

Southeast Missouri Hospital
College of Nursing and Health Sciences
2001 William Street
Cape Girardeau MO 63703-5815

Student Handbook

2019 – 2020

*subject to change



Southeast Missouri Hospital College of Nursing and Health Sciences
2001 William Street • Cape Girardeau MO 63703-5815
Phone: (573) 334-6825 Fax: (573) 339-7805
www.sehcollege.edu

Student Achievement

Student Achievement Data is published on College website. See *Consumer Information* on College website: <https://www.sehcollege.edu/about-us/consumer-information>

Accrediting Agencies:

**Southeast Missouri Hospital College of Nursing and Health Sciences
is accredited by the Higher Learning Commission.**

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604
1-800-621-7400 www.hlcommission.org

**The Associate Nursing Program is accredited by the
Accreditation Commission for Education in Nursing, Inc. (ACEN)
and has conditional approval of the Missouri State Board of Nursing.**

Accreditation Commission for Education in Nursing, Inc. (ACEN).
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
1-404-975-5000 www.acenursing.org

Missouri State Board of Nursing
P.O. Box 656, Jefferson City, MO 65102
1-573-751-0681 pr.mo.gov/nursing.asp

**The baccalaureate degree in nursing is accredited by the
Commission on Collegiate Nursing Education (CCNE)**

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036, 202-887-6791.
1-202-887-6791 www.aacn.nche.edu/ccne-accreditation

**The Radiologic Technology Program is accredited by the
Joint Review Committee on Education in Radiologic Technology (JRCERT).**

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
1-312-704-5300 www.jrcert.org

**The Medical Laboratory Science Program is accredited by the
National Accrediting Agency for Clinical Laboratory Science (NAACLS).**

NAACLS
5600 N. River Road, Suite 720
Rosemont, IL 60018
1-773-714-8880 www.naacls.org

**The Surgical Technology Program is accredited by the
Commission on Accreditation of Allied Health Education Programs (CAAHEP)**

CAAHEP
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
1-727-210-2350 www.caahep.org

It is the policy of Southeast Missouri Hospital College of Nursing and Health Sciences to maintain and promote equal education opportunity. Students and applicants will not be discriminated against on the basis of race, color, ethnicity, religion, national origin, gender, ancestry, marital status, sexual orientation, age, veteran status, or handicap which does not preclude the person from practicing the program profession after graduation and successful completion of licensure, certification, or registry.

TABLE OF CONTENTS

Student Achievement	2
Welcome Students!	12
College Calendar	13
Purpose of the Handbook	14
History	14
Our Mission, Vision and Values (Revised October 2015)	14
General Education Objectives	15
General Education Mission, Vision and Values	15
General Education Course Descriptions	16
AH 103 Introduction to Computer Technology	16
AH 104 Introduction to Medical Terminology.....	16
AH 200 Introduction to Statistics	16
AH 201 Human Diversity in Healthcare Delivery	16
AH 204 Medical Terminology II.....	16
AH 230 Medical Ethics and the Law	16
BI 151 Anatomy and Physiology I.....	16
BI 152 Anatomy and Physiology II.....	16
BI 200 Microbiology	17
BI 306 Principles of Immunology	17
CH 100 Chemistry.....	17
COM 100 Oral Communication	17
ENG 099 Writing Skills	17
ENG 100 English Composition	17
ENG 200 Expository Writing.....	17
FA 200 Art Appreciation.....	17
FYS 101 College Seminar	17
GOVT 100 Government and Politics in the United States	17
HST 105 American History.....	18
INT 200 Internship in Allied Health	18
MAT 101 Mathematics for Healthcare Professionals	18
MAT 150 College Algebra.....	18
NUT 200 Nutrition	18
NUT 300 Medical Nutrition Therapy.....	18
PSY 100 Psychology	18
PSY 200 Life Span Development	18
SOC 102 Sociology.....	18
SOC 300 Global Awareness and Social Diversity	18
SPN 200 Spanish for Healthcare Providers	19
Minimum Technical Requirements for Blended Format	19
Academic Progression, Retention and Graduation	20
Progression	20
Incomplete “I” Grade	20
Retention	20
Professional Conduct Policy	21
CPR Card Requirements	22
Graduation Requirements.....	22
Graduation Service Point System.....	22
Leave of Absence.....	23
Repeating A Course	24
Withdrawal	24
Readmission	25
Transfer	25
Reinstatement of Financial Aid.....	25

TABLE OF CONTENTS

► STUDENT POLICIES / SERVICES	25
Student Attendance Policy	25
Dress Code: Classroom Policy	26
Dress Code: Clinical Policy	26
Academic and Clinical Honesty	26
Cheating	27
Plagiarism.....	27
Bribery	27
Falsifying.....	27
Fabrication.....	27
Grievance or Complaint Policy (Rev. 08/04/16)	28
Complaints Against An Affiliated Institution (taken from HLC Website).....	29
Substance Abuse Policy	31
Examples of Impaired Performance that Should be Reported.....	31
Substance Abuse Policy and Procedure	31
Enrollment Testing.....	31
“For Cause” Testing	32
Faculty Advisor.....	32
Advising / Enrollment Procedure.....	32
Holds	33
Late Enrollment Fee	33
Application for Graduation	33
Faculty Office Hours	34
Student Evaluations of Faculty Members and Courses	34
Assessment Program	34
Computer Resources	34
Internet Use Policy.....	34
Social Media Policy.....	34
Non-Smoking Policy	36
Telephone Policy	36
Personal Communication and Electronics Devices Policy	36
Student Lockers Policy.....	36
Student Work Policy	36
Fitness and Wellness Center	36
School Closing in Inclement Weather	36
Honor Society.....	36
Peer Tutoring Program.....	36
Parking Policy.....	37
Student Liability Insurance Coverage	37
Student Records.....	37
Admission, Registration and Records Assistance	37
Release of Information Policy	37
Nondiscrimination Policy	37
Sexual Misconduct Policy.....	38
Frequently Asked Questions	45
Title IX: Complaint Resolution Procedures.....	49
Student Council Organization	53
Library Services.....	53
EBSCOhost Research Databases.....	53
Kent Library Policies Services.....	53
Circulation Policies	54
Borrowing Procedures.....	54
Southeast Missouri Hospital Educational Services Resources Center	54
Student Health	54
Drug Urine Screen.....	54

TABLE OF CONTENTS

Tuberculin Skin Test (Required Mantoux PPD)	54
Health Insurance	54
Influenza Health Screening	54
Infectious Disease Policy	55
Accommodation of Special Needs Policy	55
Accommodation of Special Needs Procedure	55
Program Costs	56
Financial Probation / Suspension	57
Student Debts	57
Transcripts	58
Financial Aid	58
Books	59
Refund of Tuition and Fees	59
Financial Aid Student Attendance Policy	60
Safety Policies	60
Student Accidents and Injuries	60
Disaster Plan / Procedure	61
Infection Control	61
Security Program	61
Campus Security	61
Personal Safety and Access	61
Security of Valuables and Property	61
Drugs and Alcohol	62
Crime/Incident Reporting	62
Annual Crime Reports	62
Crime Prevention	62
College Administration and Faculty	63
Administration	63
Faculty	64
► ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING	66
Philosophy of the Nursing Program	67
Conceptual Framework	67
Goals of the Nursing Program	68
Student Learning Outcomes / Graduate Competencies	68
Legal Limitations for Licensure	69
Missouri Revised Statutes: 335.046	69
Missouri Revised Statutes: 335.066 April, 2014	70
Associate of Applied Science in Nursing Program Curriculum	74
General Education Studies Required for Nursing Curriculum	74
Nursing Courses Required for Nursing Curriculum	74
Associate of Applied Science in Nursing Curriculum Plans	75
Basic Full-Time Nursing Curriculum Plan (Revised 2018)	75
Basic Part-Time Nursing Curriculum Plan (Revised 2018)	76
LPN to RN / Paramedic to RN Part-Time Nursing Curriculum Plan (Revised 2017)	77
LPN to RN / Paramedic to RN Accelerated Nursing Curriculum Plan	78
Nursing Course Descriptions	79
NS 101 Foundations of Professional Nursing Practice	79
NS 102 Nursing Assessment	79
NS 103a Nursing Skills	79
NS 103b Nursing Skills	79
NS 104 Pharmacology for Nursing	79
NS 105 Bridging to Professional Nursing Practice	79
NS 106 Mental Health Nursing	79

TABLE OF CONTENTS

NS 107 Medical Surgical Nursing 1	80
NS 108 Dosage Calculation (Elective).....	80
NS 110 IV Therapy	80
NS 201 Nursing Care of the Childbearing Family	80
NS 202 Medical Surgical Nursing 2.....	80
NS 203 Nursing Care of the Child and Family	80
NS 204 Medical Surgical Nursing 3.....	81
NS 206 Transition to Professional Nursing Practice	81
Nursing Transfer Students.....	81
Dress Code Nursing Program.....	81
Clinical Learning Lab	82
CPR Requirements	82
Dosage Calculation Exam	82
Progression and Retention	82
Readmission to Nursing Program	83
Academic Warning	83
Academic Success Program	84
Clinical.....	84
Nursing Program Clinical Attendance Policy	84
Clinical Evaluation	85
Clinical Warning.....	85
Clinical Safety	86
Failure.....	86
Nursing Pins	86
Student Nurses Organization.....	86
► BACHELOR OF SCIENCE IN NURSING (RN – BSN)	87
Two Year RN to BSN Track	87
Accelerated RN to BSN Track.....	87
Part Time RN to BSN Option	87
LPN to BSN Option	87
Academic Progression	87
Transfer Students	88
Transfer Credit	88
Residency Requirement.....	88
Credit by Exam.....	88
Program Goals for the RN to BSN Program.....	88
RN to BSN Student Learning Outcomes	89
Technical Requirements for Blended Format	89
Program Policies	89
Student Rights and Responsibilities	89
Graduation	90
Bachelor of Science in Nursing Program Curriculum	91
General Education Studies Required for RN to BSN Program	91
Nursing Courses Required for RN to BSN Program	91
Technical Requirements for Blended Format.....	91
Bachelor of Science in Nursing Curriculum Plans	92
RN to BSN Two Year Curriculum Plan (06/25/17)	92
Accelerated RN to BSN Curriculum Plan (06/25/17)	93
Bachelor of Science in Nursing Course Descriptions (Revised 05/25/16).....	94
NS 300 ADN to BSN Transition	94
NS 301 Nursing Informatics.....	94
NS 302 Pathophysiology	94
NS 400 Management and Leadership.....	94
NS 401 Holistic Assessment	94
NS 402 Pharmacology.....	94

TABLE OF CONTENTS

NS 403 Nursing Research and Evidence Based Practice	94
NS 404 Public and Community Health	95
NS 405 Politics and Health Care Policy	95
► ASSOCIATE OF APPLIED SCIENCE DEGREE IN RADIOLOGIC TECHNOLOGY	96
Philosophy	97
Program Mission Statement	97
Program Goals	97
Assessment.....	97
Student Learning Outcomes	98
Program Policy Updates.....	98
Radiologic Technology Curriculum Plan	99
Radiologic Technology Course Descriptions	100
RT 101 Introduction to Radiography	100
RT 110 Anatomy and Positioning I.....	100
RT Lab I.....	100
RT 201 Radiographic Physics	100
RT 111 Anatomy and Positioning II	100
RT Lab II.....	100
RT 120 Radiographic Exposure	100
RT 150 Clinic I.....	100
RT 220 Pharmacology.....	101
RT 175 Clinic II	101
RT 210 Radiation Biology	101
RT 200 Clinic III.....	101
RT 180 Radiographic Pathology	101
RT 260 Transitions to Professional Practice	101
Health Policy	102
Ambulation, lifting, moving and standing.....	102
Manual Dexterity.....	102
Visual Acuity	102
Cognitive Abilities	102
Registry Eligibility	103
Radiation Protection.....	104
Radiation Dose Limit Policy	104
Transfer of Credit into the Radiologic Technology Program	105
Facilities.....	105
Attendance.....	105
Student Involvement in Clinical and Class Activities	105
Laboratory Activities	105
Laboratory Rules.....	106
Make-Up Work	106
Discipline	106
Readmission to the Radiologic Technology Program.....	106
Elements for Success in the Workplace	107
Clinical Education Process.....	107
Student Supervision.....	107
Evaluation of Student Performance	108
Radiography Task Inventory.....	108
Communicable Disease and Student Radiographers.....	109
Clinical Attendance	110
Infection Control Policy	110
Cardio-Pulmonary Resuscitation Requirements	111
Liability Insurance	111
Student Employment	111
Clinical Site Assignments	111

TABLE OF CONTENTS

Retention	111
Expectations of Professional Conduct	111
Student Employment in Radiography	112
Clinical Professionalism	112
Code of Ethics	114
Diagnostic Medical Imaging – Radiology: Pregnancy Policy	115
Pregnancy / Radiation Safety Protection Verification Form	116
Physician’s Awareness of Pregnancy Form	117
U.S. Nuclear Regulatory Commission: Regulatory Guide	118
Declaration of Pregnancy Form	123
▶ ASSOCIATE OF ARTS DEGREE (EMPHASIS: ALLIED HEALTH)	124
Program Philosophy	125
Program Mission Statement	125
Program Goals	125
Program Description	125
Residency Requirements	126
Transfer Credit for General Education Courses	126
Assessment	126
Student Learning Outcomes	126
Program Policy Updates	126
Associate of Arts (Emphasis: Allied Health) Degree Outline	127
Associate of Arts (Emphasis: Allied Health) Curriculum Plan	128
Associate of Arts (Emphasis: Allied Health) Technical Requirements for Blended Format	128
Associate of Arts (Emphasis: Allied Health) Grading Scale	128
Associate of Arts (Emphasis: Allied Health) Health Policy	129
Adding AA(AH) Degree to Other College Earned Credentials	129
Articulation Agreements	129
▶ MEDICAL LABORATORY SCIENCE PROGRAM	130
Program Philosophy	131
Program Goals	131
Quality of Instruction	131
Competencies at Graduation	132
Advanced Placement	132
Instructional Resources	132
Medical Laboratory Science Program Faculty	133
Clinical Sites and Instructors	133
Curriculum for the Medical Laboratory Science Program	134
MLS 401 Student Lab Block I	134
MLS 402 Student Lab Block II	134
MLS 403 Student Lab Block III.....	135
MLS 404 Advanced Lecture Block I.....	135
MLS 405 Advanced Lecture Block II	135
MLS 406 Advanced Lecture Block III.....	135
MLS 407 Clinical Rotation Block I.....	136
MLS 408 Clinical Rotation Block II	136
Medical Laboratory Science Program Course Sequence	137
Essential Functions	138
Special Needs Students	138
Evaluation	138
Standards for Professional Behavior	139
Attendance.....	139
Safety	139
Confidentiality.....	139
Attitude.....	139
Integrity	139

TABLE OF CONTENTS

Responsibility.....	139
Grades and Transcripts	140
Minimum Grade Requirements and Make-Up Exams	140
Probation and Dismissal	141
Causes for Dismissal.....	141
Part Time Employment/Service Work	142
National Certification Examinations	142
Rules and Regulations	142
Attendance.....	142
Personal Appearance/Dress Code.....	142
Confidential Information.....	142
Classroom Etiquette	142
Food/Beverage Policy	142
Break/Lunch Policy.....	142
Computer Policy.....	143
Lab Computer Policy	143
Criminal Background Check	143
Liability Insurance.....	143
Safety Training.....	143
Cardio-Pulmonary Resuscitation Requirements.....	143
▶ CLINICAL LABORATORY ASSISTANT PROGRAM.....	144
Philosophy	145
Clinical Laboratory Assistant Program Description.....	145
Clinical Laboratory Assistant Program Goals.....	145
Competencies at Graduation	145
Instructional Resources.....	146
Medical Laboratory Science Program Faculty	146
Technical Abilities –Essential Functions	146
Residency Requirement.....	146
Transfer Credit.....	146
Clinical Laboratory Assistant Course Descriptions	147
CLA 100 Introduction to Laboratory Science	147
CLA 101 Phlebotomy Skills.....	147
CLA 102 Clinical Laboratory Assistant Skills I.....	147
CLA 103 Clinical Laboratory Assistant Skills II	147
CLA 104 Clinical Laboratory Assistant Skills III	147
CLA 111 Phlebotomy Practicum.....	147
CLA 112 Clinical Laboratory Assistant Practicum I.....	147
CLA 113 Clinical Laboratory Assistant Practicum II	147
CLA 114 Clinical laboratory Assistant Practicum III	147
Clinical Laboratory Assistant Curriculum Plan.....	148
Grades and Transcripts	149
Minimum Grade Requirements and Make-Up Exams	149
Evaluation	149
Standards for Professional Behavior	150
Attendance.....	150
Safety	150
Confidentiality.....	150
Attitude.....	150
Integrity	150
Responsibility.....	150
Probation and Dismissal	151
Causes for Dismissal.....	151
▶ SURGICAL TECHNOLOGY PROGRAM.....	152

TABLE OF CONTENTS

Philosophy	153
Surgical Technology Program Goals	153
Program Description of the Surgical Technology Program.....	153
Scrub Surgical Technologist	154
Circulating Surgical Technologist	154
Second Assisting Technologist	154
Residency Requirement.....	155
Transfer Credit	155
Technical Abilities and Skills Required for the Surgical Technology Program.....	155
Tardy Policy	155
Attendance Policy	156
Surgical Technology Curriculum Plan	156
Credit Hours, Didactic Hours and Clinical Hours.....	157
Surgical Technology Course Descriptions	158
ST 100 Fundamentals of Surgical Care I	158
ST 101 Pharmacology	158
ST 102 Fundamentals of Surgical Care II	158
ST 103 Surgical Technology I.....	158
ST 104 Surgical Technology II	158
ST 105 Surgical Technology III.....	158
Surgical Technology Grading Scale	159
Clinical Requirement for Caseloads	159
Clinical Site Assignments	160
Definitions of First Scrub and Second Scrub Role	160
First Scrub Role.....	160
Second Scrub Role	161
Observation Role.....	161
Preceptors.....	161
Surgical Rotation Case Requirements	162
Safety Training	163
Technical Abilities Form for Surgical Technology Program	164
Confidentiality Agreement.....	165
► FORMS	166
Graduation Point System Signature Form	166
Request to Restrict Release of Student Directory Information	167
Request for Disability Services Form.....	168
Liability Waiver Form	169
Student Exemption of Required Immunizations Form	170
Student Grievance Form.....	171
Academic and Clinical Honesty Incident Form	172
Student Leave of Absence Form.....	174
Clinical Warning Form	175
Academic Warning Form.....	176
Radiologic Program Clinical Evaluation.....	177
Acknowledgement of Receipt of Student Handbook Form.....	179
► APPENDIX	180
BOMB THREAT	180
CRISIS COMMUNICATION/PSYCHOLOGICAL CRISIS	181
EARTHQUAKE.....	181
FIRE	182
TORNADO AND SEVERE WEATHER	183
EMERGENCY EVACUATION PLAN.....	185
Copyright Compliance	187



Welcome Students!

Dear Student:

I would like to welcome you to Southeast Missouri Hospital College of Nursing and Health Sciences!

The faculty and staff of the College look forward to a mutually rewarding educational experience.

The Southeast Missouri Hospital College of Nursing and Health Sciences is located at 2001 William Street, Cape Girardeau MO 63701 Girardeau, Missouri.

The College offers several programs leading to professions in healthcare. Our curriculum is designed to foster professional growth. In addition to expanding knowledge and advancing technical skills, you will be challenged to think critically and grow personally. The intent of our programs is to build on prior bodies of knowledge and experiences by providing sound theoretical and clinical educational opportunities throughout the course of study.

The College administration, faculty, and staff hope you will find your program enriching, rewarding, and inspiring. Our principal concern is to foster and assist your education. It is a privilege to welcome you and assist you toward your goal in being a professional healthcare provider.

Dr. Tonya Buttry

Tonya Buttry, PhD.
College President

After reading this handbook, sign the “Acknowledgement of Receipt of Handbook” form located in the “Forms section of this Handbook.”

2019-2020

Summer Semester Begins.....	May 28, 2019
Independence Day (<i>No Classes</i>).....	July 4-5, 2019
Summer Semester End	July 19, 2019
Fall Semester Begins	August 5, 2019
Labor Day (<i>No Classes</i>)	September 2, 2019
Semester Break.....	September 30-October 6, 2019
2 nd 8-Week Classes Begin	October 7, 2019
Thanksgiving Break (<i>No Classes</i>).....	November 25 – December 1, 2019
Final Examinations.....	December 2 – 6, 2019
Christmas Break (<i>No Classes</i>).....	December 7, 2019 – January 12, 2020
Spring Semester Begins.....	January 13, 2020
Professional Development Seminar for May graduates	January 24, 2020
Semester Break (<i>No Classes</i>)	March 9 - 15, 2020
2 nd 8-Week Classes Begin	March 16, 2020
Easter Break (<i>No Classes</i>).....	April 10-17, 2020
Final Examinations.....	May 11 – 15, 2020
Spring Commencement	May 16, 2020

Purpose of the Handbook

This handbook has been prepared to provide students with policies, procedures, and other information specific to the Southeast Missouri Hospital College of Nursing and Health Sciences and to the programs that are offered.

College Policies

Provides information that is specific to the College processes and procedures that are for all students

Program Policies

The program section contains the student's Program information including the policies and procedures that are specific to that Program. There are seven programs offered by Southeast Missouri Hospital College of Nursing and Health Sciences.

- Associate of Applied Science in Nursing
- Bachelor of Science in Nursing
- Associate of Applied Science in Radiologic Technology
- Associate of Arts (Emphasis: Allied Health)
- Certificate in Medical Laboratory Science
- Certificate in Clinical Laboratory Assistant
- Certificate in Surgical Technology

Forms

The forms section contains the Signature Page as well as forms discussed throughout this handbook.

History

Southeast Missouri Hospital College of Nursing and Health Sciences is owned by Southeast Missouri Hospital. The original Southeast Missouri Hospital School of Nursing opened in 1928 when the hospital opened. It focused on educating and training individuals for registered nursing. The school closed as a result of economic hardships during the Depression years. Plans to re-open the hospital based nursing program as a LPN to RN educational program began in 1990. The Missouri State Board of Nursing, in 1992, awarded accreditation as a diploma program.

The School of Nursing transitioned to the College of Nursing with approval being granted by the Missouri State Board of Nursing in 1995. In 1999, the College of Nursing expanded its educational offerings to individuals not having prior nursing education. In 2000, the name of the College was changed to Southeast Missouri Hospital College of Nursing and Health Sciences when the Surgical Technology program was opened. In 2001, a Radiologic Technology program was added to the College. The School of Medical Laboratory Science opened in 1999 under the Clinical Laboratory of Southeast Missouri Hospital. In 2006, the Medical Laboratory Science Program joined the College of Nursing and Health Sciences. The RN-BSN program, the Associate of Arts (Emphasis: Allied Health) program and the Clinical Laboratory Assistant program were added in 2015.

The College was awarded accreditation by the Higher Learning Commission in May 2005.

Our Mission, Vision and Values (Revised October 2015)

Mission: To respond to the healthcare educational needs of the region by preparing qualified healthcare professionals.

Vision: To provide an environment supportive of student learning instilling knowledge, professional values, competency as a beginning practitioner, and a belief that learning is a lifelong process.

Values: To graduate healthcare professionals who demonstrate ability to think critically, communicate effectively, accept human diversity, and deliver ethical, safe healthcare as a member within a discipline of their profession.

General Education Objectives

Communications: Demonstrate effective communication skills both in person and in print.

Critical Thinking: Demonstrate effective critical thinking skills, including but not limited to, judging evidence, synthesizing information, constructing arguments, and solving problems.

Diversity: Demonstrate the ability to adapt interactions to meet cultural and/or psychosocial needs of clients/patients and co-workers.

Ethics: Demonstrate an understanding of ethics and the role they play in the health care providers' personal and professional lives.

Integration: Demonstrate the ability to integrate the principles, theories, concepts, and facts learned in general education courses, including the ability to apply the scientific method to solve problems, into the specializations and in clinical practice.

Technology: Demonstrate the ability to use technology to find, evaluate, and apply information and subsequently to communicate that information to others accurately and concisely.

General Education Mission, Vision and Values

Mission: To provide a framework, a scaffold, on which to layer instruction in the specializations and in clinical practice while preparing students for success in the workforce as well as for additional educational success after graduation. To ensure the facts, theories, concepts, and principles learned in general education complement and reinforce learning in the specializations and experiences in clinical practice.

Vision: Having postsecondary credentials signals a level of sophistication and knowledge of the world, and general education provides the breadth and scope of learning to realize hopes of lifelong learning and community engagement. Progress toward achievement of general education student learning outcomes ensures advancement toward becoming not only well-prepared health care professionals but also better community members. Education in each of the specialization evolves from a combination of courses in general education, the specialization, and clinical practice, an amalgamation that provides the framework necessary for an individual to acquire the knowledge, values, principles, and skills essential for the provision of health care and development into a productive member of society.

Values: Not surprisingly, general education values mirror institutional values: to graduate entry-level practitioners who demonstrate ability to think critically, communicate effectively, accept human diversity and deliver ethical and safe healthcare. Additionally, graduates of the College know how to draw on all their knowledge, not just technical skills in their chosen specializations, in order to solve problems and provide leadership.

General Education Course Descriptions

Southeast Missouri Hospital College of Nursing and Health Sciences offers general education courses required for each program. The courses are scheduled so that they fit into the student's program schedule. Students may choose to take these courses prior to starting discipline specific course work or along with specific program course work.

