation Coordinator if extra supplies are needed to become proficient in a nursing skill.
   d. Supplies in the labs are not to be used for personal care or to be taken out of the labs.
   e. Lockers will be provided for student use of supplies. Due to limited space, students may be asked to share lockers. Students are responsible for supplying a combination lock to secure their items.

5. **Lab Availability**

The nursing lab houses expensive breakable equipment which must be secured. The security and functioning of these items is necessary to maintain an effective learning environment. As a means of guarding valuable items the lab will maintain hours for access.

   a. The lab is to remain locked when no class or skills practice time is scheduled.
   b. Hours of operation are posted within lab Canvas courses, as well as, on the entrance door of the nursing lab. These open lab hours are updated each semester and will include times in which the lab is closed due to planned class and simulations.
   c. Students can request lab time by contacting the Lab and Remediation Coordinator.

6. **Lab Use for Remediation**

The nursing lab is available for remediation activities as needed. Students may be required to complete remediation per course instructors.

   a. Students will be notified if they have been referred to the Lab and Remediation Coordinator for remediation per the course instructor.
   b. The remediation form will detail skill or topic to be remediated, reason for remediation, and required equipment.
   c. A nursing faculty member or the Lab and Remediation Coordinator may complete the remediation depending upon availability.
   d. Remediation must be completed to complete the course. An Incomplete for a course may be given if remediation is not completed.

7. **Universal Precautions for Nursing Lab**

In the clinical setting students will be following Universal Precautions, the nursing lab environment offers an opportunity to practice the CDC's standards including hand hygiene.

   a. Students are to perform hand hygiene upon entering and exiting the labs.
   b. Gloves are to be worn when working with simulators and standardized patients when appropriate.
   c. Omitting of hand hygiene during a skills assessment will result in a lowered grade.

8. **Evaluation of Simulation by Faculty and Students**

Evaluation of simulation is critical to assess effectiveness and guide improvements of the scenarios. Evaluation data will to be retained to determine effectiveness of simulation throughout the curriculum.

   a. Student's evaluation of the simulation will be placed on Canvas for completion. The Simulation Effectiveness Tool-Modified (SET-M) is utilized from the QSEN Institute.
   b. The simulation experience is not considered completed until evaluations are completed. Students may be held in lab until all evaluations have been submitted.
   c. QSEN Debriefing questions will be used to follow up from the simulation experience.

9. **Simulation Evaluation**

Simulation offers an opportunity for the student to apply critical thinking and critical reasoning in a predetermined scenario. Simulations are considered clinical time, students are required to attend with expectations of being prepared and maintaining professionalism throughout the experience. Simulation is a learning activity which is not graded.

   a. Assigned preparation work will earn points to be determined by the instructor.
   b. Preparation activities must be completed prior to simulation.
   c. Participation in debriefing is required.
   d. Simulations are mandatory.
   e. Students must contact the instructor or Lab and Remediation Coordinator a minimum of 30 minutes prior to the scheduled start time if unable to attend.
   f. Simulations cannot be made up.

g. Make up work, clinical make up time, or another assignment may be assigned. Communication will come from your clinical or course instructor if the simulation is missed. Points will be deducted from the assigned preparation work per instructor's discretion.

1. **Skills Evaluation**

   a. Passing score for skills evaluation is based upon individual nursing lab courses.
   b. Remediation must be completed prior to completing the lab course. An Incomplete for a course may be given if remediation is not completed.

11. **Sharps and Equipment Safety**

   Students are exposed to sharps and heavy moveable equipment in the lab environment. Care must be given to protect an individual from injury to self or others.

   a. Sharp containers are to be utilized for disposal of needles and glass.
   b. Needle sticks: wash injured area with soap and water.
   c. Inform faculty if needle sticks or any other incidents occur.
   d. Completion of an incident report will be required for all incidents.
   e. Place trash in trash receptacles not sharp containers.
   f. Beds and wheelchairs are to be in the locked position when moving patients.
   g. Leave all beds and wheelchairs in the locked position.
   h. Closed-toed shoes are to worn in the labs at all times.