AH 103 Introduction to Computer Technology

Students practice fundamentals of integrating coursework and software applications in a networked Windows environment. For students with little or no Windows/applications experience. **1 credit hour (16 lecture hours)**

AH 104 Introduction to Medical Terminology

Students are presented with information intended to facilitate understanding of basic medical terminology. This is accomplished through the use of word building principles combined with basic principles of anatomy and physiology. The acquired knowledge will enable the student to communicate effectively with the interdisciplinary team and may be applied in the didactic or clinical setting. **1 credit hour (16 lecture hours)**

AH 200 Introduction to Statistics

A course to acquaint the student with the basic ideas and language of statistics, including such topics as descriptive measures, elementary probability, distributions, estimation, hypothesis testing, regression, and correlation. **3 credit hour (48 lecture hours)**

AH 201 Human Diversity in Healthcare Delivery

AH 201 is a one credit multidisciplinary course designed to expose all of the students at Southeast Missouri Hospital College of Nursing and Health Sciences to different cultural approaches to healthcare delivery at the point of service. Major cultural groups most often encountered and their perspectives on medicine, disease, death, dying, and other pertinent issues will be the focus of the course. **1 credit hour (16 lecture hours)**

AH 204 Medical Terminology II

Students are presented with information intended to facilitate understanding of advanced medical terminology. This is accomplished through the use of word building principles combined with basic principles of anatomy and physiology. The acquired knowledge will enable the student to communicate effectively with the interdisciplinary team and may be applied in the didactic or clinical setting. **2 credit hour (32 lecture hours)**

AH 230 Medical Ethics and the Law

Content is designed to provide a fundamental background in ethics. The historical and philosophical bases of ethics, as well as the elements of ethical behavior, are discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. An introduction to legal terminology, concepts and principles also will be presented. Topics include misconduct, malpractice, legal and professional standards. The importance of proper documentation and informed consent is emphasized. **3 credit hours (48 lecture hours)**

BI 151 Anatomy and Physiology I

Students acquire thorough knowledge of microscopy functions, using the scientific method to examine several human body systems, including cell structures and functions, human tissues, the skin, bones, and the skeletal system, joints and muscles, the nervous system and sense organs, plus an overview of the endocrine system. **4 credit hours (48 lecture hours, 32 lab hours)**

BI 152 Anatomy and Physiology II

Students acquire thorough knowledge of microscopy functions, using the scientific method to examine several human body systems, including the endocrine system, the cardiovascular system, the lymph/immune system, the respiratory system, the digestive system and related nutrition concepts, the urinary system and related water and electrolytes concepts, the reproduction system and related human development concepts. **4 credit hours (48 lecture hours, 32 lab hours)**

BI 200 Microbiology

Students receive a thorough introduction to the anatomy, physiology, cultivation and control of microorganisms, the human immune system, and interactions between humans and microorganisms. **Prerequisite:** A course in chemistry or biology or consent of instructor. **3 credit hours (32 lecture hours, 32 lab hours)**

BI 306 Principles of Immunology

An introduction to the study of immune system physiology, including the nature of antigens, immunoglobulin structure and function, innate and adaptive immunity, cell mediated and humoral immunity, and immune system response to disease. Common laboratory analyses utilizing immunological testing principles are included. **Prerequisite:** BI 200 or equivalent or consent of instructor. **3 credit hours (48 lecture hours)**

CH 100 Chemistry

Students receive a thorough introduction to the principles governing the systematic behavior of matter, with emphasis on atomic theory, chemical bonding, and chemical reactions. Students conduct scientific experiments and perform mathematical calculations in order to interpret resulting chemical data. **3 credit hours (32 lecture hours, 32 lab hours)**

COM 100 Oral Communication

Students demonstrate proficiency in oral communications through the study of rhetorical theories, principles, and strategies. **3 credit hours (48 lecture hours)**

ENG 099 Writing Skills

Through in-class workshop and individual tutorials in written communications, students demonstrate mastery of basic composition skills. Enrollment based on appropriate placement test score. **0 degree credit hours (48 lecture hours)**

ENG 100 English Composition

Students demonstrate techniques of effective written expression. **Prerequisite:** Appropriate placement test score. **3 credit hours (48 lecture hours)**

ENG 200 Expository Writing

This course introduces the theory of expository writing; practice in writing non-fiction with clarity and conciseness. APA format will also be addressed. **Prerequisite:** ENG 100 or equivalent. **3 credit hours (48 lecture hours)**

FA 200 Art Appreciation

Understanding the role of contemporary and historical art in enriching the human experience **3 credit hours (48 lecture hours)**

FYS 101 College Seminar

This mandatory course provides an orientation to this College and the higher learning process, including attention to such student success topics as time management, study skills, test taking strategies, and the like. Considerable emphasis is placed on key College policies, practices, and procedures that students must know about in order to be successful, including privacy rights, sexual harassment and violence against women, substance abuse prevention education, and plagiarism. Students write a brief paper in order to practice proper reference citation, following the style manual of the American Psychological Association (APA). **1 credit hour (16 lecture hours)**

GOVT 100 Government and Politics in the United States

This course provides an introduction to the theory, constitutional basis, functions and government structures of the US political system. Emphasis is placed on the national level of politics and linkages with state and local governments, with particular emphasis on Missouri and potential application to healthcare. Current issues in domestic and foreign policy are discussed. **3 credit hours (48 lecture hours)**

HST 105 American History

This course extending from the 1860's to the present provides a continental outlook encouraging students to appreciate the great expanse of our nation from a historical perspective. It seeks to integrate the narrative of national history with the story of the nation's many diverse communities. The focus is on the persistent tensions between everyday life and those larger decisions and events that continually reshape local life. **3 credit hours (48 lecture hours)**

INT 200 Internship in Allied Health

Supervised educational work experience with an approved allied health agency, organization, or institution. **Prerequisites:** All required courses with BI, CH, ENG, and COM prefixes; 45 credit hours completed toward associate degree; or consent of instructor and program director. **3 credit hours (90-120 clock hours on site)**

MAT 101 Mathematics for Healthcare Professionals

This course is designed to equip the student with a solid mathematical foundation in order to prepare them for success in the healthcare field. Topics covered: basic mathematics with fractions and integers, conversions among fractions, decimals and percents, and unit conversions. Additionally, intermediate algebra topics covered: Properties of/and graphing linear equations, roots and exponents, solving one, two and multi-step equations, order of operations, ratio and proportion. **3 credit hours (48 lecture hours)**

MAT 150 College Algebra

Review of fundamentals of algebra, functions and their graphs, solutions of first and second degree functions, quadratic formula, graphing of polynomial functions, exponential and logarithmic equations, conic sections, geometric and arithmetic sequences and series, and additional secondary topics. **Prerequisite:** Math for Healthcare Professionals, Intermediate Algebra, High School Algebra, or approval of the Instructor. **3 credit hours (48 lecture hours)**

NUT 200 Nutrition

Students demonstrate knowledge of the nutrient groups, their functions in nourishing the body, and the application of this knowledge to individuals. **3 credit hours (48 lecture hours)**

NUT 300 Medical Nutrition Therapy

Study of how health care providers meet the needs of diverse groups through medical nutrition therapy. **Prerequisite:** NUT 200 or equivalent or consent of instructor. **1 credit hour (16 lecture hours)**

PSY 100 Psychology

This course is an examination of human behavior from a psychological experience with frequent application to a healthcare setting. It attempts to communicate the scientific rigor and personal relevance of psychology as it sets the stage for today's extensive research. The course seeks to model and encourage critical and scientific thinking. It attempts to expand the student's awareness of cultural and gender influences. **3 credit hours (48 lecture hours)**

PSY 200 Life Span Development

The course is a broad overview of human development across the lifespan, with an emphasis on the interactions between the individual and his or her environment. Domains of development (e.g., personality or cognition) will be traced through the lifespan. **3 credit hours (48 lecture hours)**

SOC 102 Sociology

Through a series of lectures, projects, and group discussions students analyze the impact of society and culture on human social behavior. **3 credit hours (48 lecture hours)**

SOC 300 Global Awareness and Social Diversity

This course increases familiarity with cultural diversity in the US and globally. It devotes attention to such issues as religious, racial, and socioeconomic diversity.. **3 credit hours (48 lecture hours)**

SPN 200 Spanish for Healthcare Providers

A beginning Spanish course to give healthcare students the opportunity to acquire and learn the vocabulary and grammar along with appropriate cultural understandings sufficient to carry out and understand simple communication attempts, both written and oral, with Spanish-speaking patients/clients and their families..

3 credit hours (48 lecture hours plus independent work with audio CDs and/or video DVDs)

Minimum Technical Requirements for Blended Format

Below are the technical requirements, both minimum and preferred, for students to participate in blended and/or online courses at the College:

Preferred:

Computer Type	PC	Macintosh
Processor	Intel Core i3 or equivalent	Intel Core i3 or faster
Memory	8 GB RAM	4 GB RAM
Hard Drive	256+ GB	256+ GB
Operating System	Windows 7 or 10	OS 10.8 or higher
Other Software	<ul style="list-style-type: none"> • Microsoft Office 2010 • Google Chrome 50 • Adobe Acrobat Reader • Adobe Flash 10.0+ • Antivirus/antimalware software with current subscription 	<ul style="list-style-type: none"> • Microsoft Office 2011 or higher • Safari 5 • Adobe Acrobat Reader • Antivirus Software with current subscription
Other Hardware	<ul style="list-style-type: none"> • 10/100BASE-T Ethernet adaptor (usually built-in) • 15'-25' CAT-5 Ethernet cable • USB Flash Drive (for portable storage) • 802.11n or ac wireless capabilities 	<ul style="list-style-type: none"> • 10/100BASE-T Ethernet adaptor (usually built-in) • 15'-25' CAT-5 Ethernet cable • USB Flash Drive (for portable storage) • 802.11n or ac wireless capabilities

Minimum:

Computer Type	PC	Macintosh
Processor	Intel Dual 2.5 GHz Core Duo or equivalent	Intel Dual 2.5 GHz Core Duo
Memory	4 GB RAM	2 GB RAM
Hard Drive	160+ GB	120+ GB
Operating System	Windows 7 or 10	OS 10.7 or higher
Other Software	<ul style="list-style-type: none"> • Microsoft Office 2010 • Chrome 50 • Adobe Acrobat Reader • Antivirus/antimalware software with current subscription 	<ul style="list-style-type: none"> • Microsoft Office 2011 or higher • Safari 5 • Adobe Acrobat Reader • Antivirus software with current subscription
Other Hardware	<ul style="list-style-type: none"> • 10/100BASE-T Ethernet adaptor (usually built-in) • 15'-25' CAT-5 Ethernet cable • USB Flash Drive (for portable storage) • 802.11n wireless capabilities 	<ul style="list-style-type: none"> • 10/100BASE-T Ethernet adaptor (usually built-in) • 15'-25' CAT-5 Ethernet cable • USB Flash Drive (for portable storage) • 802.11n wireless capabilities

Academic Progression, Retention and Graduation

Progression

Program Specific Courses: See program section for program specific grading scale.

General Education Courses: Students are graded according to the following system for all general education courses:

Grade	Percentage	Grade Points
A = Excellent Performance	90 – 100%	4
B = Superior/Good	80 – 89.9%	3
C = Average/Satisfactory	70 – 79.9%	2
D = Unsatisfactory/Inferior	60 – 69.9%	1
F = Failing Performance	59.9% and below	0
I = Incomplete Work		0
W = Withdrawn from Class		0

Students who make less than a “C” in a general education course must retake the course until a grade of “C” is obtained.

Incomplete “I” Grade

A grade of Incomplete (I) is exceptional and given only to students whose completed coursework has been satisfactory but who have been unable to complete all course requirements because of illness or other reasonable circumstances. An “I” may be issued at the instructor’s discretion. Incomplete requirements must be satisfied within 2 weeks after the semester ends. A student who does not complete the requirement within two weeks will receive an “F”, or failing grade, for the course.

A student, with extenuating circumstances, may be allowed to extend the incomplete grade beyond 2 weeks with the approval of the instructor and the program director or dean. If the “I” grade is not removed by the instructor within 1 year, the “I” grade will convert to an “F”.

Southeast Missouri Hospital College of Nursing and Health Sciences is committed to providing excellence in education. We strive to provide students with a variety of instructional methods, such as face-to-face lecture environment, blended online learning opportunities, group learning strategies, and hands-on learning in a clinical setting, in order to meet their individual learning styles and needs. In addition, the College awards one credit for each 50 minutes of direct faculty instruction regardless of the modality. In order to be successful in earning each credit, the student must expect to participate in a minimum of two hours of out-of-class student work per enrolled credit hour per week.

Retention

Academic: Students who, at any time, do not meet the required academic standards for retention in a course will receive an academic warning. An academic warning indicates that the student is in jeopardy of receiving an unsatisfactory evaluation. This may be given for the following reasons:

- Succession of unsatisfactory or failing grades on examinations, assignments, etc.
- Failure to demonstrate improvement following conferences with faculty members.
- Unprofessional conduct including but not limited to disruptive behavior, disrespectful behavior, lying, cheating, plagiarism, falsification of records, etc.

An academic warning will consist of the following:

1. Completion of the written record “Academic Warning”.
2. The record will include a plan for improvement including a time frame for resolution.

The academic warning will be given as soon as possible after the determination of a succession (two unsatisfactory/failing grades in a row) of unsatisfactory or failing grades. Failure to resolve the behavior(s) resulting in the academic warning will result in an unsatisfactory academic evaluation and the student will fail the course.

The student will be given the opportunity to discuss the warning with the faculty member. The student may discuss with the Program Director/Dean if the meeting with faculty leaves the situation unresolved. After discussion with the Program Director/Dean, the student has the right to institute the Student Grievance Procedure if he/she feels the warning is unfair.

Clinical: Students enrolled in courses that have a clinical component will be assigned to a variety of clinical sites within the region. The clinical component of each course is evaluated according to individual program policy.

A student will be issued a clinical warning if the student is in jeopardy of receiving an unsatisfactory evaluation and improvement in the deficient area is necessary. A clinical warning may be given for the following reasons:

1. Unprofessional conduct including but not limited to disruptive behavior, disrespectful behavior, lying, cheating, plagiarism, falsification of records, etc.
2. Unsafe practice in clinical area.
3. Failure to demonstrate improvement following clinical conferences with faculty member(s).
4. Failure to progress on meeting course/clinical objectives.

A clinical warning will consist of the following:

1. Completion of the written record "Clinical Warning" form.
2. The record will include a plan for improvement including a time frame for resolution.

The clinical warning will be given as soon as possible after the incident(s). The student will be given the opportunity to discuss the warning with the faculty member. The student may discuss the issue with the Program Director if the situation remains unresolved. After discussion with the Program Director, the student has the right to institute the Student Grievance Procedure if he/she feels the warning is unfair.

Failure to resolve the behaviors resulting in the clinical warning will result in an unsatisfactory clinical evaluation and the student will fail the course. Failure to meet the written plan of improvement may result in dismissal from the program.

A student who is unable to safely perform his/her clinical assignment due to a lack of preparation will be instructed to leave the clinical agency and return to the college for further preparation. This will constitute a clinical absence.

The Clinical Warning and Academic Warning forms are in the "Forms" Section.

Professional Conduct Policy

Students are also expected to adhere to professional standards of conduct. Professional conduct is expected in both the classroom and clinical settings. The standards include but are not limited to:

1. Attending and actively participating in learning experiences.
2. Respecting self and other individuals.
3. Conducting self in a professional manner.
4. Adhering to all Southeast Missouri Hospital College of Nursing & Health Sciences policies.

Failure to comply with the professional standards of conduct and/or demonstration of negative affective behaviors will result in disciplinary action and may result in dismissal from the program and the college. Any student has a duty to report any arrests or criminal convictions that occur while they are enrolled in classes at the College

The Program Director/Dean and the President of the College reserve the right to dismiss any student at any time for professional misconduct or gross negligence.

A student entering a health care profession must understand that they are entering a field that requires certain professional standards. Professional dress, appearance and modes of communication must be of certain standards in order to maintain the confidence of patients. Patients present themselves in all age categories, cultures and various ethnic origins. Therefore, trendy modes of dress and appearance and unprofessional conduct are not allowed. The College has an established dress code and a code of conduct that must be followed through the academic year.

Affective behaviors are extremely important in the educational process and employment of healthcare professionals. Due to health care profession's emphasis on customer service and team work, affective behaviors such as professionalism, attitude, proper use of discretion, proper judgment, etc. are extremely important.

It is the purpose of this College to graduate competent and caring health care professionals who exhibit the necessary affective behaviors as deemed important by Southeast Missouri Hospital College of Nursing & Health Sciences. The College faculty will assist the student in forming the necessary behaviors.

CPR Card Requirements

All nursing, radiological technology and surgical technology students must have a current CPR card (American Heart Association Basic Life Support for Health Care Professionals) before they will be allowed to participate in clinical experiences.

Graduation Requirements

There is a \$175.00 graduation fee. This money funds most of the costs associated with caps, gowns, photos, diplomas, etc. The Commencement Ceremony is a school function where attendance is to be considered *mandatory* for all graduating students.

Students will graduate from the College when they have met the following criteria:

1. The appropriate number of credit hours of approved coursework with a grade of "C" or above for each specific program.
2. Accumulation of the appropriate number of graduation service points.*
3. Attendance at the commencement ceremony.*
4. Financial obligations met.

***Note: Graduation service point system does not apply and commencement attendance is voluntary for RN-BSN students.**

Graduation Service Point System

Full time and accelerated program students are required to obtain a minimum of 20 service points per program year to meet graduation requirements. The full time and accelerated program student is required to obtain a minimum of 5 points from each section below every program year to equal 20 points.

Part time program students are required to obtain a minimum of 20 service points during the first 1 ½ years and 20 service points during the last 2 years of the program to meet graduation requirements. The part time program student is required to obtain a minimum of 5 points from each section below during the first 1 ½ years and a minimum of 5 points from each section below during the last 2 years of the program.

Students will be responsible for providing documentation/proof of each service activity to their advisor. Students can do so by either of the following:

- A. Submit a signed form indicating the service performed. A sample form can be found in the forms section.
- B. Submit a certificate/letter from the service organization in which they performed the service.

The student is required to obtain a minimum of 5 points from each section below every program year:

<u>Activity Section</u>	<u>Acceptable Activities and Points Worth</u>
College Based Activities	<ul style="list-style-type: none"> • Attend any Southeast College of Nursing and Health Sciences sponsored meeting or activity (5 points). • Student Council Activities such as Christmas party, Social BBQ, etc. (5 points) • Serve as class representative, class reporter, or officer, and be active in that position in a Healthcare organization or Southeast College of Nursing and Health Sciences Student Council (5 points).
Community Service Activities	<ul style="list-style-type: none"> • Any type of “health related” community service activity (5 points). • Community service activity for a non-profit institution (for example: church, Salvation Army, Birthright, etc. (5 points). • Chairing a healthcare event or fundraiser (15 points)
Professional Growth and Development Activities	<ul style="list-style-type: none"> • Current and active membership in a professional healthcare organization (5 points) • Attend local professional meetings such as NSNA, MRST, etc. (5 points) • Attend a professional state healthcare meeting (10 points). • Attend a healthcare Political Lobby Day (15 points). • Chairing a healthcare event or fundraiser (15 points). • Attend a healthcare related seminar or conference (5 points). <p>Documentation for attendance must be provided.</p>

The Graduation Point System Signature Form is located in the forms section.

Leave of Absence

The College and program policy encourages students to make steady progress toward completing their program. Thus, a leave of absence (LOA) will be granted only under unusual circumstances. In order to be considered for an LOA, a student must have completed one full semester at the College and must have a current grade point average (g.p.a.) of at least 2.0 in program specific courses, be passing all currently enrolled classes, and be in good financial standing with the college. (The g.p.a. requirement is waived for LOA due to active military service and LOA resulting from medical conditions.)

Circumstances Warranting LOA: An LOA may only be granted under the following circumstances:

- Maternity or paternity leave for the birth or adoption of a baby;
- Family care and medical leave to attend to the serious health condition of the student or a family member;
- Pregnancy associated medical conditions;
- Members of the U.S. military, National Guard, or other armed forces reserve unit called to active duty for the period of active duty and up to one year after returning from active duty;
- Other unanticipated emergencies including, but not limited to, a sudden change in the student’s or family member’s employment status, which leads to a drastic change in financial status. An absence LOA based on such “hardship” cases may be granted only after the student has made a serious effort to secure financial aid and/or loans. (Students are encouraged to seek assistance from the Financial Aid Office in finding aid or loans.)
- Program Director/Dean discretion, upon review and approval by administrative leadership team (Directors/Deans).

Procedure for Obtaining an LOA: An LOA can only be obtained with the written approval of the Program Director or Dean.

- A student applying for an LOA, or an extension of an LOA, must meet with their Program Director or Dean and complete, sign, and date the Student Leave of Absence Form.
 - In appropriate circumstances, students may be requested to provide documentation supporting their request (e.g., information from a physician indicating a leave is medically necessary);
 - For students requesting military leave, a copy of the military orders indicating the date on which the student must report for active duty should accompany the Student Leave of Absence Form.
- Students must apply as soon as possible, generally before beginning leave unless prevented from doing so by severe emergencies, medical conditions, or military exigencies.
- In addition, if a student is a recipient of federal student aid (e.g., federal grants, loans, Federal Work Study jobs), the student must speak with the financial aid staff before the LOA or extension will be granted.

Financial Aid: If a Leave of Absence is granted, please note that for financial aid purposes this is considered a withdrawal and may result in financial aid being returned. Students are encouraged to speak with the Financial Aid Office prior to requesting a Leave of Absence.

Parameters of Student Leave of Absence: If approved, an LOA is normally granted for less than one year. In the case of pregnancy and other medical related leaves, an LOA is granted for as long as the student's physician deems medically necessary. In the case of active military service, an LOA may be extended to up to one year after returning from active duty. As the student on LOA status continues to be considered academically a student of the College during the leave of absence, the student may not take courses at other institutions while on leave of absence.

Grades: Students granted LOAs will be withdrawn from all current courses as of the date they submitted complete Student Leave of Absence Forms, including required documentation. Where this occurs before the add/drop date, no grade will appear on the student's transcript; where it occurs after the add/drop date, a grade of W will generally be awarded. In cases of military, pregnancy, and other leaves as deemed appropriate by the Program Director/Dean, students will be given the option of receiving an I (incomplete) grade and the opportunity to complete work at a later date if possible given the coursework at issue.

Readmission: Students granted leaves of absence need not reapply for admission if returning for the semester designated for return (i.e., if returning at or before the expiration of the LOA). Students who do not return for the semester designated for return must apply for readmission.

Refunds and Tuition: Students who are withdrawn from courses due to an approved LOA may receive refunds under the College's institutional refund policy. Students returning from leaves of absence who were withdrawn from courses may take those same courses again without charge where they have paid for the courses in full and have not received a refund; if a student received a refund under the College's institutional refund policy when withdrawn, upon return, the student will be charged a percentage of the current charge for the course that corresponds to the refund percentage to equal full payment—for example, if a student was withdrawn from a course and received a 70% refund, the student will be charged 30% of the current charges for that same course when returning from an LOA.

Repeating A Course

If a student finds it necessary to repeat a course, each attempt and grade will appear on the student's transcript and noted as "Repeated." However, only the most recent grade will be calculated into the student's grade point average. Repeating courses may affect your financial aid, so before repeating a course, please consult the Financial Aid Office. For complete policy on Repeating Coursework, please visit <https://www.sehcollege.edu/financial/financial-aid>.

Withdrawal

Students who find it necessary to withdraw from the program after classes have started should complete the appropriate form indicating their intent to withdraw from the program. Program Withdrawal forms are available from the Program Director. Course Withdrawal forms can also be obtained from the administration office. Students who withdraw from a course will have a grade letter of **W** recorded for the course that he/she was enrolled in at the time of withdrawal *provided he/she withdraws by week 11 of a 16 week semester or week 6 of an 8 week semester*. Withdrawal after this

time will result in a failing grade (F) on the student's report card and transcript. If a student fails to complete and submit the enrollment status form indicating their intent to withdraw, a failing grade (F) will be recorded on the student's record. Students who are "no Shows" or who stop attending classes may be withdrawn from the College. The parameters for grades are the same as a voluntary withdrawal. Students who withdraw from the program for any reason are required to complete an Exit Interview and turn in College ID badges. **There will be a \$10 charge for each item not returned.**

Students who plan to withdraw from a course and/or the program should check with the business office to receive information regarding charges for the course(s) they plan to withdraw from before completing their request.

Withdrawing from classes once a semester starts could affect your financial aid. Affected students are encouraged to speak with the Financial Aid Office prior to withdrawing from the College.

Readmission

Students who withdraw or who fail to progress in a program must reapply to their program. Students should refer to their program specific area of the Student Handbook. They may have a maximum of up to two attempts to complete a program.

In addition, if students return within three (3) years, they are not required to repeat courses for which they received a "C" or better while previously enrolled in a College program. Students readmitted after three (3) years, however, may be required to repeat the entire program.

Students wishing to change tracks within a program must submit a written request to the Program Director or Dean. All requests will be considered on a space available basis.

Transfer

A student may request a transfer to another track in the program. The request will be considered on a seat available basis. Students who wish to change tracks within a program must do so prior to the start of classes or at the completion of a semester and submit that request in writing to the Program Dean / Director.

Reinstatement of Financial Aid

Refer to Financial Aid Assistance Section of the Handbook.

► STUDENT POLICIES / SERVICES

Student Attendance Policy

Attendance at all classes is expected and strongly encouraged. Absence for any reason does not relieve the student of the responsibility for all course requirements. If students are absent more than one theory class in each semester and/or one shift of clinical in each semester they will be subject to academic/clinical review and possible disciplinary action including the loss of class points and up to dismissal from the College. (See individual course syllabi). If students are absent more than 2 consecutive class periods, they may be withdrawn from the College. Once withdrawn, students may have all or a portion of their financial aid returned. For the full Financial Aid Policy, please visit www.sehcollege.edu/financial/financialaid. The College reserves the right to request validation of student illness, etc., (i.e., physician's excuse, etc.). If absence is due to extenuating personal circumstances, consideration may be given.

Students are to notify the College if they anticipate an absence from a theory class. Students will be required to make-up any missed clinical shifts and/or complete additional assignments at faculty discretion for absence, tardy or early departure. Students are to call the appropriate faculty member and the assigned clinical facility and preceptor when applicable if they will be absent. Scheduled labs missed must be made-up prior to the next scheduled lab.

Any student who has been hospitalized must submit a full release from the treating physician indicating that the student may return to clinical and fully participate without restrictions.

Students are expected to arrive promptly for all scheduled learning experiences. If a student is unexpectedly delayed, they must notify a faculty member as soon as possible. Excessive tardiness, defined as two episodes of late arrivals or early departures, may result in academic/clinical review and possible disciplinary action (See individual course syllabi).

Dress Code: Classroom Policy

Appropriate classroom attire must meet the standards of modesty, cleanliness, and neatness. The appropriate length for pants/skirts is anywhere from floor length to approximately two inches above the top of the kneecap while standing. **Name badge is required to be worn during all classes.**

Appropriate classroom attire includes:

- Jeans, slacks, skirts, shorts, capris.
- Sundresses, cutoff shorts, tanks tops and spaghetti straps are allowed as long as they meet the above criteria.
- Low-rise pants are acceptable as long as the torso is completely covered with full range of motion.

Inappropriate classroom attire includes:

- Midriff tops, halter tops, miniskirts, form fitting outfits.
- Form fitting outfits includes bike shorts, bike pants, leotard leggings, or leotard exercise outfits.
- Any attire that is sloppy, unclean, immodest, shows cleavage, or is low cut under the arm pit.
- Undergarments should not be exposed.
- No caps or hats may be worn in the classrooms.

Dress Code: Clinical Policy

Further Program specific requirements can be found in the Program Sections.

1. The Southeast Missouri Hospital College Student identification badge must be worn. If students do not have proper identification, they will not be allowed to participate in scheduled clinical experiences and will receive an unexcused absence.
2. Students are required to purchase a uniform shirt to wear in the clinical setting.
3. Clinical facility shall furnish the "scrub" apparel to be worn during clinical experiences if needed.
4. Students may not wear sculptured nails or artificial nails while in clinical setting.
5. No visible piercings other than one small earring (not dangling) in lobe of each ear.
6. Only one small ring may be worn on a finger during clinical (ex: wedding band)
7. Female students must wear bras.
8. Beards and mustaches must be kept clean and trimmed.
9. Hair must be clean and combed. If hair is below shoulder length, it should be secured off the face when in clinical. Small, non-decorative barrettes, ribbons and combs may be worn.
10. When attending seminars, in-services, or in clinical area for tours or to obtain patient information, the student is expected to dress in a neat and professional manner. Unacceptable attire includes but is not limited to: tank tops/crop tops/halter tops, shorts, jeans, short skirts, sweat suits, pedal pushers, and/or ill-fitting clothing.
11. Headwear is not permitted in the clinical setting.
12. Footwear must be worn at all times. Open toed shoes and sandals are not permitted in the clinical setting.
13. No perfumes, colognes or strong smelling cosmetics are to be worn in clinical.

Note: *Failure to comply with the dress code as detailed above will result in disciplinary action.*

Replacement of badges is at a cost of \$10.00

Academic and Clinical Honesty

The faculty of the Southeast Missouri College of Nursing and Health Sciences recognizes that education is a cooperative enterprise. The students learn from and teach one another as well as from interactions with the faculty. The following stated principles should not be interpreted as an attempt to discourage students from these practices. They are standards of conduct that will be applied in those instances in which the assigned work is to evaluate prior learning or is a learning experience, the maximal benefit of which requires independent work.

Any attempt to commit an act prohibited by these conduct standards shall be subject to sanctions to the same extent as completed acts.

Conduct prohibited by the Academic and Clinical Honesty consists of all forms of academic/clinical dishonesty, including but not limited to: cheating, plagiarism, bribery, falsification, conspiracy, and fabrication as defined as:

Cheating

Copying graded homework assignments from another student
Working together with one or other individuals on homework specifically prohibited by the instructor
Looking or attempting to look at another student's answers during an examination
Allowing another student to look at your answers during an examination
Possessing or looking at unauthorized material during an examination
Misuse of electronic data sources

Plagiarism

Representing another's work/ideas/thoughts as your own and without customary and proper acknowledgment of the source(s)

Bribery

Offering items or services of value to gain academic or clinical advantage

Falsifying

Act or omission with intent or deceive for academic/clinical advantage
Misrepresentation, fraudulent alteration or lying for academic/clinical advantage
Planning or acting with one or others to commit academic/clinical dishonesty

Fabrication

Use of invented or false information/research with intent to deceive for academic or professional advantage

The faculty member will confer with the student within two (2) working days of observing or being informed of the suspected infraction. The student will subsequently meet with the faculty organization committee (FOC) within ten (10) working days. Students found guilty of violating the code are subject to any one or a combination of the following sanctions: written warning, loss of credit for the work involved, reduction in grade, failing grade assigned in the course, disciplinary probation, suspension, expulsion, or other sanctions imposed by the FOC.

Written Warning ~ Academic or Clinical Warning as described in the Progression and Retention section.

Reduction in Grade ~ A zero may be given for the assignment(s) in question resulting in a lowered or failing grade for the course

Failing Grade ~ A failing grade may be assigned for the course and may result in the inability to progress in the program

Disciplinary Probation ~ The student will be informed verbally and in writing when placed on disciplinary probation. Steps for remediation and the length of the probationary period will be outlined on a student Clinical/Academic Honesty Incident Form. Meeting intervals will be planned with the appropriate faculty during the probationary period to evaluate progress toward meeting conditions of the probation. The meetings will be recorded and become a part of the student record. The student may have a faculty advisor or liaison of their choice present at the probationary meetings. At the end of the probationary period, the student's progress will be reviewed by the appropriate individuals and a decision made determining whether or not the student has met the steps of remediation. At this time, the student will be removed from probation, receive a failing grade in the course, or be dismissed from the program

Suspension ~ The student may be suspended immediately by the instructor when the student's actions may be inappropriate or jeopardize health care. At the time of suspension, the student will be given directions regarding a meeting with the instructor and the Faculty Organization, as well as when to report back to the program. A Clinical/Academic Incident Form will be initiated detailing the incident. The student will be given the opportunity to

make written comment on the incident form. After the Faculty Organization's meeting with the student, the discipline of remediation or dismissal will be determined. If remediation is to occur, terms will be outlined to allow successful completion of the course. The incident form with the remediation details will be kept by the course coordinator during the remainder of the semester, after which it will become a part of the student record. If the student fails to follow through with the needed remediation, or if similar incidents recur, a student may be placed on disciplinary probation and subsequently may fail the course.

Expulsion ~ Removal from the program will be immediate upon the decision by the Faculty Organization. The decision of the Faculty Organization on the dissipation or discipline of the student will be final. The student will be notified verbally and in writing of the decision of the Faculty Organization.

The Academic and Clinical Honesty Incident Form can be found in the Forms section..

Grievance or Complaint Policy (Rev. 08/04/16)

I. Grievance Policy

When a student can substantiate a circumstance that is perceived by the student as just cause, the student may initiate a grievance. A grievance may deal with academic issues or other circumstances involving alleged unfair or irresponsible behavior including violations of Program, College or certifying agencies policies.

Procedures to Initiate a Grievance

Step 1: Informal Processes:

The College encourages the student to resolve their problems and concerns directly by first discussing the grievance with faculty member or other involved party in the program with the exception of Title IX concerns. The faculty member will have five (5) working days to consider the request and make a decision according to established policies. In some cases the student may wish to discuss the problem initially with the College grievance officer (College Registrar). If appropriate, the College grievance officer will gather the involved parties to attempt informal resolution of the grievance.

Should the grievance be with the Registrar, the student will discuss the problem initially with the Dean of General Education.

Step 2: Formal Processes at the Program Level:

If informal processes do not result in resolution of the grievance, the student has five (5) working days to submit a completed Student Grievance Form to the Program Director/Dean documenting the details of the grievance in writing. The Program Director will review the Student Grievance Form and inform the student of a decision within five (5) working days.

If the Program Director/Dean is the party involved in the grievance, the Student Grievance Form should be submitted to the College grievance officer who will appoint a Program Director from a different College of Nursing and Health Sciences program to render a decision. The appointed Program Director will review the Student Grievance Form and inform the student of a decision within 5 working days.

Step 3: Formal Processes at the College Level:

If after submitting the Student Grievance Form at the Program level, the student feels that the grievance has not been resolved, the student may appeal to the Student Affairs Committee. The student has five (5) working days to request that the Program Director/Dean forward the Student Grievance Form to the Student Affairs Committee. The student may submit additional written comments to the Student Affairs Committee to substantiate the grievance appeal. The Student Affairs Committee will investigate the grievance and to respond within 30 working days of the appeal.

Step 4: Formal Processes at the College President Level:

If resolution of the grievance has not been achieved through the use of the preceding steps, the grievance may be brought before the President of the College. The student will submit the request to the President of the College within

five (5) working days of the Student Affairs Committee decision. The President of the College has ten (10) working days to execute a final decision. In matters relating to the internal workings of the College, the College President's decision is considered final.

Once the steps in the College of Nursing and Health Sciences Grievance Procedure have been followed, if the student believes that the Program is in non-compliance with the standards of any accrediting agency of the College or Program, the student may contact that agency directly to request the appropriate procedure for pursuing the grievance.

Student Grievance Form is available in the Forms section.

II. Complaint Policy

When a student has issues regarding an institution's ongoing ability to meet the Criteria of Accreditation, the student may file a complaint with the Higher Learning Commission (HLC) or other certifying bodies for individual programs.

HLC Instructions for Filing a Complaint

Complaints Against An Affiliated Institution (taken from HLC Website)

Each year, the Commission receives a number of complaints about institutions from faculty, students, and other parties. The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response.

Complainants with specific claims related to the Americans with Disabilities Act or employment discrimination should seek prior review of such claims by the appropriate federal agencies. The Commission may ask for the report or record of such review in determining whether it can proceed to consider the claim as a complaint related to compliance with the Criteria for Accreditation.

Instructions for Filing a Complaint with the Commission

Individuals interested in bringing an appropriate complaint to the attention of the Commission should take some time to compile a complete submission as outlined below. There is no complaint form.

1. Write a cover letter directed to the Commission containing a brief narrative of the facts of the complaint. In most cases, such a narrative need be no longer than a few pages.
2. Indicate in your complaint why you believe the issues raised in your complaint are accrediting issues. If possible, please review the Commission's [Criteria for Accreditation](#) prior to writing this section. You should also indicate how you believe the Commission can assist you with this matter. Remember that the Commission cannot assist you in understanding your tuition bill, arranging for a refund of tuition, obtaining a higher grade for a course, seeking reinstatement to an academic program, etc.
3. Attach documentation to support your narrative wherever possible. (For example, if you make reference in your complaint to an institutional policy, include a copy of the policy with your complaint.) Helpful documentation might include relevant portions of the catalog, letters or e-mail exchanged between you and the institution, learning agreements, etc.
4. A few reminders:
 - Please type your complaint or print very neatly.
 - Please do not use abbreviations or nicknames (e.g., NMS or USC or U of N).
 - Sign and date the cover letter.
 - Include contact information for future correspondence, with a street address.

- If you are writing on behalf of someone else (son/daughter or client), be sure to provide that person's consent in writing to allow you to communicate with the Commission on his/her behalf.
 - When possible, please provide double-sided materials and do not attach materials with staples or paperclips.
5. Mail the letter and its attachments to the Commission's office at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411. The Commission does not have an online complaint system and does not accept complaints via e-mail.

Please note that the Commission will not consider those complaints that are not in writing and do not contain the elements noted here. The Commission's complaint policy precludes it from considering matters more than five years old.

The Commission will acknowledge your complaint within thirty days of receiving it and let you know whether your complaint is complete and whether it raises issues that are related to accrediting requirements or whether it is an individual dispute outside the jurisdiction of the Commission's complaint policy.

E-mail questions to complaints@hlcommission.org.

Filing a Complaint with Other Organizations

Individuals who wish to file a complaint with an accrediting body for a specific program may do so by contacting one of the following organizations:

Associate Nursing:

Accreditation Commission for Education in Nursing, Inc. (ACEN)

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
1-404-975-5000 www.acenursing.org

Missouri State Board of Nursing

P O Box 656
Jefferson City, MO 65102-0656
1-573-751-0681

Bachelor Nursing:

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530
Washington, DC 20036, 202-887-6791.
1-202-887-6791 www.aacn.nche.edu/ccne-accreditation

Radiologic Technology:

Joint Review Committee on Education in Radiologic Technology

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
1-312-704-5300 www.jrcert.org

Medical Laboratory Science:

National Accrediting Agency for Clinical Laboratory Science (NAACLS)

5600 N. River Road, Suite 720
Rosemont, IL 60018
1-847-939-3597 www.naacls.org

Surgical Technology:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
1-727-210-2350 www.caahep.org

Substance Abuse Policy

It is the policy of the Southeast Missouri Hospital College of Nursing & Health Sciences to maintain a drug free environment for all students. This will be done in conformity with the Drug Free Workplace act of 1988, as amended in 1989, with passage of Public Law 101-226. Each College student has a responsibility to the public to deliver services in a safe and conscientious manner. In order to ensure that this responsibility is met, students must be free from the effects of alcohol and other performance-impairing substances. Therefore, the use, sale, or unauthorized possession by a student of an intoxicating liquor, controlled substance, drug not medically authorized, or any other substance which may impair clinical performance or pose a hazard to the safety and welfare of the student, the public, or other students while attending lecture or doing clinical rotation is unlawful and strictly prohibited at the College of Nursing & Health Sciences. Illegal drug usage and alcohol abuse, whether on or off the job, may adversely affect the safety of nursing students, patients, and members of the general public and therefore may constitute just cause for disciplinary action up to and including dismissal from the program. Students may make a verbal report to the President of the College or a faculty member of the impaired performance of any nursing student.

Examples of Impaired Performance that Should be Reported

- ✓ bizarre or inappropriate behavior
- ✓ neglect of duty or erratic performance
- ✓ frequent or unusual accidents
- ✓ repeated, unexplained medication errors, or drug diversion
- ✓ serious errors in judgment in patient care situations
- ✓ smelling of alcohol and/or using medication that could impair judgment or performance

Students should report only direct observations and avoid personal opinions or conclusion. After a report is made, it should not be discussed with any other nursing student or staff member.

Substance Abuse Policy and Procedure

Southeast Missouri Hospital College of Nursing and Health Sciences seeks to maintain an environment free from the effects of intoxicants and other substances which may alter behavior. The use of illegal/designer drugs, alcohol, prescription drugs, or over-the-counter drugs may pose serious safety and health risks for the user as well as individuals coming in contact with the user. A chemically impaired person is one who is under the influence of a substance that interferes with mood, perception, or consciousness resulting in physiological and/or behavioral characteristics. This impairment affects the individual's ability to meet standards of performance, computing, and safety in clinical settings, skill labs, classrooms, and office settings.

Students of the College are expected to remain drug free and in suitable physical and mental condition for the learning environment. Students are permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans. However, when such prescribed or over-the-counter medications interfere with the student's mental or physical performance, personal safety and the safety of others becomes at risk, determination will be made on an individual basis if the student is capable of continuing to perform in the learning environment. The student may be sent home for the day, or disciplinary actions may be required.

Enrollment Testing

1. All students admitted to a College program will be required to submit to a urine drug screen during the initial enrollment physical. The drug screen is completed prior to students being allowed in clinical areas. Drug screenings are provided at the College's expense.
2. Urine testing will be completed by the date indicated for amphetamines, barbiturates, benzodiazepines, cocaine, opiates (codeine, morphine, heroin), PCP, marijuana, and methaqualone. Any student taking a prescription drug which might affect behavior should notify the College President. Any student testing positive must provide documentation to the College President to support the medical necessity for a positive drug screen.
3. The results of the test will be made known to the College President.

4. Southeast Missouri Hospital College of Nursing and Health Sciences students who present with positive test results (other than for a properly administered prescription drug) will not be allowed to continue in the college program. They will be notified in writing. Students may apply for readmission at a later date but must provide documentation regarding treatment and counseling received.
5. Should clinical sites require drug screening results and will accept prior testing results. Test results will be released by the College President with written permission from the student.

“For Cause” Testing

Students exhibiting behavior that, in the opinion of the instructor, is considered to be consistent with the use of drugs and/or alcohol will be required to provide urine and/or blood samples for alcohol and illegal drug screening.

The instructor will remove the student to a private area in which he/she will discuss the student's observed behaviors. The student will be allowed to provide a verbal explanation of the suspicious behavior.

The instructor will request immediate urine and/or blood testing if deemed appropriate. Failure to cooperate or provide a timely urine or blood sample upon request will result in disciplinary action up to dismissal from the College Program.

The results of the test will be made known to the College President.

Students who present with positive tests results (other than for a properly administered prescription drug) will not be allowed to continue in the college program. They will be notified in writing. Students may apply to readmission at a later date but must provide documentation regarding treatment and counseling received and record of attendance at appropriate support group meetings.

After reading this policy, sign the Substance Abuse Policy section of Acknowledgement of Receipt of Student Handbook Form located in the Forms section.

Faculty Advisor

Each student will be assigned to a faculty member who will advise the student in regards to meeting academic requirements of the program. The advisor will schedule at least two (2) degree audits with the student during the Program. Students will be required to meet with the faculty advisor before they will be registered for classes. The Faculty Advisor may also meet periodically with the student throughout the school year regarding the student’s progress in the program and their progress in goal completion. The Faculty Advisor will also be available for student problems and concerns.

Students will receive an advisor once they begin their program. Advisor information can be found on SONIS website.

Students will make an appointment with their Advisor during the time period denoted above for advising appointment. Advisor will advise students regarding courses they will need to take the next semester.

Advising / Enrollment Procedure

Advising and Registration Dates

<u>College Semesters</u>	<u>Advising Appointments</u>	<u>Enrollment</u>
Summer (June – July).....	First 2 weeks of March	Last 2 weeks of March
Fall (Aug. – Dec.).....	First 2 weeks of March	Last 2 weeks of March
Spring (Jan. - May).....	First 2 weeks of September.....	Last 2 weeks of September

- Current students who wish to enroll in general education classes early must have the permission of their Faculty Advisor and Program Director/Dean. The student will complete a request during their advising period and will complete the process for adding a course.

Hold

Academic Hold: A hold may be placed by the Advisor, Registrar, Program Director, or Dean for a student who has not met minimum requires for academic progression. *Examples include Advising Hold (such as ENG 099 and/or MAT 101), Registration Hold*

Billing Holds: A hold may be placed on a student's record whenever that student is delinquent or has failed to pay any debt owed to the College or failed to return College property or equipment. Students with holds will not be allowed to receive transcripts, certificates, or diplomas; have transcript forwarded; and/or receive other services related to the student records. They may not be allowed to register. When the student has cleared the obligation with the College, the hold will be removed. *Examples include Charge Hold, Balance Due Hold*

Financial Aid Hold: A hold may be placed for necessary outstanding documentation or other financial aid requirements. *Examples include Entrance Counseling Hold, Exit Counseling Hold, Master Promissory Note not signed, Verification Hold, Strict Financial Aid Hold*

Medical Hold: A hold may be placed by the Student Health Nurse against a student who fails to provide proof of vaccinations or other medical requirements (e.g., tuberculosis testing) or who is being denied enrollment because of psychological or medical situations. *Examples include Student Health Nurse Hold, Strict Health Hold*

Non-completion of Mandatory Education: A hold may be implemented against enrollment for a student who has not completed by stipulated deadlines mandatory online or face-to-face education required by the College. *Examples include Grade Hold (such as non-completion of course evaluations), lack of submitting licensure or registration*

Transcript Hold: A hold may be placed by the College Registrar against a student who fails to provide proof of graduation from high school or transcripts from previous colleges attended.

Disciplinary Hold/Judicial Hold/Administrative Hold: A hold may be implemented for a student who has been suspended or expelled for disciplinary reasons. The hold may also be used to provide the student with a written statement of impending judicial or administrative proceedings when attempts to reach the student by mail or by telephone have failed. Placement of a hold for such purposes should be done only when the hold does not pertain to a previous category (Academic, Billing, etc.). Further, such a hold should include a description/rationale in the "Notes" section of the College's student information system.

Late Enrollment Fee

Student will be charged a \$100 late enrollment fee to be enrolled past the enrollment dates.

Application for Graduation

- Students will meet with the Advisor. The Advisor will give each potential graduate the "Student Application for Graduation" form.
- The student should **print** their name and sign in the appropriate area at the top right corner of the form and enter their expected graduation date.
- Advisor will initial the form once the applicant has completed the required service points.
- Advisor will initial the form once the student has taken and/or been scheduled for all required courses to complete graduation requirements.
- The student should complete the form by initialing in the area indicating they:
 - Are aware they are to attend the graduation rehearsal, banquet, and commencement ceremony.
- The student must verify with the Financial Aid Office that Exit Loan Counseling (<https://studentloans.gov>) has been completed.
- The student then takes the form to the Business Officer who verifies that all financial obligations have been met and that the student is aware of graduation fee.
- After the above steps are completed, the student will return the form to the Registrar.
- The dates to begin this process will be:
 - May Graduates: **First 2 weeks of March**
 - December Graduates: **First 2 weeks of September**

Faculty Office Hours

Each faculty member has scheduled offices hours. Scheduled office hours are posted on faculty office doors and on SONIS web page. Students are encouraged to utilize designated times to receive faculty assistance; however students may request appointments at other times.

Student Evaluations of Faculty Members and Courses

Students are given the opportunity to evaluate faculty members, courses, labs, and clinical sites upon completion of each course. Evaluations can be accessed on the SONIS website. Students access these evaluations by clicking on the name of the course and/or lab the last week of each semester. Student final grades will be available only after evaluation has been completed.

Assessment Program

Assessment is an on-going process aimed at improving student learning. It involves setting appropriate outcome criteria for learning, systematically gathering and interpreting evidence, and using that information as feedback to improve student learning.

Computer Resources

The computer lab is located on the Southeast Missouri Hospital College of Nursing and Health Sciences campus. Internet access is available for student use. Students have access to the computer lab during scheduled class hours. Arrangements with the staff can be made for additional times as needed. Several additional computers for student use are located in the commons area. Faculty members will communicate with students by e-mail. Students must maintain a valid e-mail address assigned by the College. The College has wireless capabilities on the second floor of the College building.

Internet Use Policy

Access to the Internet on College computers will be granted to students of the College. When computers in the College computer lab are used, the Internet is NOT to be used for personal or recreational purposes. Violation of this policy can result in the revocation of Internet privileges, suspension or termination from the College. Software is NOT to be downloaded without prior authorization from the Information Systems Director.

Social Media Policy

Current and future students, faculty, staff, alumni, and other college community members associated with Southeast Missouri Hospital College of Nursing and Health Sciences (CONHS) are utilizing platforms such as Facebook, Twitter, LinkedIn, YouTube, and many others to stay connected.

These guidelines are broad in nature to accommodate any differences in online venues while maintaining a universal code of conduct; the policy may need to be adjusted.

General Principles regarding social media

- Users of social media must have no expectation of privacy.
- Users must exercise good judgment about content and respect privacy laws. Postings may not include confidential information about CONHS, its staff, or its students.
- Users may post any content that is not threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
- Users may not post any interactions, photos or other methods of data regarding patient care or contact that they obtained through clinical experience or any other method.
- No individual patient may be recognizable from any posting through any CONHS social media presence.
- Representation of personal opinions as being endorsed by CONHS or any of its organizations is strictly prohibited. Users may not use the CONHS name to promote any opinion, product, cause, or political candidate.

- By posting content to any college social media site, users agree that they own or otherwise control all of the rights to that content, that their use of the content is protected fair use, that they will not knowingly provide misleading or false information, and that they hold the College harmless for any claims resulting from the content.
- The CONHS has the right to remove from college owned media pages any content for any reason, including but not limited to content that it deems threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
- When using or posting online material that includes direct or paraphrased quotes, thoughts, ideas, photos, or videos, users must always include citations and provide a link to the original material if applicable.
- Users must refrain from using information and conducting activities that may violate local, state, or federal laws, and regulations.
- Rules of decorum, modesty and prevailing social mores are to be observed at all times in all postings to any and all forms of social media.
- No posting should ever represent the CONHS community as anything but a positive and nurturing environment.
- No member of the CONHS community should ever post anything to their private social media accounts that would violate HIPPA or FERPA rules.
- No member of the CONHS community should ever engage in “Cyber-bullying” during interactions of their private social media accounts.
- Members of this community should refrain from posting any photos or other content in their private social media accounts that are not in keeping with the high moral standards and professional conduct required of the CONHS.
- Faculty and staff may not “friend” or otherwise be connected with current students on their private social media accounts.
- Students may not audiotape/videotape an instructor’s class and post it on any Internet source without the instructor’s permission. Students found posting any Southeast Missouri Hospital College of Nursing and Health Sciences class on the Internet may be dismissed from the College.

Officially Recognized Social Media Accounts

For a group’s social media account to be recognized by the College as “official,” the group administrator(s) must seek approval from the Administrative Council. Members of the Administrative Council will review all social media inquiries. This group should also be used as a resource for the CONHS community for any social media needs. The Administrative Council will make the final decision in any situation regarding the use of social media. The Administrative Council will ensure the pages are set up properly according to social media sites’ policies. The Southeast Missouri Hospital College of Nursing and Health Sciences believes that having a presence in these areas will allow the College to broadcast information and interact with the public. In order to operate within these platforms effectively, the CONHS has developed a social media policy to ensure that any and all interactions on behalf of the CONHS represent the College’s best interests.