State Technical College of Missouri

Nursing Lab HIPAA AGREEMENT

Name: _____ Date: _____

Confidentiality of Information

During your participation in simulations or skills competencies at the State Technical College of Missouri Nursing Lab, you will likely be an observer of the performance of other individuals in managing healthcare skills and/or scenarios. As a participant in these activities, in whatever role you are asked to maintain, hold confidential all information regarding the performance of specific individuals and the details of specific scenarios.

By signing below, you acknowledge to having read and understood this statement and agree to maintain the strictest confidentiality about any observations you may make about the performance of individuals.

Signature: _____ Date: _____

By typing my full legal name, I am acknowledging acceptance of the above terms. My electronic signature is to be as valid as a written signature.

Release for Still Photographs and Videotapes

I authorize instructors and administrators of the nursing lab to publicly show still photographs (slides or prints) and/or videotapes depicting me during this course. I understand that, unless otherwise approved by me, I will not be specifically identified, and that the photographs will be shown only for educational, research, or research administration purposes. No commercial use of the photographs (slides or prints) and/or videotapes will be made without my written permission.

Signature: _____ Date: _____

By typing my full legal name into this box, I am acknowledging acceptance of the above terms. My electronic signature is to be as valid as a written signature.

After completing this form, Save As: "YourNameHIPAA" and submit a copy to Canvas Nursing Lab course.

State Tech Policies and Procedures

State Tech Policies and Procedures

ACADEMIC INTEGRITY

State Tech Policy Library can be referenced for the [Academic Integrity policy](#). The nursing programs have an academic integrity policy that aligns with State Tech policy and industry standards.

Academic misconduct is any act that does or could improperly distort students' grades or other student academic records. Academic misconduct is cheating the student of learning the needed skills and an offense to the academic integrity of the learning environment. All forms of academic dishonesty will call for discipline.

1. Unprofessional and dishonest acts include, but are not limited to:
2. Copying/submitting another person's work.
3. Unauthorized taking of someone else's work.
4. Using unauthorized notes or equipment (including programmable calculators, smart phones, smart watches, etc.) during an examination.
5. Stealing an examination or using a stolen examination.
6. Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
7. Falsifying a client's clinical record.
8. Plagiarizing any assignment. "Plagiarism" means using someone else's ideas or words without using quotation marks and/or giving credit by citation of source(s).
9. Theft from a patient or associate, supplies other material or equipment from the school or clinical sites.
10. Altering grades on examinations or assignments.
11. Post examinations alterations.

Instructors will use any one or more of the following disciplinary measures for a case of dishonesty:
- A zero for the assignment
- An "F" for the course
- Separation from the program

ACCESSIBILITY

Any student with adaptations or learning needs should contact the Nursing Department Chair for assistance.

ACCIDENTS

The Program Coordinator and Department Chair must be made aware of all accidents within 24 hours of the occurrence. Program faculty will follow the [State Tech Accident Reporting Procedures](#).

ADVANCED PLACEMENT GUIDELINES

Transcripts that are submitted within the application process will be reviewed and core curriculum transfer credit may be accepted for only a select few core nursing courses upon approval of the State Technical College of Missouri nursing program faculty.

CAMPUS SECURITY

The State Technical College of Missouri Policy Library can be referenced for the [Emergency Response and Safety Policy](#) This policy will be followed when students are on a campus operated by State Technical College of Missouri.

DISPUTE RESOLUTION PROCESS

The State Technical College of Missouri Catalog can be referenced for the Dispute Resolution Process (p46).

DRUG AND ALCOHOL POLICY
The State Tech Policy Library can be referenced for the Alcohol and Substance Abuse Information.

EMERGENCY AND SAFETY PROCEDURES
The State Tech Emergency and Safety Procedures can be found at the entrance to the Health Science Center. Dial 911 during any emergency.

FAMILY RIGHTS AND PRIVACY ACT NOTIFICATION
The State Tech Policy Library can be referenced for the Family Educational Rights and Privacy Act (FERPA).

INCLEMENT WEATHER DISMISSAL PROCEDURE
The State Technical College of Missouri College Catalog can be referenced for the Inclement Weather Dismissal Procedure (p42). Clinical cancellations due to weather can be found under Attendance in the Clinical section of this handbook.

Text Alerts – Receive Emergency Alerts and other information sent as a text message to your cell phone or as an email. Sign Up at www.statetechmo.edu "State Tech Alerts".

JOB READINESS SCORE
AJA@™STC is a value-added service to students and employers that rewards students by giving employers more than typical academic grade on a transcript. Information on the Job Readiness Score can be found in the State Tech Policy Library.

NOTICE OF NONDISCRIMINATION
State Tech Policy Library can be referenced for the Nondiscrimination Policy.

PARKING
Students may park designated parking for State Tech students only. The State Tech Policy Library can be referenced for the Student Parking Regulations on campus.

PROGRAM ADVISORY COMMITTEE
Duties and Responsibilities of the Program Advisory Committee are as follows:
1. Membership
   a. The Department Chair appoints members of an advisory committee with the approval of the sponsoring agency;
   b. Membership is composed of persons who are interested in practical nurse education, practice, and in improvement of patient care;
   c. The program faculty and the State Technical College of Missouri Administrators are ex-officio members and are not eligible to serve as officers;
   d. The role of advisory committee is advisory only.

2.	Functions of the Advisory Committee
	a.	To study and protect the needs of the program as an educational institution concerned with service to the community;
	b.	To assist with the interpretation of the philosophy and outcome criteria of the program to the public;
	c.	To assist in securing funds for the program and scholarships and loans for needy students;
	d.	To advise on the development of policies;
	e.	To assist in recruitment.

SMOKING
The State Tech Policy Library can be referenced for the Tobacco Free Campus policy. This policy will be followed when students are on a campus operated by State Technical College of Missouri.

STUDENT CODE OF CONDUCT
The State Tech Policy Library can be referenced for the Student Code of Conduct Policy.

WEAPONS IN SCHOOL
The State Technical College of Missouri College Catalog can be referenced for the Weapons Policy (p44) This policy will be followed when students are on a campus operated by State Technical College of Missouri.

Forms

STATE TECHNICAL COLLEGE OF MISSOURI
NURSING PROGRAM
GRADE ADVISEMENT

Student Name: _____ Date:_____

Faculty: _____ Course: _____

Most recent exam score, you have received _____ points from a total of _____.

In order to be successful in this course and progress through the nursing program, you will need to obtain at least an ____.

Please make an appointment to meet with your instructor(s) to discuss your grade advisement. Please bring this document with you. Your score reflects that you need additional assistance or changes to your academic preparedness. Please select the appropriate reason(s) as to what you believe is the cause of your current grade.
- ☐ Inadequate exam preparation
- ☐ Poor test-taking skills
- ☐ Lack of understanding of material
- ☐ Personal distractions
- ☐ Other

Suggested actions for improvement will be discussed during your grade advisement meeting:
- Review current study practices and current resources
  - ☐ Join a student study group
  - ☐ Obtain additional reference material from the nursing faculty
  - ☐ Complete related Evolve case studies / quizzes / test questions.
  - ☐ Complete pertinent self-study guides from the syllabus/text for the current units being covered
  - ☐ Assess work/home schedule to allow adequate time to study

- Review test-taking material
  - ☐ Review test-taking strategies from the textbook

- Meet with the instructor(s) of the course to discuss your options at this point in the semester. Options may include but are not limited to:
  - ☐ Seek tutoring
  - ☐ Seek counseling/learning assessment
  - ☐ Schedule an appointment with the Lab Remediation Coordinator
  - ☐ Modify work schedule to accommodate more time to study
  - ☐ Seek a health care related job to gain needed exposure to nursing skills
  - ☐ Contact Director of Nursing or Coordinator for specialized guidance
  - ☐ Other: _____

Student Signature: _____

Faculty Signature: _____

Advisement Date: _____

Nursing Exam Challenge Form

Name:_____Exam:

_____

Signature: _____ Date: _____

Test Question Challenge: By filling out the below portion, I am stating that I would like to challenge a test question(s). Per the Handbook for Practical Nursing Technology Students, the nursing question challenge form must be submitted to the faculty within one class day of the test review. The exam question challenge form must be in writing explaining why the exam answer is not the best choice, rationale on what the student feels is the best answer, and current textbooks must be cited to support reasoning. Submitting this does not guarantee that the faculty will change the answer, throw the question out, or accept multiple answers. (If more space is needed, staple a loose-leaf piece of paper to this form.)

_____

_____

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_____

Date Received:_____Faculty Signature:_____

Reflective Exam Analysis

Select a reason that you missed each item on the exam. Write that exam item number on the line next to the reason. After completing review of all the incorrect items, add the amount of items you associated to each specific reason and put that number in the Total # column on the far right.