Facebook Use

If any CONHS organization, department, group, program, or sports team creates an approved Facebook page, they will be listed on the official CONHS Facebook page under “favorite pages.” Doing this creates a link from the CONHS page to such organizations’ pages.

Account Administrators

All social media accounts officially recognized by the CONHS must have a CONHS faculty or staff member as an administrator at all times.

Should a CONHS employee administrator of an account leave the College for any reason or no longer wish to be an account administrator, it is that individual's responsibility to designate another CONHS employee to be an account

administrator prior to removing himself or herself from that role. The Administrative Council should be notified when a new administrator takes over.

CONHS employees identified as administrators of accounts are held responsible for managing and monitoring content of their officially recognized accounts. Administrators are responsible to remove content that may violate the College's Conduct Policies.

Non-Smoking Policy

Southeast Missouri Hospital College of Nursing and Health Sciences is a smoke-free facility. Smoking is not permitted anywhere on campus. When attending clinical experiences, students will follow the smoking policies of each affiliating clinical facility.

Telephone Policy

In cases of serious emergencies, College personnel will accept and relay a message for the student. The College **will not** accept other personal or business messages for students.

Personal Communication and Electronics Devices Policy

Students are not permitted to have any personal communication devices, electronics, cameras, or any other recording devices in the clinical settings. Students are not to bring such devices into the clinical facility. Personal communication devices may be used in the college campus classroom only if approved by the course instructor.

Student Lockers Policy

Lockers are available to students who may want to use them while attending class at the school. Students are responsible for their own locks. Locks are to be removed by the last day of class each year.

Student Work Policy

Students will not be substituted for paid personnel to conduct the work of the clinical facilities in which they are participating in clinical experiences. However, after demonstrating proficiency in performing certain skills, students may be permitted to undertake these activities with appropriate supervision and direction.

Clinical phases of instruction are intended to be educational in nature. The substitution for regular departmental staff in performing departmental services is not permitted as it is not educationally directed and therefore may not be used to fulfill clinical requirements of the program.

It is strongly recommended that students not work more than 20 hours per week while enrolled in a program.

Fitness and Wellness Center

SoutheastHEALTH offers students the opportunity to join Southeast HealthPoint Fitness at a reduced price.

School Closing in Inclement Weather

The College may be closed because of inclement weather. If school is closed, it will be announced on the local television station, local radio stations, and Facebook.

Honor Society

Beta Sigma Kappa is the chapter of Phi Theta Kappa at Southeast Missouri Hospital College of Nursing and Health Sciences. The purpose of this honor society is to promote scholarships, develop leadership and service and cultivate fellowship among qualified applicants of the college.

Peer Tutoring Program

The College has a peer tutoring program. Students from the second year of a program are encouraged to apply to be peer tutors for the first year students. Interested students may apply to their program director/dean.

Parking Policy

Students are to register for a parking permit upon enrollment. Each student will be issued a parking permit when they begin classes. Students who do not register their vehicle will not be able to begin classes. Students may park in any student parking lot on the College Campus. Students are to adhere to parking policies of affiliated clinical facilities.

Students who violate student parking regulations:

1. Receive a warning with the first offense.
2. Receive a \$5.00 fine for the second recorded offense.
3. Receive a \$10.00 fine for the third offense.
4. Receive a \$25.00 fine for each additional offense.

Students owing parking violation fines at the end of the semester will not be allowed to attend class in the successive semester until all fines are paid. No make-up work or clinical experiences will be allowed during the time students are prohibited from attending class.

Student Liability Insurance Coverage

Student liability coverage is provided by Hospital Services Group through SoutheastHEALTH. It is important for all students to understand that they are held professionally liable for any services rendered while in the clinical setting. Professional liability insurance is available from a variety of companies. Each student is encouraged to consider enrollment in an individual plan.

Student Records

Southeast Missouri Hospital College of Nursing & Health Sciences is compliant with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students have a right to inspect and view their records, to seek to amend education records, and the right to have some control over the disclosure of information from education records. The request form and process information is available in the Registrar's office. According to FERPA, custodians of education records must comply with student requests to inspect and review records within 45 days of the receipt of the request.

Admission, Registration and Records Assistance

Students may contact the Registrar for admissions, registration and records assistance. Student records are maintained by the College personnel and are stored in fire-proof file cabinets. Students may request copies of their transcripts by completing a Transcript Request form. This form may be obtained from the Registrar's office or from the College website.

Release of Information Policy

Students who request information to be shared with others by the College personnel (ex: references), will need to sign a release form. Forms are available for one-time or continuous release. Contact the Registrar for copies of the appropriate form.

Nondiscrimination Policy

Applicants for admission and employment, students, employees' sources of referral of applicants for admission and employment, and all union or professional organizations holding collective bargaining or professional agreements with Southeast Missouri Hospital College of Nursing and Health Sciences are hereby notified that this institution does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission or access to or treatment of employment in, its programs and activities. Any person having inquiries concerning Southeast Missouri Hospital College of Nursing and Health Sciences' compliance with the regulations implementing Title VI or Title IX is directed to contact the Enrollment Counselor/Registrar, Office 204, Southeast Missouri Hospital College of Nursing and Health Sciences, (573) 334-6825 ext. 2215. The Enrollment Counselor/Registrar has been designated by Southeast Missouri Hospital College of Nursing and Health Sciences to coordinate the institution's efforts to comply with the regulations implementing Title VI and Title IX. Any person may also contact the assistant Secretary for Civil Rights,

U.S. Department of Education regarding the institution's compliance with the regulations implementing Title VI or Title IX.

Any persons having inquiries concerning Southeast Missouri Hospital College of Nursing and Health Sciences compliance with the regulations implementing Americans with Disabilities Act (ADA) or Section 504 is directed to contact the Dean of General Education and Student Services, Office 312, Southeast Missouri Hospital College of Nursing and Health Sciences, (573) 334-6825 ext. 2239. Any person may also contact the Office on Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice; Equal Employment Opportunity Commission; or state human rights agency regarding issues related to the ADA and Section 504.

Sexual Misconduct Policy

I. POLICY STATEMENT

Consistent with the requirements of Title IX of the Education Amendments of 1972, the Clery Act, and the Violence Against Women Act ("VAWA"), Southeast Missouri Hospital College of Nursing & Health Sciences (the "College") prohibits discrimination based on sex in its educational programs and activities; such discrimination includes sexual harassment, sexual violence (including sexual assault), and acts of domestic violence, dating violence, and stalking. The College also prohibits any retaliation, intimidation, threats, or any other discrimination against any individuals exercising their rights or responsibilities pursuant to these laws and institutional policy. The College's Sexual Misconduct Policy is used to address complaints of this nature.

II. SCOPE

This policy applies to administrators, faculty, and other College employees; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College's educational programs and activities, including third-party visitors on campus (the "College Community"). This policy prohibits Sex Discrimination, Sexual Harassment, and Sexual Violence/Assault when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. The College's prohibition on Sex Discrimination, Sexual Harassment, and Sexual Violence/Assault extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services.

The College has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official College program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of Sex Discrimination and remedy its effects.

III. TITLE IX STATEMENT

The College will comply with Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act (VAWA), and implementing regulations, which prohibit Sex Discrimination in the College's educational programs and activities. Those laws also prohibit retaliation for asserting claims of Sex Discrimination. The College has designated the following Title IX Coordinator to coordinate its compliance with these laws and to receive inquiries regarding Title IX and VAWA, including complaints of Sex Discrimination:

Ms. Debbie Howey, Registrar & Title IX Coordinator
573-334-6825 ext. 2215
dhowey@sehcollege.edu

A person may also file a complaint of Sex Discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. SEXUAL MISCONDUCT

A. Definition of Sexual Misconduct

“Sexual Misconduct” is an umbrella term covering Sex Discrimination, Sexual Harassment, Sexual Violence/Assault, as well as domestic violence, dating violence, and stalking. This term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

B. Sex Discrimination

The College prohibits discrimination on the basis of sex (“Sex Discrimination”) in all the College’s programs and activities. Sex Discrimination occurs when a person is excluded from participation in, or denied the benefits of, any College program or activity because of their sex. The College has implemented this policy to eliminate, prevent and address conduct that constitutes Sex Discrimination. Sexual Harassment, and Sexual Violence/Assault may constitute prohibited Sex Discrimination in violation of this policy.

C. Definition of Sexual Harassment and Examples

Sexual Harassment is any unwelcome conduct of a sexual nature. Sexual Harassment constitutes Sex Discrimination when it denies or limits a person’s ability to participate in or benefit from the College’s programs and activities. Sexual Harassment denies or limits a person’s ability to participate in or benefit from the College’s programs and activities, when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any aspect of the College’s programs and activities;
- Submission to or rejection of such conduct by a person is used as a basis for any decision adversely affecting such person with respect to the College’s programs and activities; or
- Such conduct is severe or pervasive, such that, it interferes with an individual’s academic or professional performance or by creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment or education environment.
- A hostile environment exists when unwelcome conduct of a sexual nature is sufficiently serious to deny or limit a person’s ability to participate in or benefit from the College’s programs and activities. In determining whether a hostile environment exists, the College will consider the totality of circumstances viewed from the perspective of a reasonable person in the alleged victim’s position, including both objective and subjective factors. Examples of factors the College will consider include the type, frequency, and duration of the conduct, the severity of the conduct, whether the conduct is repeated, the age of the alleged victim, any power differential between the alleged victim and alleged perpetrator, and the number of persons (“hostile environment” sexual harassment).

The College encourages members of the College Community to report any and all instances of Sexual Harassment, even if they are unsure whether the Sexual Harassment constitutes Sex Discrimination.

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature, such as:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos or sexual humor
- Obscene gestures
- Sexual graffiti, pictures, or posters
- Sexually explicit profanity
- Asking about, or telling about, sexual fantasies
- E-mail and Internet use that violates this policy
- Sexual Violence/Assault (as defined below)

Further examples of Sexual Harassment may be found in the Frequently Asked Questions below.

D. Definition of Sexual Violence/Assault and Examples

Sexual Violence/Assault is a form of Sexual Harassment. Sexual Violence/Assault includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol. A single instance of Sexual Violence/Assault may be sufficiently severe to deny or limit a person's ability to participate in or benefit from the College's programs or activities, and, therefore, constitute Sex Discrimination.

Some examples of Sexual Violence/Assault include:

- Rape or sexual assault: Sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
- Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part that is committed by force, threat, or intimidation
- Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent
- Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation
- Prostituting another person
- Non-consensual video or audio-taping of sexual activity
- Knowingly transmitting a sexually transmitted disease to another

Further examples of Sexual Violence/Assault may be found in the Frequently Asked Questions below.

E. Definition of Consent

Lack of consent is a critical factor in determining whether Sexual Violence/Assault has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
 - Coercion is direct or implied threat of danger, hardship, or retribution sufficient to persuade a reasonable person to engage in sexual activity in which they otherwise would not engage or submit. Coercion is different from seductive behavior based on the type of pressure someone uses to get another to engage in sexual activity. A person's words or conduct cannot amount to coercion unless they wrongfully impair the other's free will and ability to choose whether or not to engage in sexual activity. Coercion can include unreasonable and sustained pressure for sexual activity. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive; once a person has made it clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, you should be absolutely clear that they have changed their mind and are consenting before proceeding in sexual activity with them.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
 - Following are warning signs that a person may be incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, such that there is no consent.
 - If a person is asleep or unconscious, there is no consent.
 - If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent.
 - Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
 - Consent to past sexual activity does not imply consent to other forms of sexual activity
 - Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another.
 - Being in a romantic relationship with someone does not imply consent.
 - Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
 - Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

F. Definition of Domestic Violence, Dating Violence and Stalking

The crimes of Domestic Violence, Dating Violence and Stalking can also constitute Sexual Misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. Domestic Violence

"Domestic Violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- Missouri's definition of domestic violence can be found at Mo. Rev. Stat. § 455.010.
- Under Missouri law, domestic violence also includes the crime of "domestic assault" which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

2. Dating Violence

"Dating Violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

- Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri's definitions of domestic violence and domestic assault.

3. Stalking

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

- Missouri's definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.

G. Reservation of Right to Address Conduct of a Sexual Nature that Does Not Rise to the Level of Sexual Misconduct

Notwithstanding the aforementioned definitions, the College reserves the right to resolve, investigate, and/or take disciplinary action against any improper conduct of a sexual nature even though such conduct is not of the type, severity, or pervasiveness that constitutes Sexual Misconduct under this policy.

V. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

The Title IX Coordinator has the responsibility to coordinate dissemination of information and education and training programs to: (1) oversee all Title IX complaints at the College; (2) identify and address any patterns or systemic problems that arise during the review of such complaints; (3) assist members of the College Community in understanding that Sexual Misconduct is prohibited by this policy; (4) ensure that investigators are trained to respond to and investigate complaints of Sexual Misconduct; (5) ensure that employees and students are aware of the procedures for reporting and addressing complaints of Sexual Misconduct; and (6) to implement the Title IX Complaint Resolution Procedures or to designate appropriate persons for implementing the Title IX Complaint Resolution Procedures.

B. Administrators, Deans, Department Chairs, and Other Managers

Administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) have the responsibility to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy\

C. All Employees

All employees have the responsibility to review this policy and comply with it.

D. Students

All students have the responsibility to review this policy and comply with it.

E. The College

When the College is aware that a member of the College Community may have been subjected to or affected by conduct that constitutes Sex Discrimination, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the prohibited conduct. The College will act in accordance with its Title IX Complaint Resolution Procedures, described below.

VI. COMPLAINTS

A. Making a Complaint

1. Employees

All College employees have a duty to file a complaint with the Title IX Coordinator or the President when they believe or receive information indicating that a member of the College Community may have been subjected to conduct that constitutes Sexual Misconduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee not reporting Sexual Misconduct as required by this policy may be disciplined accordingly, up to and including termination.

This section does not apply to the employees who may maintain confidentiality as described in Section VI.A.3. of this policy.

2. Students and Other Persons

Students who believe they or another member of the College Community may have been subjected to conduct that constitutes prohibited Sexual Misconduct are encouraged to file a complaint with the Title IX Coordinator or President. Students and other persons may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

Students should be aware that all employees at the College, except those designated in Section VI.A.3., have an obligation to report information about Sexual Misconduct to the Title IX Coordinator or President for review and investigation, and they may not keep such information confidential.

3. Confidential Discussions

If a victim desires to talk confidentially about his or her situation, the Student Health Nurse is available to assist you and will not report your circumstances to the College for investigation without your permission, unless otherwise required by law (such as when the victim is a minor). Notwithstanding, a non-identifying report may be made to the Title IX Coordinator so that the College can identify any patterns of Sexual Misconduct on campus and, if the conduct is a crime, it can be included in the College's annual crime statistics disclosure.

4. Content of the Complaint

So that the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged Sexual Misconduct; (2) the names of all person(s) involved in the alleged Sexual Misconduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

5. Information Provided to Complainant and Respondent

A complainant who makes a claim of Sexual Misconduct to the College will be given a copy of the document titled "Explanation of Rights and Options After Filing a Complaint Under the Title IX: Non-Discrimination and Harassment Policy." This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of Sexual Misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

6. Conduct that Constitutes a Crime

Any person who believes they have been subject to Sexual Misconduct that also constitutes a crime—including Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking—is encouraged to make a complaint to local law enforcement, as well as to the College’s Title IX Coordinator. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

7. Special Guidance Concerning Complaints of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking

If you are the victim of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking, do not blame yourself. These crimes are never the victim’s fault. The College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of Sexual Violence/Assault, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of Sexual Violence/Assault, Domestic Violence, or Dating Violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. In cases of Stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Misconduct investigations.

Once a complaint of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking is made, the complainant has several options such as, but not limited to:

- contacting parents or a relative
- seeking legal advice
- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- pursuing disciplinary action
- requesting that no further action be taken

8. Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Persons who believe they have been discriminated against or harassed in violation of this policy should make a complaint in the manner set forth in this section.

9. Retaliation

It is a violation of this policy to retaliate against any member of the College Community who reports or assists in making a complaint of Sexual Misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

10. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Title IX Complaint Resolution Procedures, the College will take steps to protect the complainant from further Sexual Misconduct or retaliation. This may include assisting and allowing the complainant to change his or her academic, transportation, or work situation, to the extent the College controls these environments, if options to do so are reasonably available. Such changes may be available regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Requests of this nature should be made to the Title IX Coordinator. In the event such an accommodation is provided, the College will maintain it as confidential to the extent that maintaining such confidentiality would not impair the College’s ability to provide it.

If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the

Title IX Coordinator. The College will take all reasonable and legal action to implement the order. Information about obtaining protection orders in Missouri can be found at: <http://www.courts.mo.gov/file.jsp?id=69655>.

B. Timing of Complaints

The College encourages persons to make complaints of Sexual Misconduct as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of.

C. Investigation and Confidentiality

All complaints of Sexual Misconduct will be promptly and thoroughly investigated in accordance with the Title IX Complaint Resolution Procedures, and the College will take disciplinary and remedial action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints. In the event that the complainant's confidentiality cannot be ensured, the College will notify the complainant.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College's ability to respond may be limited. The College reserves the right to initiate and proceed with an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

The Title IX Coordinator is the person responsible for evaluating requests for confidentiality.

D. Resolution

If a complaint of Sexual Misconduct is found to be substantiated, the College will take appropriate corrective and remedial action. Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, suspension, probation, demotion, termination, or expulsion. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, work, or transportation accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

E. Bad Faith Complaints

While the College encourages all good faith complaints of Sexual Misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

VII. ACADEMIC FREEDOM

While the College is committed to the principles of free inquiry and free expression, conduct constituting Sexual Misconduct is neither legally protected expression nor the proper exercise of academic freedom.

VIII. EDUCATION

Because the College recognizes the prevention of Sex Discrimination, Sexual Harassment, Sexual Violence/Assault, Domestic Violence, Dating Violence, and Stalking is an important issue, it offers educational programming to a variety of groups, such as campus personnel, incoming students and new employees participating in orientation, and members of student organizations. Among other items, such training will cover relevant definitions, procedures, and sanctions. To learn more about education resources, please contact the Title IX Coordinator.

Frequently Asked Questions

1. What kinds of conduct constitute prohibited Sex Discrimination?
2. What are some additional examples of Sexual Harassment?
3. What should I do if I am a victim of Sexual Misconduct?
4. What are some additional examples of Sexual Violence/Assault?
5. What constitutes “consent” for purposes of Sexual Violence/Assault?
6. What should I do if I am a victim of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking?
7. Can I make a complaint of Sexual Violence/Assault against my boyfriend or girlfriend?
8. What should I do if I am a victim of Sexual Misconduct committed by someone who is not a College student or employee?
9. What should I do if I am a victim of Sexual Misconduct but the incident occurred off campus?
10. Should I contact the College if I have already notified the police about Sexual Misconduct?
11. What should I do if I observe Sexual Misconduct, but it is not directed at me?
12. What is the role of the Title IX Coordinator?
13. If I make a complaint of Sexual Misconduct, will it be treated confidentially?
14. Who is typically involved in investigating a complaint of Sexual Misconduct?
15. What are the possible outcomes of an investigation into a complaint?
16. May I have a support person with me in the investigation process?
17. What should I do if I am retaliated against for making a complaint of Sexual Misconduct?
18. How does the College handle a bad faith allegation of Sexual Misconduct?

1. What kinds of conduct constitute prohibited Sex Discrimination?

All discrimination on the basis of sex in the College’s programs and activities is prohibited under this policy. Sexual Harassment, defined as any unwelcome conduct of a sexual nature, is one way a person may discriminate against another due to his or her sex. The College has a duty under Title IX to take the steps outlined in this policy when conduct, like Sexual Harassment, denies or limits a person’s ability to participate in or benefit from the College’s programs and activities. In such circumstances, Sexual Harassment constitutes Sex Discrimination. The College encourages you to report any and all instances of Sexual Harassment, even if you are unsure whether the Sexual Harassment constitutes Sex Discrimination.

Sexual Violence/Assault is a particularly severe form of Sexual Harassment that includes physical sexual acts perpetrated against a person’s will or where a person is for some reason incapable of giving consent. Even a single instance of Sexual Violence/Assault can constitute Sex Discrimination under this policy and should always be reported. For further descriptions and examples of Sexual Harassment, Sexual Violence/Assault, and Sex Discrimination, please see Questions 2 and 4 below, as well as Section IV of the College’s Title IX: Non-Discrimination and Anti-Harassment Policy.

2. What are some additional examples of Sexual Harassment?

Sexual Harassment is any unwelcome conduct of a sexual nature. Sexual Harassment constitutes a form of prohibited Sex Discrimination when it denies or limits a person’s ability to participate in or benefit from the College’s programs and activities. The College’s policies protect men and women equally from Sexual Harassment, including harassment by members of the same sex. Staff, faculty, and students are protected from Sexual Harassment by any other staff, faculty, student, or contractor. Examples of kinds of conduct that constitute Sexual Harassment include, but are not limited to, the following:

- Engaging in unwelcome sexual advances
- Leering or staring at someone in a sexual way, such as staring at a person’s breasts or groin
- Sending sexually explicit emails or text messages

- Telling unwelcome, sexually-explicit jokes
- Displaying sexually suggestive or lewd photographs, videos, or graffiti
- Making unwelcome and unwanted physical contact, such as rubbing, touching, pinching, or patting
- Making unwelcome and suggestive sounds, such as “cat calls” or whistling
- Commenting on a person’s dress in a sexual manner
- Making sexual gestures
- Repeatedly asking someone for a date after the person has expressed disinterest
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Telling another person of one’s sexual fantasies, sexual preferences, or sexual activities
- Commenting on a person’s body, gender, sexual relationships, or sexual activities
- Using sexually explicit profanity

2. What should I do if I am a victim of Sexual Misconduct?

The College encourages you to report Sexual Misconduct as soon as possible. Ignoring Sexual Misconduct does not make it go away, and delayed reporting may limit the College’s ability to investigate and remedy the Sexual Misconduct.

You may report Sexual Misconduct to the Title IX Coordinator or the President. If you are the victim of Sexual Misconduct that constitutes a crime, the College encourages you to also file a complaint with local law enforcement and to press charges. If requested, the College will assist you in filing a complaint with local law enforcement. You may decline to notify such authorities.

When you are being sexually harassed, you always have the option to directly confront the person that is harassing you. Sometimes, individuals are not aware that their behavior is offensive and quickly apologize and change their behavior once it is brought to their attention. However, you are not required or expected to confront your harasser prior to filing a complaint.

4. What are some additional examples of Sexual Violence/Assault?

Sexual Violence/Assault is a form of prohibited Sexual Harassment. Sexual Violence/Assault includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Examples of kinds of conduct that constitute Sexual Violence/Assault include, but are not limited to, the following:

- The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
- Having sexual intercourse with a person who is unconscious because of drug or alcohol use
- Hazing that involves penetrating a person’s vagina or anus with an object
- Use of the “date rape drug” to effect sexual intercourse or some other form of sexual contact with a person
- One partner in a romantic relationship forcing the other to have sexual intercourse without the partner’s consent
- Exceeding the scope of consent by engaging in a different form of sexual activity than a person has consented to
- Groping a person’s breasts or groin on the dance floor or at a bar
- Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
- Coercing someone into having sexual intercourse by threatening to expose their secrets
- Secretly videotaping sexual activity where the other party has not consented

5. What constitutes “consent” for purposes of Sexual Violence/Assault?

Lack of consent is the critical factor in determining whether Sexual Violence/Assault has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.

- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
 - Warning signs of when a person may be incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- If a person is asleep or unconscious, there is no consent.
- If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent to past sexual activity does not imply consent to other forms of sexual activity
- Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another.
- Being in a romantic relationship with someone does not imply consent.
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

6. What should I do if I am a victim of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking?

If you are the victim of Sexual Violence/Assault, Domestic Violence, Dating Violence, or Stalking, do not blame yourself. These crimes are never the victim's fault. Please contact the Title IX Coordinator as soon as possible for information on options and resources available to you. You may also wish to call local law enforcement (911 if an emergency), or the National Sexual Assault Hotline at 1-800-656-HOPE.

If you are the victim of Sexual Violence/Assault, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of Sexual Violence/Assault, Domestic Violence, or Dating Violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. In case of Stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Misconduct investigations.

7. Can I make a complaint of Sexual Violence/Assault against my boyfriend or girlfriend?

Anyone can commit Sexual Violence/Assault, even if you and that person are in a romantic relationship. The critical factor is consent. If your boyfriend or girlfriend perpetrates a sexual act against you without your consent, such conduct constitutes Sexual Violence/Assault, and you may make a complaint. This type of conduct and other types of conduct perpetrated by your boyfriend or girlfriend may also be classified as Domestic Violence or Dating Violence.

8. What should I do if I am the victim of Sexual Misconduct committed by someone who is not a College student or employee?

The College's policies protect you from Sexual Misconduct by vendors, contractors, and other third parties that you encounter in your College learning and employment environment. If you believe that you have been a victim of Sexual Misconduct, you should report it just as if it were committed by a College student or employee.

9. What should I do if I am a victim of Sexual Misconduct but the incident occurred off campus?

It is possible for off-campus conduct between College employees or students to contribute to a hostile working or academic environment or otherwise violate the College's policies. You may make a complaint of Sexual Misconduct even if the conduct occurs off-campus.

10. Should I contact the College if I have already notified the police about Sexual Misconduct?

Calling the local police or filing a police report is not the same as filing a Sexual Misconduct complaint with the College. You should not assume that local law enforcement will forward your complaint to the College. As such, anyone who reports Sexual Misconduct to local police is also encouraged to report the matter to the College's Title IX Coordinator so that the College can begin to investigate the issue as quickly as possible.

11. What should I do if I observe Sexual Misconduct, but it is not directed at me?

Anyone who witnesses conduct that constitutes Sexual Misconduct, even it is directed at someone else, can still feel uncomfortable and harassed. If you are a student and witness conduct that you believe constitutes Sexual Misconduct please make a complaint in the same manner as if the conduct was directed against you. If you are an employee or staff member of the College, it is your duty to report conduct that constitutes Sexual Misconduct of any kind.

12. What is the role of the Title IX Coordinator?

The Title IX Coordinator oversees the College's compliance with Title IX and receives inquiries regarding Title IX, including complaints of Sexual Misconduct. The Title IX Coordinator has received special training on the College's policies and procedures pertaining to Sexual Misconduct, and is available to answer questions about those policies and procedures, respond to complaints, and assist you in identifying other resources to aid in your situation.

13. If I make a complaint of Sexual Misconduct, will it be treated confidentially?

The College will take reasonable and appropriate steps to preserve the confidentiality of the parties to the complaint and to protect the confidentiality of information gathered during the investigation. However, the College has an obligation to provide a safe and non-discriminatory environment for all students and employees. Therefore, no unconditional promises of confidentiality can be provided. If your confidentiality cannot be guaranteed, the College will notify you.

14. Who is typically involved in investigating a complaint of Sexual Misconduct?

The College's Title IX Coordinator or his/her designee will be involved in investigating complaints of Sexual Misconduct. The Title IX Coordinator may appoint another member of the staff to investigate and resolve the complaint. The process of gathering evidence will necessarily require the involvement of the complainant, the respondent, and any witnesses to the incident that gave rise to the complaint. In sum, it will involve those persons necessary to fairly and completely investigate the complaint and resolve it.

15. What are the possible outcomes of an investigation into a complaint?

The outcome will be determined based on the totality of the evidence using a preponderance of the evidence standard. If the preponderance of the evidence does not support a finding that the incident occurred, then the complaint is resolved in favor of the accused. If, however, the preponderance of the evidence supports a finding that Sexual Misconduct occurred, the actions taken by the College will include those necessary to maintain an environment free from discrimination and to protect the safety and well-being of the complainant and other members of the College Community. In addition, the College may, in its discretion, take action if the preponderance of evidence supports that improper conduct of a sexual nature has occurred, even if such conduct does not rise to the level of Sexual Misconduct under this policy. The College's actions will include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

16. May I have a support person with me in the investigation process?

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

17. What should I do if I am retaliated against for making a complaint of Sexual Misconduct?

The College's Title IX: Non-Discrimination and Anti-Harassment Policy prohibits retaliation against any person for making a good faith complaint of Sexual Misconduct, and/or cooperating in the investigation of (including testifying as a witness to) such a complaint. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the underlying allegation of Sexual Misconduct. If you feel you are the victim of retaliation in violation of this policy, you should report the retaliation just as you would a complaint of Sexual Misconduct.

18. How does the College handle a bad faith allegation of Sexual Misconduct?

A bad faith allegation of Sexual Misconduct occurs when the accuser intentionally reports information or incidents that he or she knows to be untrue. Failure to prove a complaint of Sexual Misconduct is not equivalent to a bad faith allegation. The College may impose sanctions against an individual who knowingly makes false allegations of Sexual Misconduct.

Title IX: Complaint Resolution Procedures

I. GENERAL PRINCIPLES

A. Administration

For purposes of these complaint resolution procedures, "Investigating Officer" means the Title IX Coordinator or his/her designee. The Investigating Officer shall have responsibility for administering these complaint resolution procedures.

B. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. The Investigating Officer shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

C. Training

These procedures will be implemented by officials who receive annual training on the issues related to Sex Discrimination, Sexual Harassment, Sexual Violence/Assault, Domestic Violence, Dating Violence, and Stalking and on how to conduct an investigation process that protects the safety of victims and promotes accountability.

II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes Sexual Misconduct. During

the course of the investigation, the Investigating Officer may receive counsel from College administrators, the College's attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

B. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

C. Support Person

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

D. Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Title IX: Non-Discrimination and Anti-Harassment Policy.

E. Pending Criminal Investigation

Some instances of Sexual Misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

F. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence.

If the written report determines that Sexual Misconduct occurred, the Investigating Officer shall set forth in an addendum to the written report those steps necessary to maintain an environment free from Sexual Misconduct and to protect the safety and well-being of the complainant and other members of the College Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of Sexual Misconduct and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a

manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

The written report of the Investigating Officer shall be final subject only to the right of appeal set forth in Section IV below. An explanation of the appeal procedures will be included in the notification of the outcome that is provided to the parties.

G. Special Procedure Concerning Complaints Against the President

If a complaint involves alleged conduct on the part of the College President, the College Board of Trustees (“Board”) will designate the Investigating Officer. Based on the information gathered by the investigation, the Board will prepare and issue the written report determining the complaint. The determination of the Board is final and not subject to appeal.

H. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is utilized:

- The informal process can only be used with both parties’ voluntary cooperation and appropriate involvement by the institution (e.g., the Title IX Coordinator)
- The complainant will not be required to “work out” the problem directly with the respondent
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures
- Informal resolution in the form of mediation, even on a voluntary basis, will not be used to resolve complaints alleging sexual assault

I. Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.

III. RIGHTS OF THE PARTIES

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights.

They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer

IV. APPEALS

A. Grounds of Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings

- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals must be filed with the President within ten (10) days of receipt of the written report determining the outcome of the complaint. If neither party files an appeal, both parties will be notified in writing the timeline for filing an appeal has passed and the complaint has been deemed resolved.

If an appeal is filed, the appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any.

The appellant may request a meeting with the President, but the decision to grant a meeting is within the President’s discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

V. RESOLUTION OF THE APPEAL

The President will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the President is final. The President shall issue a short and plain written statement of the resolution of the appeal, including any changes made to the Investigating Officer’s previous written determination or the corrective measures imposed. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

VI. DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the President as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

VII. INTERSECTION WITH OTHER PROCEDURES

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy.

Nothing in the College’s Title IX Complaint Procedures, Title IX: Non-Discrimination and Anti-Harassment Policy, or associated materials should be interpreted so as to limit the College’s right to resolve, investigate, and/or take disciplinary action against any improper conduct of a sexual nature even though such conduct is not of the type, severity or pervasiveness that constitutes Sexual Misconduct as defined in the Title IX: Non-Discrimination and Anti- Harassment Policy.

Student Council Organization

All students are members of the Southeast Missouri Hospital College Student Council. Each class of the Southeast Missouri Hospital College of Nursing & Health Sciences will elect a student representative to serve on the student council executive committee. In addition, officers are elected from the student body at large. Elected offices on the executive committee include president, vice-president, secretary, and treasurer. Responsibilities of each office are as follows

President: The President serves as Chair for student council meetings, sets and maintains agenda for each meeting and acts as student representative to College President and faculty. The president will be invited to attend Faculty Organization meetings as deemed necessary by faculty and/or students. The President also appoints student committees.

Vice-President: The Vice-President serves as acting Chair and assumes other responsibilities of President in absence of the President. The Vice-President also acts as student representative on the curriculum committee for the College of Nursing and Health Sciences.

Secretary: The Secretary takes minutes of class meetings and handles any correspondence. The Secretary is invited to sit as student member on the College Assessment Committee.

Treasurer: The Treasurer collects any fees/dues of organization. They also coordinate the budget for student council; handle checking and savings accounts and are responsible for monthly report of activities and budget status at Student Council meetings. The Treasurer keeps a written record of all transactions of student funds. He/She is also invited to sit as student member on the College's Student Affairs Committee.

The student organization of the College meets monthly at the College. Copies of the minutes are maintained in the **Student Council** notebook located in the Student Lounge area at the College. A faculty member participates as the faculty representative on the Student Council. The objective of the organization is to allow participation of students in the practice and principles of school government and to promote better communication among students and faculty of the College.

Library Services

All students have access to the College's digital library. Students also have access to Kent Library on the campus of Southeast Missouri State University. The College has a resource room on campus with additional resources and a quiet area for study.

EBSCOhost Research Databases

Access to online databases is available to students through EBSCOhost Research Databases. Students are oriented to EBSCOhost in FYS 101 College Seminar. Also, instructions on logging into EBSCOhost are posted on the college website at www.sehcollege.edu.

Kent Library Policies Services

Library services are available to students on the campus of Southeast Missouri State University. The Director of Kent Library and designated professional librarians act as consultants to the President, faculty, and students of the Southeast Missouri Hospital College of Nursing & Health Sciences, and are available to assist students of the Southeast Missouri Hospital College of Nursing & Health Sciences.

Kent Library is located on the main University campus at One University Plaza, in Cape Girardeau. See map in index for the floor plan of Kent Library.

Kent Library hours for regular sessions are:	Sunday	1300 to 2330
	Monday through Thursday	0730 to 2330
	Friday	0730 to 1700
	Saturday	1200 to 1700

Hours will be amended during Southeast Missouri State University breaks, summer sessions, and final exam weeks. Go to <https://library.semo.edu/> for details.

Circulation Policies

Most library materials are checked out at the CIRCULATION DESK of Kent Library. It is located on the main level of the library, east of the entrance. Reserve Books are in this same area. Materials checked out from the Circulation and Reserve Desk should be returned there. When the library is closed, books may be returned through the outside book drop labeled "Book Depository," located to the east of the front entrance

Borrowing Procedures

In order for Southeast Missouri Hospital College of Nursing & Health Sciences students to borrow books from Kent Library, a driver's license or other acceptable identification with a Social Security Number must be presented at the time of item check out.

All materials checked out to an identification card hold are the responsibility of that card holder, who will be assessed any fines, damages or losses.

Southeast Missouri Hospital Educational Services Resources Center

Students may use the Center computers during regular Center hours, Monday through Friday 7:30 to 4:30. The Center is not open on holidays. Access to online databases is available to students.

Student Health

Drug Urine Screen

A urine drug screen will be required prior to enrollment. The successful completion of a negative drug screen is necessary for enrollment in a program. A student who leaves the program and is readmitted to the College will be re-screened and must have a negative drug screen to be readmitted to the program, unless the student is enrolling in the 16 week semester immediately following the withdraw.

Tuberculin Skin Test (Required Mantoux PPD)

A PPD skin test or equivalent blood test is required. A tuberculin screen must be completed **annually**. This is the responsibility of the student. Students will not be allowed in clinical without this proof of this screening.

If the TB skin test is positive (10mm and above) a negative chest x-ray is required. The x-ray date along with a copy of the physician's report, including his prescribed treatment, is required. An x-ray older than one year will be accepted as long as you have completed the full chemotherapy treatment and have been symptom free for one year. If you did not complete the full treatment or have had symptoms in the last year you will need an annual x-ray. Persons newly diagnosed and treated will be reviewed individually as to their ability to begin or continue in the clinical area.

Treatment and x-rays will be at the student's expense.

Health Insurance

Students are responsible for their own health needs and are strongly encouraged to make arrangements for adequate health insurance coverage. The student should be aware that neither the College nor the clinical agency is responsible for any health problems encountered while enrolled in this program.

Influenza Health Screening

Influenza Vaccine: Students are required to have the influenza vaccine annually prior to flu season in order to attend classes and/or clinicals. Exemptions to this policy may be made for medical reasons. However, students with approved exemptions will be required to sign a waiver.

Please be advised, by signing a waiver the student may be subject to academic restrictions regarding lab and/or clinical placement and may be unable to complete their program/degree requirements.

In the event of an outbreak, exempted persons will be subject to exclusion from school and quarantined.

Infectious Disease Policy

In order to protect the health of the students at the College and patients in our clinical settings and in accordance with the CDC guidelines, the following policy will be adhered to when a student is ill.

Students who develop a fever and respiratory and/or gastrointestinal symptoms should not report to class or clinical. They should stay at home and call in appropriately. Students should stay at home for at least twenty four (24) hours after they no longer have a fever without the aid of fever reducing medication. Masks and hand sanitizer will be available for student use if symptomatic.

When students do return to school, they should not come in contact with a patient who is immune compromised for seven (7) days from onset of symptoms or until resolution of all symptoms, whichever comes first.

Students will receive an excused absence and provisions will be made for clinical make-up time.

Accommodation of Special Needs Policy

Section 504 of the Rehabilitation Act of 1973 and Titles II and III of the Americans with Disabilities Act (ADA) prohibit discrimination, denial of benefits or services and elimination from programs and activities based on disability. (29 USC. § 794 *et seq.*; 42 U.S.C. § 12101 *et seq.*). Southeast Missouri Hospital College of Nursing and Health Sciences will provide meaningful access to its academic programs and will make reasonable, but not fundamental, modifications or accommodations to enable such access. A student with an actual disability under 42 USC § 12102 (2) (A) or a perceived disability under 42 USC § 12102 (2) (C) or a record of having a disability must be otherwise qualified to participate in the program for which an accommodation is requested. A student desiring modifications or accommodations for a disability has a two-fold responsibility: (i) provide sufficient evidence establishing the disability or handicap, and (ii) make a specific request for a modification or accommodation. The College's decision on either issue will turn on the specific facts and circumstances surrounding each individual student's case. It is the responsibility of the student to provide sufficient evidence to establish the existence of a disability prior to requesting a modification or accommodation.

Accommodation of Special Needs Procedure

The Dean of General Education serves as the disability officer of the College and is responsible for evaluating accommodation requests and coordinating reasonable accommodation needs for qualified students.

The College uses the federal definition of "disability" as it appears in the 1990 Americans with Disabilities Act (ADA): *A disabled person is someone who has (a) a physical or mental impairment that substantially limits one or more of his or her major life activities; (b) a record of such impairment; or (c) who is regarded as having such impairment* (US Department of Justice, 1990; see <http://www.ada.gov/pubs/ada.htm> for additional details). Because the College conducts blind admissions through which students do not have the opportunity or need to identify any disability or potentially limiting condition, the College does not base admissions decisions on such personal qualities. Consequently, faculty have agreed to include in the "Course Policy" section of their course syllabi a statement to the effect that students with disabilities need to identify themselves to their instructors within the first week of classes so that appropriate accommodations can be made.

After a student identifies himself/herself to a faculty member as a student with a disability, that faculty member notifies the Dean about the situation. The Dean makes arrangements to meet with the student at which time the student presents evidence of his/her disability to the Dean and makes a specific request for a modification or accommodation. Once that documentation has been verified and the request for modification/accommodation received, the Dean consults with program personnel and appropriate College administrators, and then determines if the requested modification or accommodation can be made. If so, the Dean informs affected College personnel about the modification or accommodation to be made.

Forms for documentation for accommodation of special needs (Request for Disability Services) can be found in the "Forms" section.

Program Costs

In order to provide a quality program, tuition costs were determined after careful analysis and planning. These costs are comparable to other educational programs throughout the state and the Southeast Missouri region. This does not include additional fees. Arrangements for the payment of tuition must be completed prior to the beginning of the school year. Payment may be made by check, cash, or credit card. If a student stops attending without officially withdrawing, the student is responsible for paying all tuition and fees.

Course Fees

Tuition:	\$412 per credit hour
Assessment Fee:	\$10 per credit hour
Activity Fee:	\$1 per credit hour
Technology Fee:	\$10 per credit hour

Lab Fees

All programs except MLS:	\$50 per course with a lab component
Medical Laboratory Science:	\$113.50 per lab credit hour

Other Required Fees

Application fee:	\$100 due when application submitted
Admittance fee (drug screen & TB test):	\$200 due during first semester of classes
Graduation fee:	\$175 due during final semester
Nursing Student Starter Kit	\$100 due first semester of AAS nursing classes
Testing Security Fee	\$160 due the first semester of AAS nursing classes
Integrated Testing Fee	\$100, up to \$300, due final semester for AAS nursing students

Other College Expenses

Community Student application fee:	\$45
Official Transcript:	\$5 per transcript
Printing and Copying Fees:	10¢ per page
Returned check fee:	\$20 for each returned check
Late enrollment fee:	\$100
Parking:	free

Expenses not paid directly to the College

Clinical Uniform shirt:	\$15 to \$25 each
Clinical Uniform bottoms:	varies
Missouri State Board of Nursing Licensure Application Fee:	\$45
Background Check	varies
NCLEX-RN Testing Fee:	\$200
Certification Exam for Surgical Technologist:	\$190
Association of Surgical Technology Dues:	\$45
Certification Exam for Radiologic Technologist:	\$200
Certification Exam for Medical Laboratory Science:	\$240
Certification Exam for Clinical Laboratory Assistant:	\$120
Certification Exam for Phlebotomy:	\$145
Textbooks:	varies by course

**A Seat Retainer is due within 2 weeks after you are accepted for admission. This \$200 guarantees your seat in the program and applies toward the tuition and fees the first semester you take classes at the College.

Cost estimates for each individual program are available online at <https://www.sehcollege.edu/financial/business-office>

Returned Check Fee

All personal checks payable to the College are subject to a \$20.00 fee for each returned check. Returned checks may be paid in cash, by money order or by certified check. In addition, the College may require cash, money order, or certified check for any future transaction.

Other student fees that may apply (personal expense):

Travel to and from clinical, lab and lecture
Shoes for clinical use
Notebooks, pens, pencils, backpack, etc.
Protective eye wear, stethoscope, penlight
Child care for custodial parents

Payment of Account Balances

Students may pay account balances by:

1. Payment in full by cash, check, or credit card
2. Deferral by confirmed financial aid
3. Enrollment in the Installment Payment Plan

Arrangements for payment must be made with the Business Officer before the start of classes to prevent enrollment from being cancelled.

Students must pay all outstanding balances before being eligible to re-enroll. Outstanding debt owed to the College will result in a hold being placed on grades and release of transcripts. Students are obligated to pay all charges promptly. Unpaid accounts may result in additional charges including attorney fees, collection agency fees, and other reasonable collection costs to collect unpaid balances.

Installment Payment Plan

The installment payment plan is available for students who do not pay the semester's charges in full by the first day of classes. The installment payment plan allows tuition and fees to be paid in up to three payments depending on class length.

Students may sign up for the installment plan by contacting the Business Officer or picking up a form at the time of enrollment. The first installment must be paid when the form is returned to the College.

<u>16 Week Classes</u> <u>(Up to 3 payments may be made)</u>	<u>8 Week Classes</u> <u>(Up to 2 payments may be made)</u>
1 st payment when form is submitted	1 st payment when form is submitted
2 nd payment by week 4	2 nd payment by week 3
3 rd payment by week 8	

There will be a charge for any returned check. Personal checks will not be accepted for payment of returned checks. Returned checks must be paid by cash, money order, certified check, VISA, MasterCard, or Discover.

Financial Probation / Suspension

A past due account may result in a student being placed on "financial probation". When, after the College has made an effort to notify the student, the student does not take appropriate action to pay the delinquent charges, the student may be placed on "financial suspension". When "financial suspension" occurs, the student is ineligible to attend classes, take exams, or receive grades.

Student Debts

Transcripts **will not** be released for students having debts due the College. Students owing College charges must pay all charges before being eligible to re-enroll for classes.

Transcripts

Transcripts can be requested using the transcript request for located on the College website (www.sehcollege.edu). Each transcript requested is subject to a \$5.00 fee.

Financial Aid

SEHCON offers a comprehensive program of financial assistance for students needing supplemental financial support for their educational expenses. To apply for federal and state need-based aid, a student must complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

Verification. Often, FAFSA records are selected to be verified by the Department of Education and the College. This process requires that the College collect various tax documents to verify data submitted on the FAFSA. A financial aid record is not considered complete and eligible for aid disbursement until verification has been completed.

Federal Grants.

- *The Federal Pell Grant* is a need-based grant available through the U.S. Department of Education. To apply, students need to complete the FAFSA. Eligibility is based on the Expected Family Contribution (EFC) and enrollment status. Award amounts are prorated for less than full-time enrollment. Awards range from \$657-\$6195.
- *A Federal Supplemental Educational Opportunity Grant (FSEOG)* is a grant for undergraduate students with exceptional financial need. To receive FSEOG, you must fill out the *Free Application for Federal Student Aid (FAFSA®) form*. FSEOG does not typically need to be repaid. Eligible students must have need, be enrolled full-time, not have a bachelor's degree, and be making Satisfactory Academic Progress.

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.

State Grants. The Missouri Department of Higher Education (MDHE) provides a variety of financial assistance programs to help students and their families pay for college. These are grants that do not have to be repaid. Students must be Missouri residents and be making Satisfactory Academic Progress, as defined by SEHCON.

- *Access Missouri Financial Assistance Program*—need-based grant program awarded to undergraduate students who file a FAFSA prior to February 1, have an EFC less than \$12,000, and are full-time. Annual awards are determined by MDHE but can range from \$1,000-\$2,850.
- *Marguerite Ross Barnett Memorial Scholarship*—students must complete a FAFSA by August 1, be enrolled part-time (6-11 credit hours), and working at least twenty (20) or more hours per week. To apply, students must complete the Marguerite Ross Barnett Employment Verification Form at <https://dhe.mo.gov/ppc/grants/rossbarnett.php> and return to Financial Aid Office. Annual awards vary.
- *Bright Flight Program*—students must score a 31 on their ACT and be enrolled full-time. Awards up to \$3,000.

Scholarships. Scholarships are available through the SoutheastHEALTH Auxiliary and Foundation. For information, please visit <https://www.sehealth.org/healthcare-professionals/scholarship-opportunities>.

Federal Loans. Federal Stafford Loans are available to students through the U.S. Department of Education. Students interested in obtaining loans to assist with education costs, should apply through the FAFSA. Students must be enrolled at least half-time (6 hours) to be eligible. Students must also complete Entrance Counseling and a Master Promissory Note (MPN) prior to receiving funds. These are loan funds and must be repaid. Eligibility varies.

- *Federal Subsidized Stafford Loan*—need-based loan program where the Department of Education pays the interest for you while you are enrolled at least part-time.
- *Unsubsidized Federal Stafford Loan*—loan program available to all students regardless of need. Interest on this loan will start to incur once the student receives loan funds. The student may choose to make interest payments while in school or defer (and accumulate) the interest until repayment.
- *Parent Loan for Undergraduate Students (PLUS)*—loans available to parents of dependent students. To apply, students will need to file a FAFSA. This is a loan that must be repaid. Parents interested in the Parent PLUS loan may apply at <https://studentloans.gov>.

Missouri Family Education Loan Program (MOFELP). MOFELP is a private student loan program designed to provide borrowing options for Missouri students who have financial need but may not meet the traditional credit requirements for private loans. This is a 0% interest, \$0 fee loan program available for students that qualify. Funding is limited and provided on a first-come/first-serve basis. Interested students can go to <https://mslf.mohela.com/DL/secure/borrower/findFormList.aspx> to receive an application.

Missouri Nurse Loan Program. Loan program available through the Missouri Department of Health. To apply, please visit <http://health.mo.gov/living/families/primarycare/loanrepayment/>. Eligible students may receive up to \$5,000.

Satisfactory Academic Progress. Students receiving Federal Student Aid (and most state aid) must be making Satisfactory Academic Progress (SAP) towards their degree. This is defined one of three ways:

1. Cumulative GPA >2.0
2. Complete 66.67% of cumulative courses attempted
3. Complete degree within 150% of the published course length.

Students not meeting this criteria will be placed on a Financial Aid Warning semester and will be eligible to continue to receive aid during this semester. Students who fail to meet SAP standards following their Financial Aid Warning semester will be placed on Financial Aid Suspension for future semesters and will be ineligible to receive Federal or most State Aid. The complete Satisfactory Academic Progress policy is available online at <https://www.sehcollege.edu/financial/financial-aid>. For further information, please visit the Financial Aid Office or call (573) 334-6825.

Books

Students will receive information about required textbooks and directions for accessing book store.

Refund of Tuition and Fees

The effective date of withdrawal/dropped class is the date the withdrawal/cancellation is received by the Administrative Office. Forms must be returned to Administration to be considered an official withdraw. For students withdrawing/cancelling all classes, the Business Officer will refund fees approximately four weeks after the withdrawal is processed. All balances due to the College as a result of other obligations will be deducted from the amount to be refunded. Based on the withdrawal/dropped class effective date the following refund schedules apply:

16 Week Classes	% Refunded	8 Week Classes	% Refund
Through the 1st Two days of Class..	100%	Through the 1 st day of Class	100%
Remainder of First Week	90%	Through the 2 nd day of Class	90%
Second Week	70%	Remainder of 1 st Week	70%
Third Week	50%	Second Week	50%
After Third Week	0%	After Second Week.....	0%

When a student withdraws from the College, Federal Regulation mandates the amount and order of Federal Title IV funds that must be returned based on the College’s last documented day of class attendance for the student. In some cases, the return of Federal Title IV funds will leave an unpaid balance on the student’s account for which the student is responsible. The student will be given a reasonable amount of time to contact the College regarding setting up payment, etc. before the account will be turned over for collection. The complete Return to Title IV policy can be found at <https://www.sehcollege.edu/financial/financial-aid>.

Questions regarding any discrepancies on the invoice or statement may be referred to the College Business Officer.

Financial Aid Student Attendance Policy

Students are expected to attend all classes for which they registered, beginning with and including the first class session. Not only must a student be registered for a class, students must be in active attendance to count as “enrolled” for aid eligibility purposes. Academically related activities to be in attendance include but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Students must have attendance verified in their classes in order to meet the eligibility requirements for the federal student aid programs. The Department of Education requires schools to document student attendance prior to the disbursement of any federal aid funds. Until attendance is verified for a student, no federal financial aid will be disbursed.

The College requires that faculty verify attendance weekly for each course taught. If a student fails to attend a course for any consecutive two week period, the student will be considered for financial aid purposes as withdrawn. Once it is determined that a student has withdrawn (either voluntarily or involuntarily), the financial aid office will need to determine if financial aid is required to be returned.