Reason you missed an item	Identify the item number next to the appropriate reason	#
Did not read the question properly		
Jumped to a conclusion		
Missed an essential word		
Incorrect math		
Did not know the content		
Did not understand a word or phrase		
Misunderstood what the item was asking		
Changed the answer but had it correct initially		
Narrowed option between 2 answers and picked incorrectly		
Ran out of time or felt rushed		
Anxiety or panic		
Careless / Marked item incorrectly		
Unsure why I missed it		

State Technical College of Missouri
Nursing Program
Excessive Absence Notice

Date:_____

Student Names:_____

     According to our records you have been absent a total of _____ in _____ course. This is equal or greater than the credit hour value of this course. Low class attendance could reflect poorly on your grade, and impact your ability to be successful in the nursing program. The nursing program attendance policy states,

     "The nursing program is an in-seat program. Due to the complex concepts taught in the nursing program, it is strongly recommended that students attend all regularly scheduled classes. The student will be responsible for any content missed during an absence."

     The State Technical College of Missouri attendance policy states,

     "Students are expected to attend all classes. It is the responsibility of students who will be absent, tardy, or leaving early to leave a message with the college receptionist by calling 800-743-8324. The receptionist will relay the message to the appropriate instructors and staff. In cases of prolonged absence, the student must notify the Counselor, who will then notify the student's instructors. Some instructors also require that students contact them directly; refer to each class syllabus.

     The policy of the nursing department is if the student is absent an excess of the number of clock hours to the course credit hours in didactic courses, attendance counseling will be required to maintain participation in the program. If absenteeism continues, further disciplinary action may be taken. Possible actions could include a drop in the student letter grade or dismissal from the program.

     For clinical courses, the policy of the nursing department is if the student has three or more clinical absences, the student may be separated from the program. The clinical absences will be discussed by program faculty and college administration. If the student has extenuating circumstances for missing clinical, he/she may be granted to make up clinical hours.

_____   _____

Student signature/date   Nursing Program Coordinator signature/date

Violation of Professional Conduct Standards
Incident Report Form

Date of Incident:
Faculty Description of the Incident:
_____ _____ _____ _____   Faculty Signature   Date   Department Chair Signature   Date

Student comment
 	
   _____ _____
 	
       Student Signature   Date

The student will be notified of behavior that occurred the classroom and clinical does not meet program standards. Students will meet with the clinical and or classroom instructor to discuss the incident. Students are to attend class until official notification from the college (Form 13) is received separating the student from the program and or college.

STATE TECHNICAL COLLEGEOF MISSOURI
PRACTICAL NURSING TECHNOLOGY
CLINICAL EVALUATION FORM -Instructors Grading Form

NAME: _____ DATE: _____ TIME IN: _____ TIME OUT: _____

CLINICAL SITE: _____

REASON FOR TARDINESS OR EARLY RELEASE: _____
Students are responsible for each behavior listed on the outcome statements below. Grades are based on expected improvements /advancements through each clinical level. The following scale is used to rate student performance in each area of evaluation.

NA = Cannot Evaluate Did not have an opportunity to demonstrate the specified behavior. Will not be included in total points.
0= Unsatisfactory Requires significant and prompt remedial action.
3 = Satisfactory Achieves expected minimum performance level.
5 = Exceptional Consistently achieves and often exceeds expected performance.

AREA OF EVALUATION		
I. ROLE: MEMBER WITHIN PROFESSION OF NURSING	**Grade**	**COMMENTS**
1. Is on time for assigned daily clinical experience.		
2. Is prepared for clinical assignment as assigned by faculty.		
3. Complies with dress code as defined by student handbook.		
4. Demonstrates professional behavior when interacting with clients, families, Instructor, and/or health care team members while considering cultural differences.		
5. Demonstrates legal and ethical behaviors that reflect accountability and standards of nursing practice according to the *Nurse Practice Act*.		
6. Identifies own strengths and weaknesses and seeks appropriate assistance from faculty, staff, and/or peers as appropriate.		
7. Demonstrates utilization of evidenced based literature within the clinical setting, post-conference, and/or written work.(per instructor only)		
8. Demonstrates participation through completion of all assigned clinical components and/or during post-conference. (per instructor only)		
II. ROLE: PROVIDER OF CARE	**Grade**	**COMMENTS**
1. Performs medical aseptic procedures.		
2. Provides or accounts for personal care, ADL's, and comfort measures.		
3. Uses therapeutic oral and/or written communications skills.		
4. Conducts basic assessments as assigned including physical, lab, etc.		
5. Demonstrates preparation and advancing skill in the application of nursing interventions and procedures, while actively seeking new learning experiences.		
6. Provides scientific rationale supporting nursing interventions.(per instructor only)		
7. Demonstrates and/or identifies safety in functions of nursing care.		
8. Applies principles of medication preparation and administration.		
9. Provides or shows knowledge of individualized client teaching.(per instructor only)		
10. Evaluates effectiveness of nursing interventions in achievement of client outcomes. (per instructor only)		
III. ROLE: MANAGEMENT OF CARE	**Grade**	**COMMENTS**
1. Reflects prioritization of nursing care skills. (per instructor only)		
2. Demonstrates organization and beginning time management skills.		

Total Points_____ / _____   Total Percentage_____ / 100

Comments:

Faculty Signature:_____   Student Signature:_____

Revised 7/12; 8/13; 6/14; 11/15; 10/16, 06/21

STATE TECHNICAL COLLEGE OF MISSOURI
ADN PROGRAM
CLINICAL PERFORMANCE EVALUATION
GUIDELINES

- The clinical evaluation tool is used in all clinical nursing courses.
- All clinical learning experiences will be evaluated upon competition and/or as deemed necessary by the faculty. Students who are not meeting clinical outcomes will be counseled individually as needed.
- Each student will fill out a self-evaluation at midterm, and at the conclusion of the clinical rotation.
- The faculty instructor will fill out an evaluation at midterm, and at the conclusion of the clinical rotation.
- Each row item (boxes) must be checked by placing a "check mark" in the appropriate box at midterm, and at the conclusion of the clinical rotation.
- The grade for clinical evaluation will be either "S" "NI" or "U" at midterm.
- The grade for clinical evaluation will be with "S" or "U" as a final grade.
- A grade of "NI" cannot be awarded as a grade post mid-term or as a final grade.
- Clinical faculty will initiate the Clinical Performance Remediation (CPR) Tool for a student who receives a grade of "NI" or "U" after midterm evaluation.
- Final grades for any nursing clinical related component must be "S" or "U"
- A passing grade will be assigned is all items are checked "S" at the time of the final evaluation.
- An unsatisfactory "U" for any clinical learning experience at final evaluation constitutes failure of the course, and the student will receive a grade no higher than "D" for the course.

GRADE DESCRIPTIONS

A grade of "S" indicates the student:

- Functions satisfactorily with minimum guidance in the clinical experience.
- Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes.
- Engages consistently in self direction in approach to learning.
- Provides evidence of preparation for all clinical learning experiences.
- Follows directions and performs safely.
- Identifies own learning needs and seeks appropriate assistance.
- Demonstrates continued improvement during the semester.
- Uses nursing process and applies scientific rationale

A grade of "NI" indicates the student:

- Functions safely with moderate amount of guidance in the clinical situation.
- Demonstrated adequate knowledge and requires moderate assistance in integrating knowledge with skills.
- Requires some direction in recognizing and utilizing learning opportunities.

A grade of "U" indicates the student:

- Requires intense guidance for the performance of activities at a safe level.
- Clinical performance reflects difficulty in the provision of nursing care.
- Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.

- Requires frequent and detailed instructions regarding learning opportunities and is often unable to utilize them.
- Is often unprepared and has limited insight into own behavior.
- Is unable to identify own learning needs and neglects to seek appropriate assistance.
- Not dependable.
- Breaches in professional or ethical conduct such as falsification of records and failure to maintain confidentiality.

STATE TECHNICAL COLLEGE OF MISSOURI
ADN PROGRAM
CLINICAL EVALUATION

Self-Evaluation _____   Faculty Evaluation _____

Student Name: _____   Course: _____

Fill in appropriate fields to the right & below:

Student must obtain a Satisfactory "S" grade in all competencies at the final evaluation to pass nursing course.