Safety Policies

The Southeast Missouri Hospital College of Nursing and Health Sciences is committed to making the College functionally safe and sanitary for students. If, at any time, you observe an unsafe or unsanitary situation in the College report the unsafe or unsanitary condition to the faculty, program director/dean, or president.

All students are expected to carry out their assignments in a safe and sanitary manner in accordance with College policies. Students who violate safety and sanitation policies will be subject to disciplinary action which could result in dismissal from the program.

Student Accidents and Injuries

When a student has an accident during school hours either at a hospital or a community facility at which the student has been assigned, he should immediately report to his instructor. If the accident causes injury of any kind to the student, a timely report should be prepared. (The student should obtain the Employee/Student Injury Report form from a faculty member or from the front office.) The student should fill out the top portion of the report within 24 hours. The instructor should review the report for completeness and insure that the student has signed it. The instructor will then complete the bottom portion of the report, sign it, and send it to the Program Director/Dean within in 24 hours of the report of injury. A copy of the form will then be sent to the Southeast Missouri Hospital Employee Health Nurse. If the injury requires first aid or medical attention the student should be directed to the Southeast Missouri Hospital Emergency Department. The student will be instructed to inform the Emergency Department and Patient Registration secretaries that he/she is a student and that this is a school related injury. Investigation and follow-up of the injury and treatment will be conducted by the Employee Health Nurse, which will include contacting the student and the forwarding of a follow up report to the College.

Within one week of the date of the accident or injury, the instructor should meet with the student to discuss the incident. The instructor should then complete the follow-up report indicating the cause of the accident or injury, whether it could have been prevented, and what is being done to prevent reoccurrence of this type of accident. Reports are kept in the student’s health file at the College. A copy of the report should be sent to the Employee Health Nurse to be used by the Safety Committee when reviewing accidents. A copy will be placed in the student’s file.

Injuries that require immediate treatment, examination, or first aid, should be seen in the emergency room promptly. If the injury requires immediate intervention and the student is at the college, emergency assistance will be obtained by calling 911 and obtaining assistance.

Follow-up care will be scheduled by the Employee Health Nurse with a physician chosen by the hospital if the hospital accepts responsibility for the injury. **If you obtain medical care that is not authorized by the hospital through the Employee Health Service, these services will not be paid for by the hospital.**

Disaster Plan / Procedure

Each student should read and become familiar with the College's Disaster Plan. The College's disaster plan and procedure is posted on the second floor bulletin board of the College building. Since most clinical experiences are conducted at Southeast Missouri Hospital, students should be familiar with the disaster procedures in that facility. The hospital disaster plan is available in each department of the hospital.

Infection Control

All students are oriented to infection control principles. All students are encouraged to attend in-service programs relating to infection control. Student problems relating to infection control are referred to the Infection Control Nurse or the Employee Health Nurse. See: Southeast Missouri Hospital Infection Control Policies.

Security Program

The campus security program covers the following areas:

- personal safety of faculty, staff, students, and visitors
- drug and alcohol
- incident reporting
- crime prevention
- annual security reporting
- prevention of loss of College or private property

Campus Security

The College Administration will have the responsibility for the campus security program, to include the College buildings and school related activities. The College President will work with the Hospital Security Director to ensure the program is comprehensive and effective. The Security Director will be responsible for the entire College campus security, which includes College buildings and adjacent parking fields.

Southeast Missouri Hospital provides security for the College staff, faculty, students, and visitors on the hospital/College campus through its own Security Department. Security can be reached by telephone at 573-651-5525; through the hospital switchboard at 334-4822 and by pager or beeper. In an emergency, contact the Cape Girardeau Police department by dialing 911.

Personal Safety and Access

All students will wear prescribed identification badges when at the college or at a clinical facility. Access to the College building can be gained by using identification badges and an assigned pin number. Students are not to allow unauthorized individuals to enter the building using their badge and password. Visitors will be permitted within the College by invitation and only during regular business hours. Special guests or speakers acting in an official capacity will be provided appropriate temporary identification.

No services are provided to the general public at the College on a regular basis. Individuals without College/educational reasons to be at the College should be asked to leave. Hospital Security should be notified of any suspicious individuals in or around the College, or any individuals causing a disruption on the College campus. Any individual who presents an immediate threat to any student or staff member should be reported to the police by calling **911**.

Security of Valuables and Property

College students, faculty, and staff are discouraged from bringing valuables or large sums of money to the College or to the hospital. Lockers are available to individual students to secure valuables or property, if brought to the College.

Any theft of personal property should be reported to the hospital's security department. The College or the hospital is not responsible for any personal property, including motor vehicles. College property is protected from theft through appropriate policies on storage of expensive equipment and policies on locking specific areas within the College and College buildings after regular business hours.

Drugs and Alcohol

It is a violation of the College policies for students of the College to use, sell or be in possession of, or be under the influence of illegal drugs or alcoholic beverages. See Substance Abuse Policy.

Crime/Incident Reporting

Any theft of personal or College property, vandalism to personal or College property, any assault, threat, or crime against person or property should be reported to Security promptly. Notice can be made to the Security Office by telephone, e-mail, or Quality Management/Risk Management written report. Security will investigate the incident or crime and determine with the victim whether to file a police report. Serious crimes in progress should be reported directly to the Cape Girardeau Police Department by dialing 911.

Annual Crime Reports

Annually, a report on crimes committed on the hospital/College campus will be provided to current students, faculty, and staff. The report for the prior year will be distributed in the first quarter of the current year. Students, faculty and staff may obtain copy of annual crime report on the College website (www.sehcollege.edu).

Crime Prevention

Crime prevention is everyone's job. Each student, faculty, and staff member needs to be conscious of the risks associated with a large campus that is easily accessible to the public. Faculty, staff, and students need to be observant and report suspicious individuals or activities on campus to the public. They need to follow security rules with regard to locking offices and buildings and obey hospital visiting hours when a visitor. Extra care should be taken after dark. Walk in groups when possible and stay in well-lighted areas. Ask Security for an escort.

Administration

Buttry, Tonya L., PhD, RN

Dean of Nursing

BSN, Southeast Missouri State University, Cape Girardeau, Missouri
MSN, Southern Illinois University at Edwardsville, Edwardsville, Illinois
PhD, Southern Illinois University at Carbondale, Carbondale, Illinois

Barger, Peter, MS, ED; RT (R) (CT)

Program Director, Radiologic Technology

AAS, Allied Health Careers, Southern Illinois University, Carbondale Illinois
AAS, Radiologic Technology, Southern Illinois University, Carbondale, Illinois
BS, Health Care Management, Southern Illinois University, Carbondale, Illinois
MSEd, Southern Illinois University, Carbondale, Illinois

Gibbar-Clements, Tina, MSN, RN-BC

Program Director, Professional Development

Diploma, Jewish Hospital School of Nursing, St. Louis, Missouri
BSN, Webster University, St. Louis, Missouri
MSN, Southern Illinois University at Edwardsville, Edwardsville, Illinois

Langdon, Steven D., EdD

President

BS, University of Kansas, Lawrence, Kansas
MS, Ohio University, Athens, Ohio
EdD, Oakland City University, Oakland City, Indiana

Moses, Lisa, MSN, RN

Program Director, AAS Nursing

BSN, Southeast Missouri State University, Cape Girardeau, Missouri
MSN, Southeast Missouri State University, Cape Girardeau, Missouri

Ratcliff, Lance, PhD, RD

Dean of General Education and Student Services

BA, Lakeland College, Sheboygan, Wisconsin
MS, Auburn University, Auburn, Alabama
RD, Winthrop University, Rock Hill, South Carolina
PhD, Auburn University, Auburn, Alabama

Schloss, Sheryl, MA, MLS(ASCP)(CM)

Program Director, Medical Laboratory Science

Certificate, St. Francis Medical Center School of Medical Technology, Cape Girardeau, Missouri
BS, Southeast Missouri State University, Cape Girardeau, Missouri
MA, Higher Education Administration, Southeast Missouri State University

Stroud, Jill, BS, CST

Program Director, Surgical Technology

Certificate, Southeast Missouri Hospital College of Nursing and Health Sciences, Cape Girardeau, Missouri
BS Studies in Progress, Southeast Missouri State University, Cape Girardeau, Missouri

Faculty

Beussink, Amy, MSN, RN BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Cox College, Springfield, Missouri	Instructor
Brockett, Ellen, PhD BS, Wake Forest University, Winston-Salem, North Carolina PhD, University of Virginia, Charlottesville, Virginia	Instructor
Richard Crouse, DNP, APRN AAS, Three Rivers Community College, Poplar Bluff, Missouri BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southeast Missouri State University, Cape Girardeau, Missouri DNP, Maryville University, Saint Louis, Missouri	Associate Professor
Doty, Sarah, MSN, RN, FNP AA, Rend Lake College, Ina, Illinois BSW, Southern Illinois University at Carbondale, Carbondale, Illinois BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southeast Missouri State University, Cape Girardeau, Missouri	Instructor/Student Health Nurse
Fosse, Pat, MBA, RT(R) (CV)(ARRT) Assistant Professor & Radiology Program Clinical Coordinator AAS, Marketing Mid Management, John A. Logan College, Carterville, Illinois AAS, Allied Health Careers, Southern Illinois University, Carbondale, Illinois AAS, Radiologic Technology, Southern Illinois University, Carbondale, Illinois BA, Health Services Management, Ottawa University, Ottawa, Kansas MBA, William Woods University, Fulton, Missouri	
Hubbard, Melissa E, BSN, RN BSN, Southeast Missouri State University, Cape Girardeau, Missouri	Instructor
Knott, Jennifer, MSN, RN AAS, Southeast Missouri Hospital College of Nursing and Health Sciences, Cape Girardeau, Missouri BSN, Western Governors University, Salt Lake City, Utah MSN, Western Governors University, Salt Lake City, Utah	Instructor
Moses, Angela, DNP, RN BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southeast Missouri State University, Cape Girardeau, Missouri DNP, Capella University, Minneapolis, Minnesota	Instructor/Academic Success Coach
Jill Sanders, MSN, RN, RT(R) AAS, Radiologic Technology, Southeast Missouri Hospital College of Nursing and Health Sciences, Cape Girardeau, Missouri AAS, Nursing, Southeast Missouri Hospital College of Nursing and Health Sciences, Cape Girardeau, Missouri BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Cox College, Springfield, Missouri	Instructor
Sheffer, Amy, MSN, RN LPN, Shawnee Community College, Ullin, Illinois ADN, Shawnee Community College, Ullin, Illinois BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southern Illinois University, Edwardsville, Illinois	Assistant Professor

<p>Shepard, Sarah, MSN, APRN, CNS-BC BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southeast Missouri State University, Cape Girardeau, Missouri</p>	<p>Assistant Professor</p>
<p>Sinning, Mindy, EdD, MT (ASCP) BS, General Science; Southeast Missouri State University, Cape Girardeau, Missouri MT Clinical Experience, Southeast Missouri Hospital School of Medical Technology/Clinical laboratory Science, Cape Girardeau, Missouri MBA, Healthcare Management; University of Phoenix, Phoenix, Arizona EdD; University of Phoenix, Phoenix, Arizona</p>	<p>Assistant Professor</p>
<p>Watson, Tressa MSN, RN BS, Humane Leadership, Duquesne University, Philadelphia, Pennsylvania BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, University of Missouri-Columbia, Columbia, Missouri</p>	<p>Instructor</p>
<p>White, Lea, BS, MT(ASCP) AA General Education, Three Rivers Community College, Poplar Bluff, Missouri BS Medical Technology, Arkansas State University, Jonesboro, Arkansas</p>	<p>Clinical Coordinator</p>
<p>Wilson, Kathy, DNP, RN LPN, Baptist School of Practical Nursing, Little Rock, AR AA in Nursing, Southeast Missouri State University, Cape Girardeau, Missouri BSN, Southeast Missouri State University, Cape Girardeau, Missouri MSN, Southeast Missouri State University, Cape Girardeau, Missouri DNP, Walden University, Minneapolis, Minnesota</p>	<p>Assistant Professor</p>
<p>Winder, Kelly, MEd BS, Applied Physics Engineering, Southeast Missouri State University, Cape Girardeau Missouri Education Certification, Lindenwood University, St. Charles, Missouri MEd, William Woods University, Fulton, Missouri</p>	<p>Assistant Professor</p>



Dear Student:

Welcome to Southeast Missouri Hospital College of Nursing & Health Sciences' associate and bachelor degree nursing programs. I wish each of you an enjoyable and successful venture here at the College. Whether you are a recent graduate from high school, an adult returning to school, or a transitioning LPN or Paramedic, I hope this will be a rewarding experience for you.

The Southeast Missouri Hospital College of Nursing and Health Science associate degree program has conditional approval of the Missouri State Board of Nursing. The associate degree nursing program is also accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE).

You have chosen to be here; that is fundamentally important. The nursing faculty at the College assumes that you will take the initiative in making the most of your opportunities and will take full responsibility for your performance.

The members of the College's nursing faculty expect to challenge you, but they are also here to help you meet the goals you have set for yourself. Although teaching, including advising, is only one of a faculty member's responsibilities, an instructor is always prepared to assist the student who asks for academic help. There are several things that you must do to help yourself get the most from this academic experience. They include consistent preparation for class and active participation in the educational program.

Students are required to know formal written English. This includes the use of accepted norms of grammar, punctuation, and spelling, and the avoidance of colloquial or inappropriate language. Students should make use of a dictionary, spell check, proofread all work, and employ correct methods of citation. The College's policy on academic integrity is clear, and plagiarism (copying the work of another author without citation) and other forms of academic dishonesty may culminate in dismissal from the College.

Students should have computer skills or quickly acquire them. You will be at a serious disadvantage if you do not acquire the required skills. You should spend at least two hours studying out-of-class for every hour in class. We assume that you will put your academic schedule ahead of other activities such as entertainment.

Students should attend all classes having read the assigned material before class. Arriving for class on time is required, and courteous conduct in class is assumed. You should regard the pursuit of an education as a full-time job. In school, as in the work place, all commitments must be met and deadlines for the completion of work scrupulously observed.

You are encouraged to participate in the activities of the organizations which the College sponsors. These organizations provide opportunities to make lasting friendships and experiences that may be useful for life after graduation.

You will be expected, as a student of this College, to respect the rights of others at all times. The College recognizes that an important characteristic of an educated person and professional is respect for others and tolerance for different points of view. The College's rules of conduct are anchored to values of individual respect, tolerance, and honesty.

The policies contained in this handbook were written to assist you, please feel free to clarify any information contained in the handbook with us. You have the potential to be successful or you would not be here with us. The intellectual challenges of your College years are not only about gainful employment, though we know that is important, but also about becoming a member within the discipline of your profession as well as an active member of your community.

Please feel free to come see me or contact me for any questions or concerns you may have while in the program. Your success is our success.

Sincerely,

Mrs. Lisa Moses
Program Director

Philosophy of the Nursing Program

In alignment with the college mission to prepare qualified healthcare providers, the goal of the nursing program is to prepare competent professional nurses.

The faculty believes professional nursing is both an art and a science. As an art, it is based upon the values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness in the delivery of compassionate nursing care (NLN Model, 2010).

As a science, it is the utilization of knowledge and critical thinking to formulate nursing judgments in the provision of holistic patient centered care in a variety of contexts and environments and throughout all levels of development.

The faculty is responsible for developing, implementing, and evaluating a curriculum that uses the nursing process and is based on evidence.

The curriculum incorporates the concepts of context and environment, knowledge and science, personal/professional development, core nursing values, quality and safety, relationship-centered care, teamwork and collaboration, communication, and informatics (NLN Model, 2010) critical thinking and nursing process.

Conceptual Framework

The conceptual framework depicts the philosophy of the nursing program and provides the framework for the development, implementation, and evaluation of the curriculum.

The four outer triangular areas of the conceptual framework represent the nursing student upon graduation. The triangular areas face outward indicating that the students will continue to grow in the profession as they advance their education in nursing. The four boxes represent four of the graduate competencies as identified by the National League for Nursing: human flourishing, nursing judgment, professional identity, and spirit of inquiry (NLN 2010). The competencies touch on the integrating concepts of the curriculum but are on the edge indicating the graduates' readiness to move into the profession. The intertwining circles represent the overlapping integrating concepts that are threaded throughout the curriculum; relationship centered care, quality and safety, personal and professional development, knowledge and science, critical thinking, context and environment, nursing process, core nursing values, communication, informatics and technology, and teamwork and collaboration. The integrating concepts were adapted from the NLN Competency Model (2010), the NCLEX-RN Test Plan (2010) and the Missouri State Board of Nursing Minimum Requirements (2010), and qsen.org (2010).

The center of the framework identifies that the foundation of the philosophy is the belief that art and science of nursing are foundational for competent nursing practice, the fifth graduate competency.

The conceptual framework is depicted in the model in Figure 1.

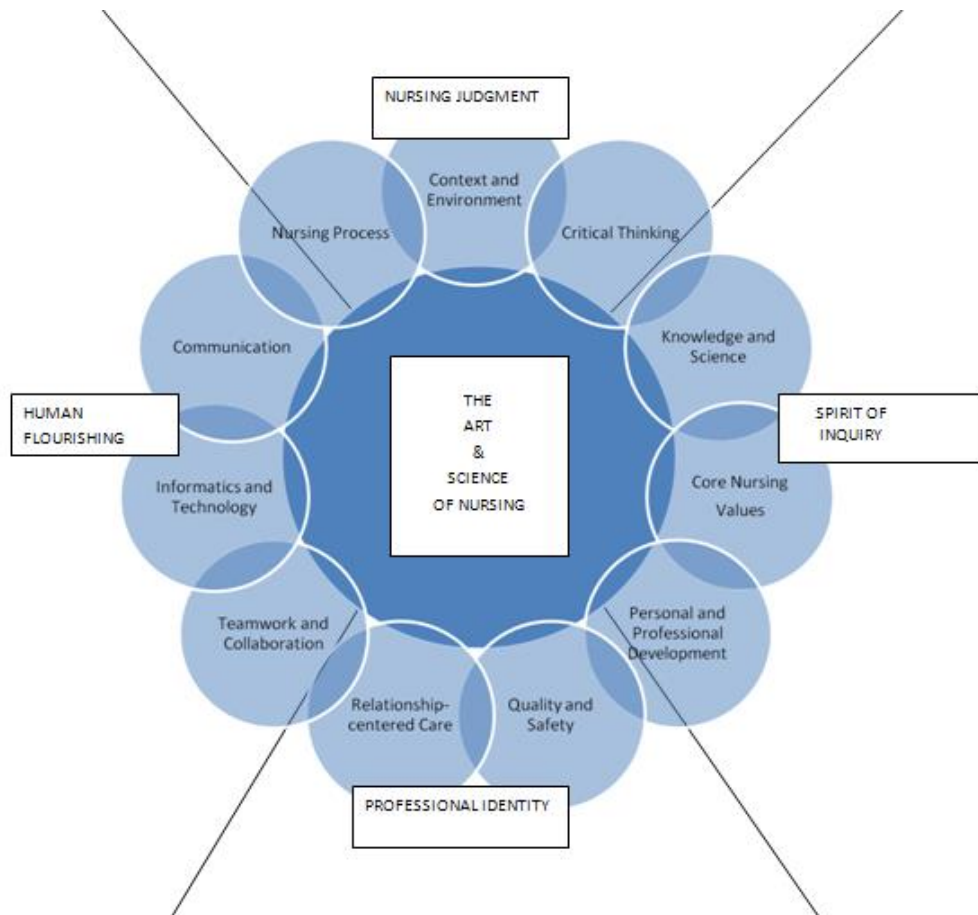


Figure 1

Goals of the Nursing Program

1. Graduate nursing students who will achieve success on licensure exam with a first time pass rate equal to or greater than the national standard.
2. Graduate nursing students who will be placed in a registered nursing position if they choose within six months of graduation.
3. Graduate nursing students within 150% of the program length.
4. Integrate best practices in nursing education to promote students success.
5. Cultivate within students the desire for advanced study and inquiry.
6. Educate students to become competent nurses who are able to communicate effectively, think critically, and apply ethical principles in practice.

Student Learning Outcomes / Graduate Competencies

Level One Student Learning Outcomes

Upon completion of year one of the associate of Applied Science in Nursing Program, the student will be able to:

1. Utilize critical thinking and the nursing process to plan and deliver safe nursing care.
2. Integrate knowledge from a variety of disciplines, including the sciences, in the delivery of patient care.

3. Recognize how the concept of relationship centered care is utilized to promote the optimal well being of the patient.
4. Begin to integrate core nursing values in the delivery of patient care.
5. Describe how the nurse functions within nursing and inter-professional teams.
6. Recognize how quality improvement methods used to improve system effectiveness and safe individual performance minimize risk of harm to patients and providers.
7. Begin to develop personal and professional behaviors that enhance the profession of nursing.
8. Work within health care systems to provide safe quality nursing care at a basic level.
9. Foster communication, mutual respect, and shared decision making to achieve quality patient care.
10. Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making in nursing.

Student Learning Outcomes/Graduate Competencies

Upon completion of the Associate of Applied Science in Nursing Program, graduates will be able to:

1. Competently practice entry level nursing in a variety of settings.
2. Make sound nursing judgments in practice substantiated with evidence, utilizing nursing process, critical thinking, and nursing science, to provide safe quality care and promote the health of patients. (Nursing Judgment)
3. Advocate for patients and families in ways that promote their self-determination, integrity, and optimal outcomes. (Human Flourishing)
4. Assume professional identity as an entry level nurse, reflecting integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context. (Professional Identity)
5. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care to patients, families, and communities. (Spirit of Inquiry)
(NLN Model, 2010)

Legal Limitations for Licensure

The Missouri State Board of Nursing, based on the Missouri Nurse Practice Act, Section 335.066, may refuse to issue a license based on a criminal prosecution prior to admission or during the curricular sequence. Students found to be convicted of serious crimes (including felonies or substance abuse) may be suspended from the nursing program.

The Missouri State Board of Nursing states that individuals who plan to attend a professional nursing program should be informed about the grounds for which an application to write the licensure examination may be refused. The following is an excerpt from the Missouri Nursing Practice Act which outlines this portion of state law:

Missouri Revised Statutes: 335.046

Chapter 335

Nurses Section 335.046

August 28, 2009

License, application for ~qualifications for, fee~hearing on denial of license.

335.046. 1. An applicant for a license to practice as a registered professional nurse shall submit to the board a written application on forms furnished to the applicant. The original application shall contain the applicant's statements showing the applicant's education and other such pertinent information as the board may require. The applicant shall be of good moral character and have completed at least the high school course of study, or the equivalent thereof as determined by the state board of education, and have successfully completed the basic professional curriculum in an accredited or approved school of nursing and earned a professional nursing degree or diploma. Each application shall contain a statement that it is made under oath or affirmation and that its representations are true and correct to the best knowledge and belief of the person signing same, subject to the penalties of making a false affidavit or declaration. Applicants from non-English-speaking lands shall be required to submit evidence of proficiency in the English language. The applicant must be approved by the board and shall pass an examination as required by the board. The board may require by rule as a requirement for licensure that each applicant shall pass an oral or practical examination. Upon successfully passing the examination, the board may issue to the applicant a license to practice nursing as a registered professional nurse. The applicant for a license to practice registered professional nursing shall pay a license fee in such amount as set by the board. The fee shall be uniform for all applicants. Applicants from foreign countries shall be licensed as prescribed by rule.

2. An applicant for license to practice as a licensed practical nurse shall submit to the board a written application on forms furnished to the applicant. The original application shall contain the applicant's statements showing the applicant's education and other such pertinent information as the board may require. Such applicant shall be of good moral character, and have completed at least two years of high school, or its equivalent as established by the state board of education, and have successfully completed a basic prescribed curriculum in a state-accredited or approved school of nursing, earned a nursing degree, certificate or diploma and completed a course approved by the board on the role of the practical nurse. Each application shall contain a statement that it is made under oath or affirmation and that its representations are true and correct to the best knowledge and belief of the person signing same, subject to the penalties of making a false affidavit or declaration. Applicants from non-English-speaking countries shall be required to submit evidence of their proficiency in the English language. The applicant must be approved by the board and shall pass an examination as required by the board. The board may require by rule as a requirement for licensure that each applicant shall pass an oral or practical examination. Upon successfully passing the examination, the board may issue to the applicant a license to practice as a licensed practical nurse. The applicant for a license to practice licensed practical nursing shall pay a fee in such amount as may be set by the board. The fee shall be uniform for all applicants. Applicants from foreign countries shall be licensed as prescribed by rule.

3. Upon refusal of the board to allow any applicant to sit for either the registered professional nurses' examination or the licensed practical nurses' examination, as the case may be, the board shall comply with the provisions of section 621.120, RSMo, and advise the applicant of his or her right to have a hearing before the administrative hearing commission. The administrative hearing commission shall hear complaints taken pursuant to section 621.120, RSMo.

4. The board shall not deny a license because of sex, religion, race, ethnic origin, age or political affiliation. (L. 1975 S.B. 108 § 8, A.L. 1981 S.B. 16, A.L. 1995 S.B. 452, A.L. 1999 H.B. 343)

<http://www.moga.mo.gov/mostatutes/stathtml/33500000461.html>

Missouri Revised Statutes: 335.066

April, 2014

335.066. Denial, revocation, or suspension of license, grounds for, civil immunity for providing information-- complaint procedures.

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

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

- (1) Use or unlawful possession of any controlled substance, as defined in chapter 195, or alcoholic beverage to an extent that such use impairs a person's ability to perform the work of any profession licensed or regulated by sections 335.011 to 335.096;
- (2) The person has been finally adjudicated and found guilty, or entered a plea of guilty or nolo contendere, in a criminal prosecution pursuant to the laws of any state or of the United States, for any offense reasonably related to the qualifications, functions or duties of any profession licensed or regulated pursuant to sections 335.011 to 335.096, for any offense an essential element of which is fraud, dishonesty or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;
- (3) Use of fraud, deception, misrepresentation or bribery in securing any certificate of registration or authority, permit or license issued pursuant to sections 335.011 to 335.096 or in obtaining permission to take any examination given or required pursuant to sections 335.011 to 335.096;
- (4) Obtaining or attempting to obtain any fee, charge, tuition or other compensation by fraud, deception or misrepresentation;
- (5) Incompetency, gross negligence, or repeated negligence in the performance of the functions or duties of any profession licensed or regulated by chapter 335. For the purposes of this subdivision, "repeated negligence" means

the failure, on more than one occasion, to use that degree of skill and learning ordinarily used under the same or similar circumstances by the member of the applicant's or licensee's profession;

(6) Misconduct, fraud, misrepresentation, dishonesty, unethical conduct, or unprofessional conduct in the performance of the functions or duties of any profession licensed or regulated by this chapter, including, but not limited to, the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(10) A person is finally adjudged insane or incompetent by a court of competent jurisdiction;

(11) Assisting or enabling any person to practice or offer to practice any profession licensed or regulated by sections 335.011 to 335.096 who is not registered and currently eligible to practice pursuant to sections 335.011 to 335.096;

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

(13) Violation of any professional trust or confidence;

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

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

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

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

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

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

(20) A pattern of personal use or consumption of any controlled substance unless it is prescribed, dispensed, or administered by a provider who is authorized by law to do so;

(21) Habitual intoxication or dependence on alcohol, evidence of which may include more than one alcohol-related enforcement contact as defined by section 302.525;

(22) Failure to comply with a treatment program or an aftercare program entered into as part of a board order, settlement agreement, or licensee's professional health program.

3. After the filing of such complaint, the proceedings shall be conducted in accordance with the provisions of chapter 621. Upon a finding by the administrative hearing commission that the grounds, provided in subsection 2 of this section, for disciplinary action are met, the board may, singly or in combination, censure or place the person named in the complaint on probation on such terms and conditions as the board deems appropriate for a period not to exceed five years, or may suspend, for a period not to exceed three years, or revoke the license, certificate, or permit.

4. For any hearing before the full board, the board shall cause the notice of the hearing to be served upon such licensee in person or by certified mail to the licensee at the licensee's last known address. If service cannot be accomplished in person or by certified mail, notice by publication as described in subsection 3 of section 506.160 shall be allowed; any representative of the board is authorized to act as a court or judge would in that section; any employee of the board is authorized to act as a clerk would in that section.

5. An individual whose license has been revoked shall wait one year from the date of revocation to apply for relicensure. Relicensure shall be at the discretion of the board after compliance with all the requirements of sections 335.011 to 335.096 relative to the licensing of an applicant for the first time.

6. The board may notify the proper licensing authority of any other state concerning the final disciplinary action determined by the board on a license in which the person whose license was suspended or revoked was also licensed of the suspension or revocation.

7. Any person, organization, association or corporation who reports or provides information to the board of nursing pursuant to the provisions of sections 335.011 to 335.259* and who does so in good faith shall not be subject to an action for civil damages as a result thereof.

8. The board may apply to the administrative hearing commission for an emergency suspension or restriction of a license for the following causes:

- (1) Engaging in sexual conduct ** as defined in section 566.010, with a patient who is not the licensee's spouse, regardless of whether the patient consented;
- (2) Engaging in sexual misconduct with a minor or person the licensee believes to be a minor. "Sexual misconduct" means any conduct of a sexual nature which would be illegal under state or federal law;
- (3) Possession of a controlled substance in violation of chapter 195 or any state or federal law, rule, or regulation, excluding record-keeping violations;
- (4) Use of a controlled substance without a valid prescription;
- (5) The licensee is adjudicated incapacitated or disabled by a court of competent jurisdiction;
- (6) Habitual intoxication or dependence upon alcohol or controlled substances or failure to comply with a treatment or aftercare program entered into pursuant to a board order, settlement agreement, or as part of the licensee's professional health program;
- (7) A report from a board-approved facility or a professional health program stating the licensee is not fit to practice. For purposes of this section, a licensee is deemed to have waived all objections to the admissibility of testimony from the provider of the examination and admissibility of the examination reports. The licensee shall sign all necessary releases for the board to obtain and use the examination during a hearing; or
- (8) Any conduct for which the board may discipline that constitutes a serious danger to the health, safety, or welfare of a patient or the public.

9. The board shall submit existing affidavits and existing certified court records together with a complaint alleging the facts in support of the board's request for an emergency suspension or restriction to the administrative hearing commission and shall supply the administrative hearing commission with the last home or business addresses on file with the board for the licensee. Within one business day of the filing of the complaint, the administrative hearing commission shall return a service packet to the board. The service packet shall include the board's complaint and any affidavits or records the board intends to rely on that have been filed with the administrative hearing commission. The service packet may contain other information in the discretion of the administrative hearing commission. Within twenty-four hours of receiving the packet, the board shall either personally serve the licensee or leave a copy of the service packet at all of the licensee's current addresses on file with the board. Prior to the hearing, the licensee may file affidavits and certified court records for consideration by the administrative hearing commission.

10. Within five days of the board's filing of the complaint, the administrative hearing commission shall review the information submitted by the board and the licensee and shall determine based on that information if probable cause exists pursuant to subsection 8 of this section and shall issue its findings of fact and conclusions of law. If the administrative hearing commission finds that there is probable cause, the administrative hearing commission shall

enter the order requested by the board. The order shall be effective upon personal service or by leaving a copy at all of the licensee's current addresses on file with the board.

11. (1) The administrative hearing commission shall hold a hearing within forty-five days of the board's filing of the complaint to determine if cause for discipline exists. The administrative hearing commission may grant a request for a continuance, but shall in any event hold the hearing within one hundred twenty days of the board's initial filing. The board shall be granted leave to amend its complaint if it is more than thirty days prior to the hearing. If less than thirty days, the board may be granted leave to amend if public safety requires.

(2) If no cause for discipline exists, the administrative hearing commission shall issue findings of fact, conclusions of law, and an order terminating the emergency suspension or restriction.

(3) If cause for discipline exists, the administrative hearing commission shall issue findings of fact and conclusions of law and order the emergency suspension or restriction to remain in full force and effect pending a disciplinary hearing before the board. The board shall hold a hearing following the certification of the record by the administrative hearing commission and may impose any discipline otherwise authorized by state law.

12. Any action under this section shall be in addition to and not in lieu of any discipline otherwise in the board's power to impose and may be brought concurrently with other actions.

13. If the administrative hearing commission does not find probable cause and does not grant the emergency suspension or restriction, the board shall remove all reference to such emergency suspension or restriction from its public records. Records relating to the suspension or restriction shall be maintained in the board's files. The board or licensee may use such records in the course of any litigation to which they are both parties. Additionally, such records may be released upon a specific, written request of the licensee.

14. If the administrative hearing commission grants temporary authority to the board to restrict or suspend the nurse's license, such temporary authority of the board shall become final authority if there is no request by the nurse for a full hearing within thirty days of the preliminary hearing. The administrative hearing commission shall, if requested by the nurse named in the complaint, set a date to hold a full hearing under the provisions of chapter 621 regarding the activities alleged in the initial complaint filed by the board.

15. If the administrative hearing commission refuses to grant temporary authority to the board or restrict or suspend the nurse's license under subsection 8 of this section, such dismissal shall not bar the board from initiating a subsequent disciplinary action on the same grounds.

16. (1) The board may initiate a hearing before the board for discipline of any licensee's license or certificate upon receipt of one of the following:

(a) Certified court records of a finding of guilt or plea of guilty or nolo contendere in a criminal prosecution under the laws of any state or of the United States for any offense involving the qualifications, functions, or duties of any profession licensed or regulated under this chapter, for any offense involving fraud, dishonesty, or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;

(b) Evidence of final disciplinary action against the licensee's license, certification, or registration issued by any other state, by any other agency or entity of this state or any other state, or the United States or its territories, or any other country;

(c) Evidence of certified court records finding the licensee has been judged incapacitated or disabled under Missouri law or under the laws of any other state or of the United States or its territories.

(2) The board shall provide the licensee not less than ten days' notice of any hearing held pursuant to chapter 536.

(3) Upon a finding that cause exists to discipline a licensee's license, the board may impose any discipline otherwise available.

(L. 1975 S.B. 108 § 12, A.L. 1981 S.B. 16, A.L. 1995 S.B. 452, A.L. 1999 H.B. 343, A.L. 2007 H.B. 780 merged with S.B. 308, A.L. 2013 H.B. 315)

**Section 335.259 was repealed by S.B. 52, 1993.*

***Word "in" appears here in original rolls.*

Associate of Applied Science in Nursing Program Curriculum

The philosophy and conceptual framework form the foundation for the nursing curriculum. The curricular threads/integrating concepts, are threaded throughout the curriculum design. Students are introduced to the mission of the College and the philosophy, conceptual framework, curricular components, student learning outcomes and terminal graduate competencies during their orientation to the nursing program. Theoretical presentations, laboratory experiences, and clinical learning experiences involving individuals with health care needs in structured settings are the mechanisms used for the integration and application of the curricular components throughout the program.

General Education Studies Required for Nursing Curriculum

Thirty-four (34) credit hours of college/university general education studies are required. The courses required include biological and physical sciences, psychology, sociology, mathematics, human diversity, English composition and oral communications:

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
AH 201	Human Diversity in Healthcare Delivery	1
BI 151	Anatomy and Physiology I	4
BI 152	Anatomy and Physiology II	4
BI 200	Microbiology	3
CH 100	Chemistry	3
COM 100	Oral Communication	3
ENG 100	English Composition	3
FYS 101	College Seminar	1
MAT 101	Mathematics for Healthcare Professionals....	3
NUT 200	Health and Nutrition	3
PSY 100	Psychology	3
SOC 102	Sociology	3

Nursing Courses Required for Nursing Curriculum

Thirty-eight (38) credit hours of nursing courses are required. The courses required include foundational, medical surgical nursing and specialty courses.

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
NS 101	Foundations of Professional Nursing Practice	2**
NS 102	Nursing Assessment	2**
NS 103a	Nursing Skills	2**
NS 103b	Nursing Skills	2**
NS 105	Bridging to Professional Practice	3 * LPN and Paramedic to RN Students
NS 104	Pharmacology for Nursing	2**
NS 106	Mental Health Nursing	4
NS 107	Medical Surgical Nursing 1	4
NS 108	Dosage Calculations (Elective)	1
NS 110	IV Therapy Class	1**
NS 201	Nursing Care of the Childbearing Family	3
NS 202	Medical Surgical Nursing 2	5
NS 203	Nursing Care of the Child and Family	3
NS 204	Medical Surgical Nursing 3	4
NS 206	Transitions to Professional Practice	4

*** Advanced Placement:** In order to better facilitate their articulation to professional practice and avoid repetition of prior learning, the curriculum will allow for seamless articulation for transitioning licensed practical nurses and paramedics. The transitioning licensed practical nurse or the transitioning paramedic will take a bridge course and will be awarded a block of nursing credits upon completion of this course. In addition, they may be allowed to challenge certain general education courses.

** Required courses for students who are not LPNs or Paramedics.

Associate of Applied Science in Nursing Curriculum Plans

Basic Full-Time Nursing Curriculum Plan (Revised 2018)

<u>SEMESTER</u>	<u>CURRICULUM</u>	<u>CREDITS</u>
Summer (8 weeks)	FYS 101 College Seminar	1
	BI 151 Anatomy and Physiology I	4
	MAT 101 Mathematics for Healthcare Professionals.....	3
	PSY 100 Psychology	3
Fall 1 (16 weeks)	AH 201 Human Diversity in Healthcare Delivery.....	1
	BI 152 Anatomy and Physiology II	4
	NS 101 Foundations of Professional Nursing Practice.....	2
	NS 102 Nursing Assessment	2
	NS 103a Nursing Skills	2
	NS 103b Nursing Skills	2
	NUT 200 Health and Nutrition.....	3
Spring 1 (16 weeks)	BI 200 Microbiology	3
	ENG 100 English Composition	3
	NS 104 Pharmacology for Nursing	2
	NS 106 Mental Health Nursing	4
	NS 107 Medical Surgical Nursing 1	4
Summer (8 weeks)	No Classes	
Fall 2 (16 weeks)	CH 100 Chemistry.....	3
	COM 100 Oral Communications.....	3
	NS 110 IV Therapy Course	1
	NS 201 Nursing Care of the Childbearing Family	3
	NS 202 Medical Surgical Nursing 2.....	5
Spring 2 (16 weeks)	NS 203 Nursing Care of the Child and Family.....	3
	NS 204 Medical Surgical Nursing 3.....	4
	NS 206 Transitions to Professional Practice	4
	SOC 102 Sociology	3
<hr/> BASIC FULL-TIME NURSING: TOTAL CREDIT HOURS		72

Basic Part-Time Nursing Curriculum Plan (Revised 2018)

SEMESTER	CURRICULUM	CREDITS
Fall 1 (16 weeks)	BI 151 Anatomy and Physiology I	4
	COM 100 Oral Communications	3
	FYS 101 College Seminar	1
	NS 101 Foundations of Professional Nursing Practice	2
Spring 1 (16 weeks)	BI 152 Anatomy and Physiology II	4
	NS 102 Nursing Assessment	2
	NS 103a Nursing Skills	2
	NS 103b Nursing Skills	2
Summer 1 (8 weeks)	CH 100 Chemistry	3
	MAT 101 Mathematics for Healthcare Professionals.....	3
Fall 2 (16 weeks)	NS 104 Pharmacology for Nursing.....	2
	NS 106 Mental Health Nursing	4
	PSY 100 Psychology	3
Spring 2 (16 weeks)	BI 200 Microbiology	3
	ENG 100 English Composition	3
	NS 107 Medical Surgical Nursing 1	4
Fall 3 (16 weeks)	AH 201 Human Diversity in Healthcare Delivery.....	1
	NS 110 IV Therapy.....	1
	NS 203 Nursing Care of the Child and Family.....	3
	NUT 200 Health and Nutrition	3
Spring 3 (16 weeks)	NS 201 Nursing Care of the Childbearing Family.....	3
	NS 202 Medical Surgical Nursing 2	5
	SOC 102 Sociology	3
Fall 4 (16 weeks)	NS 204 Medical Surgical Nursing 3	4
	NS 206 Transition to Professional Nursing Practice	4
BASIC PART-TIME NURSING: TOTAL CREDIT HOURS		72

*Classes will be held Evenings and Weekends

LPN to RN / Paramedic to RN Part-Time Nursing Curriculum Plan (Revised 2017)

SEMESTER	CURRICULUM	CREDITS
Fall 1 (16 weeks)	BI 151 Anatomy and Physiology I *	4
	COM 100 Oral Communications	3
	FYS 101 College Seminar	1
Spring 1 (16 weeks)	BI 152 Anatomy and Physiology II	4
	NS 105 Bridging to Professional Nursing Practice.....	3
Summer 1 (8 weeks)	CH 100 Chemistry	3
	MAT 101 Mathematics for Healthcare Professionals	3
Fall 2 (16 weeks)	NS 106 Mental Health Nursing	4
	PSY 100 Psychology	3
Spring 2 (16 weeks)	BI 200 Microbiology	3
	ENG 100 English Composition	3
	NS 107 Medical Surgical Nursing 1	4
Fall 3 (16 weeks)	AH 201 Human Diversity in Healthcare Delivery	1
	NS 203 Nursing Care of the Child and Family	3
	NUT 200 Health and Nutrition	3
Spring 3 (16 weeks)	NS 201 Nursing Care of the Childbearing Family.....	3
	NS 202 Medical Surgical Nursing 2	5
	SOC 102 Sociology	3
Fall 4 (16 weeks)	NS 204 Medical Surgical Nursing 3	4
	NS 206 Transition to Professional Nursing Practice	4
	Advanced Placement Nursing Credits	8
LPN/PARAMEDIC TO RN PART-TIME: TOTAL CREDIT HOURS		72

*LPN and Paramedic to RN students will be allowed to challenge BI 151 Anatomy & Physiology I.

**LPN to RN classes will be held Evenings and Weekends

***Paramedic to RN classes will be held Mondays and Thursdays

LPN to RN / Paramedic to RN Accelerated Nursing Curriculum Plan

SEMESTER	CURRICULUM	CREDITS	
Summer (8 weeks)	BI 151 Anatomy and Physiology I *	4	
	FYS 101 College Seminar	1	
	MAT 101 Mathematics for Healthcare Professionals.....	3	
	PSY 100 Psychology	3	
Fall (16 weeks)	First 8 Weeks		
	AH 201 Human Diversity in Healthcare Delivery.....	1	
	BI 152 Anatomy and Physiology II.....	4	
	NS 105 Bridging to Professional Nursing Practice	3	
	NS 106 Mental Health Nursing	4	
	Second 8 Weeks		
	BI 200 Microbiology	3	
	COM 100 Oral Communications.....	3	
	NS 107 Medical Surgical Nursing 1.....	4	
	NS 201 Nursing Care of the Childbearing Family	3	
	NUT 200 Health and Nutrition.....	3	
	Spring (16 weeks)	First 8 Weeks	
		CH 100 Chemistry.....	3
		ENG 100 English Composition	3
NS 202 Medical Surgical Nursing 2.....		5	
NS 203 Nursing Care of the Child and Family.....		3	
Second 8 Weeks			
NS 204 Medical Surgical Nursing 3.....		4	
NS 206 Transition to Professional Nursing Practice		4	
SOC 102 Sociology		3	
Advanced Placement Nursing Credits		8	

LPN TO RN / PARAMEDIC TO RN ACCELERATED: TOTAL CREDIT HOURS 72

*LPN and Paramedic to RN students will be allowed to challenge BI 151 Anatomy & Physiology I.

Nursing Course Descriptions

NS 101 Foundations of Professional Nursing Practice

Students will be introduced to the ANA Scope and Standards of Practice, the Nurse's Code of Ethics, and the NLN Core Competencies of an associate degree nurse. Students are presented with information about the core nursing values. Critical thinking skills and nursing process are introduced. Nursing care of the individual, family and community is described. The theoretical content will include interpersonal and therapeutic communication, the quality improvement process, the use of informatics and technology in nursing, and the nurse's role in the inter-professional team. **Prerequisite:** *Admission into the Nursing Program.* **2 credit hours (32 lecture hours)**

NS 102 Nursing Assessment

This course will allow the student to practice the physical assessment and interviewing skills needed to perform the first step of the nursing process. The student will utilize previously learned concepts from anatomy and physiology and the nursing foundations course. In addition to physical assessment, the student will learn to assess the psychosocial, cultural, spiritual, and nutritional needs of the individual. **Prerequisite:** *BI 151 Anatomy & Physiology I* **Corequisite:** *BI 152 Anatomy & Physiology II* **2 credit hours (16 lecture hours, 48 lab/clinical hours)**

NS 103a Nursing Skills

This course will develop the beginning student nurse's psychomotor skills. Students are presented with theoretical content related to the basic skills integrating previously learned concepts from Anatomy & Physiology and Nursing Assessment. The student is allowed the opportunity to practice and develop those psychomotor skills. **Prerequisite:** *BI 151 Anatomy & Physiology I* **Corequisite:** *BI 152 Anatomy & Physiology II* **2 credit hours (16 lecture hours, 48 lab/clinical hours)**

NS 103b Nursing Skills

This course will develop the beginning student nurse's psychomotor skills. Students are presented with theoretical content related to the intermediate skills integrating previously learned concepts from Anatomy & Physiology and Nursing Assessment. The student is allowed the opportunity to practice and develop those psychomotor skills. **Prerequisite:** Nursing courses from previous semester must be successfully completed with a grade of C or above, BI 151 Anatomy & Physiology I & BI 152 Anatomy & Physiology II **2 credit hours (16 lecture hours, 48 lab/clinical hours)**

NS 104 Pharmacology for Nursing

Students are presented with basic concepts of pharmacology including pharmaco-therapeutics, medication administration, and major drug classes. The quality improvement process, teamwork and collaboration, use of informatics, and legal and ethical issues are discussed as they relate to safe medication administration. The students will learn to integrate key concepts of drug therapy needed for patient education. Psychomotor skills related to dosage calculation and medication administration will be developed. Critical thinking and the nursing process are discussed as a framework for medication administration. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade of C or above, BI 151 Anatomy & Physiology I, BI 152 Anatomy & Physiology II* **2 credit hours (16 lecture hours, 48 lab/clinical hours)**

NS 105 Bridging to Professional Nursing Practice

Professional practice issues emphasizing the nurse's role in today's healthcare setting are discussed. The theoretical content will include nursing process, interpersonal and therapeutic communication, quality improvement, core nursing values, and critical thinking concepts. Students will be introduced to the ANA Standards of Practice, the Nurse's Code of Ethics, and the NLN Core Competencies of an associate degree nurse. Psychomotor skills will be validated and further developed in this course. **Prerequisite:** *Admission into the nursing program, BI 151 Anatomy & Physiology I* **Corequisite:** *BI 152 Anatomy & Physiology II* **3 credit hours (24 lecture hours, 72 lab/clinical hours)**

NS 106 Mental Health Nursing

Students are presented with scientific principles of adult mental health nursing including current treatment modalities and nursing care. Therapeutic communication skills are presented and developed. The acquired knowledge will be

applied in the clinical setting. Ethical and legal principles are applied to the care of the patient with alterations in mental health. Psychological, sociocultural, spiritual and safety needs of individuals with alterations in mental health will be addressed. The use of critical thinking and the nursing process will guide the student to provide patient centered care to the mental health patient. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade of C or above.* **4 credit hours (32 lecture hours, 96 lab/clinical hours)**

NS 107 Medical Surgical Nursing 1

Students are presented with theoretical content regarding perspectives for medical-surgical nursing practice, concepts related to the aging process, and common health problems of the elderly and adult patients. Concepts of prevention of illness, health promotion, maintenance, and restoration of health for the elderly and the adult patient are presented. The student will apply this theoretical knowledge in the clinical setting. Students will also refine their psychomotor skills. Critical thinking and the nursing process will guide the student to provide evidence based nursing care. Informatics, quality improvement processes, therapeutic communication, falls prevention, medication reconciliation, medical record review and working in inter-professional teams will be explored. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

4 credit hours (32 lecture hours, 96 lab/clinical hours)

NS 108 Dosage Calculation (Elective)

The course offers a review to refresh dosage calculation skills. Basic dosage calculations as well as advanced dosage calculations including IV drip rates, calculation of IV push, and IV infusions are reviewed in this course. Emphasis is placed on mastering math skills necessary for accurate calculation of dosages for safe administration of medications. It also emphasizes critical thinking skills needed to accurately and safely calculate medication dosages.

1 credit hour (16 lecture hours)

NS 110 IV Therapy

This clinical lab course will introduce the principles of intravenous (IV) therapy. Students will be allowed the time to learn and practice the skills associated with IV therapy, including IV insertion, maintenance and removal, intravenous medication administration and IV dosage calculations. Information regarding central venous catheters, peripherally inserted central lines, total parenteral nutrition (TPN) therapy and blood administration will be presented. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

1 credit hour (48 lab/clinical hours)

NS 201 Nursing Care of the Childbearing Family

The students are presented with the theoretical principles of maternal and newborn nursing. Critical thinking and the nursing process will guide the students' nursing care of women, newborns, and their families. More advanced psychomotor skills will be developed and students will have the opportunity to use the psychomotor skills learned earlier in the clinical setting. Other concepts in this course will include quality improvement processes, therapeutic communication, and the use of informatics. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

3 credit hours (32 lecture hours, 48 lab/clinical hours)

NS 202 Medical Surgical Nursing 2

Students are presented with theoretical content regarding perspectives of caring for a patient with advanced medical surgical problems of a cardiac or respiratory nature. The student will apply this knowledge in the clinical setting. Students will also refine their psychomotor skills. Critical thinking and the nursing process will guide the student to provide evidence based nursing care. Informatics, quality improvement processes, therapeutic communication, and working in inter-professional teams will be explored. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

5 credit hours (40 lecture hours, 120 lab/clinical hours)

NS 203 Nursing Care of the Child and Family

The students are presented with the theoretical principles of family nursing with a focus on growth and development and health promotion of the child. The nursing process will guide the students' nursing care of the child and family. Psychomotor skills will be further developed and students will have the opportunity to use the psychomotor skills learned earlier in the clinical setting. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

3 credit hours (32 lecture hours, 48 lab/clinical hours)

NS 204 Medical Surgical Nursing 3

Students are presented with theoretical content regarding perspectives of medical-surgical nursing for patients with complex medical surgical problems. The student will apply this knowledge in the clinical setting. Students will also refine their psychomotor skills. Critical thinking and the nursing process will guide the student as they provide evidence based nursing care. The student will assess, identify problems, recognize and prioritize patient care needs and deliver care to a group of medical surgical nursing patients. Informatics, quality improvement processes, and therapeutic communication will be explored. This course will have a major focus on working with inter-professional teams, leadership, and management skills. There will be a team leading component in the clinical. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

4 credit hours (32 lecture hours, 96 lab/clinical hours)

NS 206 Transition to Professional Nursing Practice

Theoretical content regarding the management of patient care, including scope and standards for practice, workplace issues and reality shock are reviewed. Quality improvement and safety, evidence based practice, advocacy, inter-professional communication, and professional and personal development will be addressed. This course allows the students to be immersed in the professional world of nursing with the opportunity to demonstrate competencies within the program outcomes and to refine their nursing care practice skills. Knowledge and skills from general education and nursing disciplines are integrated into the decision making required to deliver quality nursing care to individuals and groups in a focused clinical setting. Students will be placed with a preceptor where they will be mentored while caring for multiple patients. **Prerequisite:** *Nursing courses from previous semester must be successfully completed with a grade C or above.*

4 credit hours (32 lecture hours, 96 lab/clinical hours)

Credit for nursing courses

Theory: 16 fifty minute class hours = 1 credit hour

Clinical: 48 fifty minute clinical hours = 1 credit hour

Note: Academic credit hours are calculated on a traditional 16-week semester.