CORE COMPETENCIES	Mid-Term			Final	
COURSE DESCRIPTION PLACED HERE	S	NI	U	S	U
PATIENT CENTERED CARE					
Provides comprehensive patient care in compliance with clinical agency policy and procedure					
Relates pathophysiology of patient conditions and associated pharmacological interventions					
Assesses and/ or modifies interventions to address physical, emotional, and spiritual comfort, pain, and/or suffering					
Promotes health and maintenance in acute care settings with respect to diversity					
Evaluates effectiveness of patient and family teaching and modify plan of care as needed					
Advocates for patients based on their values, preferences, needs and diversity					
Implements discharge planning					
Comments:					
TEAMWORK AND COLLABORATION					
Delegates to the inter-professional healthcare team within the scope of practice					
Communicates changes in patient status to the inter-professional team and clinical instructor					
Conducts and actively participate in patient care reports (hand-off communication) and pre/post clinical activities					
Engages patient (and family) in a partnered relationship by providing relevant information, resources, access and support					
Interprets physician and inter professional orders and communicate accordingly					
Examines role of the inter professional health care team					
Initiates requests for help (clinical instructor, primary nurse) when appropriate to situation					
Completes two hours of health related community service. Community service project is approved by instructor. (NUR 215 & NUR 245 clinical rotations only)					
Actively participates in community clinical experiences. Community Clinical Experiences: _____ _____					

Student displays professional and civility behavior on and off unit. Student is on time and prepared for clinical activities.					
Student follows the rules and regulations of the clinical unit and site.					
Comments:					
EVIDENCE BASED PRACTICE					
Recognizes and interpret evidence-based practice in healthcare settings					
Discriminates between clinical opinion from research and evidence					
If Required: Evaluates and presents on evidenced based practice in the clinical setting (library project) Project Title:					
Comment:					
QUALITY IMPROVEMENT					
Focuses efforts to improve quality of healthcare					
Values ongoing self assessment and commitment to excellence in practice					
Comments					
SAFETY					
Appraises health care environment to determine patient safety needs					
Supports national patient safety goals in care delivery					
Performs safe medication administration					
Performs clinical procedures demonstrating appropriate knowledge and skills					
Completes medication administration calculations exam, and achieve 90% or greater within two attempts (NUR 208 and NUR 235)					
Facilitates effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance					
Demonstrates appropriate clinical decision making skills					
Demonstrates time management skills by working independently					
Comments					
INFORMATICS					
Conducts and document patient admit and shift assessments within the electronic health record utilizing the facility healthcare record					
Demonstrates technology use and information management tools using critical thinking for clinical reasoning and quality improvement to support safe processes of care					
Manages data, information, and knowledge of technology in an ethical manner					

Protects confidentiality of electronic health records and patient					
Demonstrates core professional values (caring altruism, autonomy, integrity, human dignity, and social justice)					
Maintains professional behavior and appearance					
Complies with the Code of Ethics, Standards of Practice, and policies and procedures of State Technical College of Missouri AAS handbook, clinical agency agreements, and the Missouri Nurse Practice Act					
Accepts constructive criticism and develop plan of action for improvement					
Maintains a positive attitude and interact with inter professional team members, faculty, and fellow peers in a professional manner					
Provides evidence of preparation for clinical learning experiences					
Arrives and ends clinical experiences at assigned times					
Demonstrates expected behaviors and complete tasks in a timely manner					
Accepts individual responsibility and accountability for nursing interventions, outcomes and other actions					
Engages in self-evaluation					
Assumes responsibility for learning					
Comments					

MIDTERM EVALUATION DATE: _____

Instructor Comments:

Student Comments:

Remediation required: Yes _____ No _____

AREAS FOR IMPROVEMENT	REMEDIATION STRATEGY

Faculty Signature: _____

Student Signature:_____

FINAL EVALUATION DATE: _____

Instructor Comments:

Student Comments:

Faculty Signature:_____

Student Signature: _____

STATE TECHNICAL COLLEGE OF MISSOURI
NURSING PROGRAM

Student Handbook of Policies and Procedures
2022-2023

This paper will be placed in your file as evidence that you have received and read the State Technical College of Missouri Nursing Program Student Handbook of Policies and Procedures and that you will abide by the policies in the student handbook.

Please sign, date, and return to your program coordinator.

_____
Student PRINTED Name

_____   _____
Student Signature   Date