Nursing Transfer Students

1. Transfer students shall complete the comparable requirements for graduation as other members of the graduating class.
2. The final transcript shall include the following:
 - a. Name and location of program from which the student transferred;
 - b. Date of admission and date of separation from that program; and
 - c. Courses taken and hours/credits/units earned from that program.
3. Transfer credits are awarded by the Registrar
4. A student requesting transfer of a nursing course into the Southeast Missouri Hospital College of Nursing and Health Sciences Nursing Program should make a request in writing to the Registrar. It should be accompanied by a course syllabus with course objectives and lecture outline/schedule for the course(s) for which the student wishes to be given credit.
 - d. Students may transfer in a maximum of 8 nursing credits
 - e. Courses must have a C or above in order to be considered for transfer and must be no older than 3 years
 - f. Decisions about course(s) acceptance for transfer, will be pending validation of any nursing skills related to the course(s)

Residency Requirement: Transfer student must complete a residency requirement of three semesters with a minimum of 30 hours of nursing credit from Southeast Missouri Hospital College of Nursing and Health Sciences.

Dress Code Nursing Program

Nursing Students: (The following policy is in addition to College dress code policy.) A lab coat along with name badge must be worn when going into the clinical area and not in uniform. (ex: taking tour of clinical facility). Students may purchase lab coat with college logo or wear a plain white lab coat. Students shall wear clean white uniform skirts or pants with white underwear (not bikini), white hose/socks and shoes with their approved cotton polo shirts with the College logo and College name badge while attending any clinical experiences. Students are allowed to wear a white crew or turtle neck shirt under their approved uniform polo in lab/clinical unless it is against clinical facility policy.

The shirt must be tucked in, and fitted; it may be long or short sleeved. Finger nail length should not exceed ¼". Clear nail polish only. No sculptured or artificial nails. Any visible tattoos must be covered.

Clinical Learning Lab

The clinical labs have lab practice hours scheduled. There will be Nursing Faculty available for assistance during those times. The student is expected to practice in the lab and demonstrate proficiency in all skills learned in the nursing courses before they are allowed to perform these skills in the clinical areas. The amount of time spent in the lab will vary depending upon the specific nursing course. **First year associate degree nursing students may easily spend and should plan for a minimum of an additional four hours per week practicing skills.** This additional time should be scheduled with your clinical instructor.

LATEX ALLERGIES: Students who have Latex allergies should notify their clinical instructor prior to the beginning of any clinical labs.

CPR Requirements

In order to be enrolled in a clinical nursing course, the student must have current cardiopulmonary (CPR) certification at the American Heart Association Basic Life Support for Health Care Provider level. The student must remain current throughout the nursing program. Students who do not have this certification will not be allowed to participate in clinical. This will result in failure of the clinical portion of the course. If you have any questions regarding the proper certification, please contact the Dean of Nursing.

Dosage Calculation Exam

A basic dosage calculation exam will be administered in NS 104: Basic Nursing Pharmacology Course after instruction on dosage calculations. The exam must be passed with a 90% or better within two attempts in order to pass the clinical portion of this class. Failure to pass this exam with a 90%, within two attempts, will result in a fail in the course and dismissal from the program.

LPN to RN and Paramedic to RN students are not required to take the Basic Pharmacology Course. They will be scheduled to take this exam during NS 105: Bridging to Professional Practice, after a basic dosage calculations review. LPN to RN and Paramedic to RN students who need additional review of their dosage calculation skills may seek assistance from their NS 105 instructor and/or may enroll in the elective course, NS 108 Dosage Calculations. The exam must be passed with a 90% or better within two attempts in order to pass the clinical portion of NS 105. Failure to pass this exam with a 90%, within two attempts, will result in a fail in the course and dismissal from the program.

An advanced dosage calculations exam will be administered in NS 202: Medical Surgical Nursing II after advanced dosage calculations review in NS 202. This exam must be passed with a 90% or better, within two attempts, in order to pass the clinical portion of this class. Failure to pass this exam with a 90%, within two attempts, will result in a fail in the course and dismissal from the program.

Progression and Retention

Course grades will be reported and recorded at the end of each semester. The following will be the system used:

A Excellent.....	93 - 100%
B Superior	85 - 92.9%
C Satisfactory	78 - 84.9%
D Unsatisfactory.....	71 - 77.9%
F Failing	70.9% and below

NOTE: Grades are calculated based on the total number of raw points accumulated, divided by the total number of points possible. Grades are NOT rounded up.

Students must attain a total grade of 78% (C) or greater and PASS the clinical portion of the course in order to successfully pass any nursing course. Examinations will be administered to each student a maximum of one time. The student must make a grade of 78% on examination and quiz scores combined in order to pass a nursing course. Additional points for class assignments, projects, etc. will be averaged into the grade after a 78% average is obtained

on test scores at the end of the semester. Those additional points may then raise or lower your grade accordingly. Students must attain a total final grade of 78% (C) or greater in order to successfully pass any nursing course and progress to the next course. Any late assignment has a 10% per day penalty assessed. Weekend days are not counted as late days.

Scheduled conferences will be held at midterm between the student and the instructor to discuss the student's learning needs and evaluate the student's progress in meeting the course objectives for all students who request a conference and for any student who is not making satisfactory progress.

The student who fails the clinical or lab component of a nursing course will receive a FAIL in clinical or lab and no longer be allowed to continue in the clinical or lab component of the course. The student will be allowed to continue in the theory component of the course. Upon completion of the theory component, the student who obtains a 71% or greater on exams and quizzes will be issued a final official grade of D. The student who obtains a 70.9% or less on exams and quizzes will be issued a final official grade of F.

Readmission to Nursing Program

The following criteria must be met for consideration of readmission to the Associate of Applied Science in Nursing Program.

1. If the number of students applying for readmission exceeds the number of available seats in nursing program, applicants with the highest GPA will be given preference.
2. Students who fail (<78%) Fundamentals of Nursing course (NS 101) or Bridging to Professional Practice (NS 105) will not be readmitted to the nursing program.
3. Students dismissed for clinical violation of professional behavior/conduct will not be readmitted.
4. Students who apply for readmission will be readmitted contingent upon successful demonstration of previously learned competencies in nursing skills and physical examination/assessment, passing (> 90%) a dosage calculation exam, and passing (> 78%) a comprehensive exam based on information from all prior passed nursing courses. These tests/competencies will be administered once. There will be a \$100 processing fee. The competency testing may not be repeated.
5. A minimum GPA of 2.5 in nursing courses is required for readmission to the nursing program.
6. Students may reapply to a program only once. They will have a maximum of two attempts to complete the College program.
7. Student who reapply after 3 years will follow the admission criteria.

Academic Warning

Students who, at any time, are not meeting the required academic standards for retention in a course will receive an academic warning. An academic warning indicates that the student is in jeopardy of receiving an unsatisfactory evaluation. This may be given for the following reasons:

- ✓ Succession of unsatisfactory or failing grades on examinations, assignments, etc.
- ✓ Failure to demonstrate improvement following conferences with faculty members.
- ✓ Unprofessional conduct and/or negative affective behavior including but not limited to disruptive behavior, disrespectful behavior, lying, cheating, plagiarism, falsification of records, etc

An academic warning will consist of completion of the written record "Academic Warning". The record will include a plan for improvement including a time frame for resolution.

The academic warning will be given as soon as possible after the determination of a succession (two unsatisfactory/failing grades in a row) of unsatisfactory or failing grades. Failure to resolve the behavior(s) resulting in the academic warning will result in an unsatisfactory academic evaluation and the student will fail the course.

Counseling and individual tutoring will be available to the student upon request.

The student will be given the opportunity to discuss the warning with the faculty member. The student may discuss the academic warning with the Program Director if the meeting with faculty leaves the situation unresolved. After discussion with the Program Director, the student has the right to institute the Student Grievance Procedure if he/she feels the warning is unfair.

Academic Success Program

The Southeast Missouri Hospital College Nursing Program is committed to supporting our students in their pursuit of academic excellence. The Academic Success Program is designed to help the student increase their chance of success in the nursing program. Students have the opportunity to work one on one with an educator to enhance their academic skills.

Students will be identified as “at risk” if one of the following exists:

- The student has a grade of 79.9% or below on exams and quizzes combined at midterm
- One or more Academic Warnings have been received at any point during the semester
- The student has two or more C’s in any nursing course at the end of the semester
- The student is returning to the nursing program after failing a nursing course

Students identified to be “at risk” because of a weakness in content area will be required to meet with Course Instructor and Peer Tutor (if available). Student identified to be “at risk” because of a weakness in study skills, testing skills, time management and/or organization skills, will be required to meet with the Academic Success Coach.

The Academic Success Coach (ASC) will work closely with students identified as at risk related to poor skills for studying, test taking, time management, and/or organizational skills. The Academic Success Coach is available to general student population as well. The ASC will work with the student to develop an individualized action plan to enhance learning and study skills. Contact the ASC to schedule an appointment. The Academic success Coach will also conduct study hall hours each week during the semester. A schedule will be posted on the Study Hall door and on Moodle.

Clinical

The clinical component of each course is evaluated on a PASS/FAIL basis. In order to successfully complete the course, the student must achieve a PASS rating on the clinical evaluation tool for that course.

Nursing Program Clinical Attendance Policy

Clinical/Lab Attendance

Clinical/lab time is an integral part of an associate degree nursing program. Clinical/lab is designed to allow students the opportunity to meet course objectives and ultimately meet the program outcomes/graduate competencies. Clinical/lab time is counted in hours, not days. All clinical/lab hours assigned must be completed prior to receiving a grade in a course that has a clinical/lab component.

Absence

Students must notify their instructor, as well as the assigned clinical facility and preceptor if applicable, prior to the start of clinical/lab. Except in extreme emergencies, lack of proper notification will result in an unexcused absence and possible failure in clinical. Students who miss assigned clinical/lab time will be required to make-up the missed clinical/lab time in a way consistent with the objectives of the clinical/lab they missed. Scheduled labs missed must be made-up prior to the next scheduled lab. Scheduled clinical time that is missed will be made up during the last week of the course.

Unexcused Absence

An unexcused absence will result in a clinical warning. In addition, the student will be required to meet with the entire nursing faculty. A second unexcused absence will result in a fail in clinical in the course in which the unexcused absences occurred.

Excessive Excused Absence

If a student has excessive excused absences (for example due to an illness), and is unable to make up the missed clinical time by the end of the course, the student will meet with the Program Director to explore possible options including the need to take a Leave of Absence, if eligible; withdraw from a course, if eligible; or take an Incomplete (I) in the course. If an Incomplete grade is given, the student will then be required to make up the remaining missed clinical time after all final exams have been taken for that semester at a mutually agreed upon time (between student

and instructor). Grades of Incomplete (I) typically must be resolved within two weeks or the student is awarded an "F" in the course.

Tardiness

Students are expected to arrive on time and be present for the entire assigned learning experience. If a student is unexpectedly delayed, they must notify the appropriate faculty member as soon as possible. Missed clinical/lab time due to tardiness or leaving clinical early must be made up. Excessive tardiness, defined as two episodes of late arrivals or early departures, will result in a clinical warning and disciplinary action up to dismissal from the program. In addition, the student will be required to meet with the entire nursing faculty.

Return to Clinical

Any student who has been hospitalized must submit a full release from the treating physician indicating that the student may return to clinical and fully participate without restrictions.

Clinical Evaluation

A clinical evaluation tool is used to evaluate successful completion of course objectives in the clinical area. Students who are not meeting the required standards of conduct in the clinical area for retention in the program will receive a clinical warning. A clinical warning indicates that the student is in jeopardy of receiving an unsatisfactory evaluation and that improvement in the deficient area(s) is necessary. A clinical warning may be given for the following reasons:

- Failure to progress on meeting course/clinical objectives.
- Less than PASS rating on any aspect of the clinical evaluation tool.
- Unprofessional conduct including but not limited to disruptive behavior, disrespectful behavior, lying, cheating, plagiarism, falsification of records, etc.
- Unsafe nursing practice in clinical area.
- Failure to demonstrate improvement following clinical conferences with faculty member(s).

Clinical Warning

A clinical warning will consist of completion of the written record "Clinical Warning". The record will include a plan for improvement and a time frame for resolution.

The clinical warning will be given as soon as possible after the incident(s). The student will be given the opportunity to discuss the warning in private with the faculty member. The student may discuss the issue with the Program Director if the situation remains unresolved.

Failure to resolve the behaviors resulting in the clinical warning will result in an unsatisfactory clinical evaluation and the student will fail the course. Failure to meet the written plan of improvement may result in dismissal from the program.

Counseling and individual tutoring will be available to the student upon request.

The student will be given the opportunity to discuss the warning with the faculty member. The student may discuss the clinical warning with the Program Director if the meeting with faculty leaves the situation unresolved. After discussion with the Program Director, the student has the right to institute the Student Grievance Procedure if he/she feels the warning is unfair.

Critical Errors

The following behaviors occurring in the clinical setting will result in a fail in the course and immediate dismissal from the nursing program:

- Illegal behavior
- Refusal to follow college or health care facility policy
- Abuse or neglect in any form
- Willful falsification of a document
- A single act or omission that puts someone in imminent danger
- Failure of Dosage Calculation Exams within two attempts.

Clinical Safety

A student who is unable to safely perform his/her clinical assignment due to a lack of preparation will be instructed to leave the clinical agency and return to the College for further preparation. This will constitute an unexcused clinical absence.

Failure

The student must pass both the theoretical and clinical component of each nursing course to progress in the program. Failure of either the theoretical or the clinical component of any nursing course will result in failure of the course and dismissal from the program.

The Nursing Program Director, Dean of Nursing and the President of the College reserve the right to dismiss any student at any time for professional misconduct or gross negligence.

Nursing Pins

The Southeast Missouri Hospital College of Nursing & Health Sciences' pin is presented to the student at the commencement ceremony.

Student Nurses Organization

Information regarding membership in the National Student Nurses Association (NSNA) will be available upon request. Student participation in this national organization is highly encouraged. NSNA is the largest independent student organization in the country and the only one for nursing students. Students in any state-approved nursing program preparing for registered nurse licensure are eligible. All nursing students are highly encouraged to belong to the NSNA and to participate in the local and state chapters.

► BACHELOR OF SCIENCE IN NURSING (RN – BSN)

As a Bachelor of Science in Nursing Program, the RN to BSN curriculum is designed to enhance the knowledge of individuals with an associate degree in nursing (ADN) who are licensed as registered nurses. The Bachelor of Science in Nursing Program will focus on enhancing/developing the following skills: communication, use of technology and informatics, critical thinking, leadership and management, integration of research findings and interpretation of statistics. This program allows for seamless articulation to the Bachelor of Science in Nursing. Up to 34 of the required 55 general education credits and up to 38 of the required 65 nursing credits may be transferred in toward BSN degree requirements.

Two Year RN to BSN Track

Students admitted to the two year track of the RN to BSN program will complete the program in two years. Classes will be scheduled in primarily in eight week blocks. Classes will be offered in a blended format. In addition to the asynchronous online portion of the class, students will meet for didactic class one day per week in order to allow for more collaboration, collegiality, and support from the College instructors as well as from fellow classmates. There is a clinical component to this program.

Accelerated RN to BSN Track

Students admitted to the accelerated track of the RN to BSN program will complete the program in 14 months as opposed to the two year traditional track. Classes will be scheduled primarily in eight week blocks. This is a rigorous curriculum. Classes will be offered in a blended format. In addition to the asynchronous online portion of the class, students will meet for didactic class one day per week in order to allow for more collaboration, collegiality, and support from the College as well as from fellow classmates. There is a clinical component to this program.

Part Time RN to BSN Option

Students may choose to take course for the RN to BSN program on a part time basis. The RN to BSN program must be completed within five years. An advisor will work closely with the individual students to develop an individualized curriculum plan. Classes will be offered in a blended format. In addition to the asynchronous online portion of the class, students will meet for didactic class one day per week in order to allow for more collaboration, collegiality, and support from the College as well as from fellow classmates. There is a clinical component to this program.

LPN to BSN Option

LPNs who apply to the LPN to RN track of the associate degree nursing program may, at the same time, apply for admission to the RN to BSN program. In order to matriculate from the associate degree program to the RN to BSN program, the student must meet all requirements for graduation from the associate degree program, have a grade point average of 2.8 (May be tentatively admitted with a 2.50 GPA.), and pass the RN licensure examination (NCLEX-RN) within 90 days of graduation from the associate degree program. Students who do not meet all requirements will not be admitted to the RN to BSN program.

Academic Progression

1. A grade of “C” or better is required in all Nursing (NS) courses in the RN-BSN program. A grade of “D” in an NS course is considered a “failure”.
2. If an RN-BSN student receives a grade below a “C” in an NS course, the student must submit a plan to their RN-BSN advisor that outlines how the student intends to be successful in the program as he or she goes forward. In addition, the student must repeat that course the next time the course is offered and earn a grade of C or better.
3. If an RN-BSN student fails the same course on the second attempt, the student will be dismissed from the RN-BSN program.
4. If an RN -BSN student fails two NS courses in one semester, the student must meet with the RN-BSN Program Director and it will be determined if the student is allowed to repeat the courses at that time.
5. In accordance with the nursing licensing regulations of the State of Missouri, students found to be convicted of serious crimes (felonies or substance abuse) will be reviewed and may be suspended from the nursing program.

The following grading scale will be used for general education courses:

Grading Scale: General Education Courses

Grade	Grade Percentage	Grade Points
A = Excellent Performance	90 – 100%	4
B = Superior/Good	80 – 89.9%	3
C = Average/Satisfactory	70 – 79.9%	2
D = Unsatisfactory/Inferior	60 – 69.9%	1
F = Failing Performance	59.9% and below	0
I = Incomplete Work		0
W= Withdrawn from Class		0

The following grading scale will be used for RN to BSN nursing courses:

Grading Scale : RN to BSN Nursing Courses

Grade	Grade Percentage	Grade Points
A = Excellent Performance	92 – 100%	4
B = Superior/Good	83 – 91.9%	3
C = Average/Satisfactory	75 – 82.9%	2
D = Unsatisfactory/Inferior	66 – 74.9%	1
F = Failing Performance	65.9% and below	0
I = Incomplete Work		0
W= Withdrawn from Class		0

Transfer Students

As transfer students, RN to BSN students' final transcript will include:

1. Name of the college or university from which the students transferred, and
2. Courses taken and hours/credits/units earned from that college.

Transfer Credit

Up to 38 nursing transfer credits will be accepted from associate degree nursing programs approved by the appropriate Board of Nursing. Up to 34 general education transfer credits will be accepted from regionally accredited colleges

Residency Requirement

Transfer students must complete a residency requirement of 30 hours of RN to BSN credit from Southeast Missouri Hospital College of Nursing and Health Sciences.

Credit by Exam

In order to permit registered nurses who are entering the RN to BSN program to demonstrate that they have met the objectives of an associate degree nursing course through experience in the workplace, student may earn credit by receiving a passing grade on an examination. Not all courses are eligible for credit by examination. No more than 10 nursing credits may be earned through credit by examination. Students wishing to gain credit by examination must first discuss it with the Program Director.

Program Goals for the RN to BSN Program

1. Promote professional growth in the field of nursing by preparing nurses to assimilate knowledge from nursing and the arts and sciences and integrate into nursing practice.
2. Promote professional growth in the field of nursing by preparing nurses to assimilate knowledge from leadership and management theories and integrate into the provision of nursing care of individuals, family, and the community and foster the promotion of health.
3. Promote professional growth in the field of nursing by expanding upon the nurse's current knowledge base and promoting lifelong learning.
4. Promote professional growth in the field of nursing by preparing nurses to contribute to the future of nursing by assimilating research findings and integrating into evidence based nursing practice

RN to BSN Student Learning Outcomes

Upon graduation from the Bachelor of Science in Nursing program, students will be able to:

1. Contribute to the future of nursing by integrating nursing research into evidence based nursing practice. (Spirit of Inquiry)
2. Make judgments in practice, substantiated with evidence, that assimilate nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities. (Nursing Judgment)
3. Assimilate the knowledge and skills learned in didactic and clinical courses, including the use of the nursing process, to help patients, families, and communities continually progress toward fulfillment of human capacities. (Human Flourishing)
4. Demonstrate a professional identity as a nurse through actions that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, quality care for diverse patients', families, and communities; and a willingness to provide leadership in improving patient outcomes. (Professional Identity)
5. Demonstrate skill in using patient care technologies, information systems, and communication to support safe nursing practice.
6. Discuss the impact of healthcare policy on the delivery of health care.

Technical Requirements for Blended Format

See Minimal Technical Requirements for blended and/or online courses.

Program Policies

RN to BSN Students must maintain an unencumbered nursing license, current CPR (American Heart Association Healthcare Provider), and meet the College requirement regarding drug screening, immunizations and vaccinations. Be aware that the above information may be released to clinical agencies upon request as needed for clinical practice or to meet the requirements of accrediting bodies. Current professional liability insurance is highly recommended.

When doing clinical for RN to BSN courses with a clinical component, the student will be in professional dress and wear a white lab-coat and a College of Nursing and Health Sciences name badge.

Student must be able to engage in activities consistent with safe nursing care without demonstrated behaviors of addiction, abuse of or dependence upon alcohol or other drugs that may impair judgement (See Substance Abuse Policy), or any other unprofessional behaviors. The student must demonstrate responsibility and accountability for actions as a student of the College and as a professional nurse.

The student is expected to adhere to HIPPA guidelines, the American Nurses Association Code of Ethics for Nurses, and act in accordance with the [Patient's Bill of Rights](#).

Cheating (see the College Academic and Clinical Honesty Policy)

Student Rights and Responsibilities

Meet with advisor each semester to review progress in meeting course requirements A minimum of 120 credits are required to graduate with BSN.

Complete any prerequisites for any course required in the RN to BSN program.

Be prepared for classes. Contribute in course discussions, whether in class or online. Communicate with instructors to maintain clarity on assignments. Complete all assignments on time.

Be responsible for transportation for any travel associated with clinical, carry appropriate automobile insurance. Do not transport patient or patient families.

Follow policies and procedures of the individual agency where clinical is performed. Do not serve as a witness of operating and diagnostic test permits wills, or other legal documents in the student role. Do not take verbal or telephone orders in the student role.

Students will have the opportunity to evaluate each course, instructor, and clinical experience.

Students have the right to file a grievance if they believe they have been treated in an unfair manner (See College Grievance Policy).

RN to BSN students are eligible to be members of the Student Nurse Association.

Students in the RN to BSN program are eligible to serve as a representative on the Student Council.

Students may have access to their student academic or financial aid record upon request. Confidentiality is maintained with all student files. A written release from the student is required before any records will be released. The Office may require time to present the records requested. When the information cannot be produced immediately, the Office will provide this information within 45 days of the request.

The College is committed to provide an environment free of sexual harassment, intimidation, or abuse. (See Harassment Policy)

Graduation

RN to BSN Students should complete an application for graduation in their last semester at the College. One's degree is not complete until the student has satisfactorily completed all course requirements, the Capstone project, and the application for graduation. If you have questions about graduation, please contact the Registrar. There is a graduation fee of \$175.00.

Bachelor of Science in Nursing Program Curriculum

General Education Studies Required for RN to BSN Program

Course Number	Course Name	Credits
General Education Transfer Credits from Associate Degree Program		Up to 34*
AH 200	Introduction to Statistics *	3
EN 200.....	Expository Writing	3
	<i>(Prerequisite: ENG 100 or equivalent)</i>	
FA 200.....	Art Appreciation	3
GOVT 100.....	Government and Politics in the United States**	3
HST 105	American History	3
MAT 150.....	College Algebra.....	3
	<i>(Prerequisite: MAT 101, Intermediate Algebra, high school algebra, or appropriate placement test score)</i>	
PSY 200.....	Life Span Development.....	3
Total Credits		55

* Students who do not transfer in 34 general education credits will be required to take additional general educational elective courses

** Required if student has not completed Missouri Constitution Requirement.

Nursing Courses Required for RN to BSN Program

Course Number	Course Name	Credits
Nursing Transfer Credits from Associate Degree Program		Up to 38*
NS 300.....	ADN to BSN Transition	3
NS 301.....	Nursing Informatics.....	2
	<i>(Prerequisite: Basic Computer Skills)</i>	
NS 302.....	Pathophysiology	3
	<i>(Prerequisite: Anatomy and Physiology)</i>	
NS 400.....	Management and Leadership.....	3
NS 401.....	Holistic Assessment.....	3
NS 402.....	Pharmacology	3
NS 403.....	Nursing Research and Evidence Based Practice.....	3
NS 404.....	Public and Community Health	4
NS 405.....	Politics and Health Care Policy	3
Total Credits		65

* Students who do not transfer in 38 nursing credits will have the option of obtaining additional nursing credit by examination or by taking a nursing elective course

Technical Requirements for Blended Format

See Minimal Technical Requirements for blended and/or online courses.

Bachelor of Science in Nursing Curriculum Plans

RN to BSN Two Year Curriculum Plan (06/25/17)

<u>SEMESTER</u>	<u>CURRICULUM</u>	<u>CREDITS</u>
<u>Year One</u>		
Summer (Year 1)	ENG 200 Expository Writing	3
	GOVT 100 Government and Politics in the US	3
Fall (Year 1)	MAT 150 College Algebra	3
	NS 300 ADN to BSN Transition	3
	NS 401 Holistic Assessment.....	3
Spring (Year 1)	AH 200 Introduction to Statistics	3
	HST 105 American History	3
	NS 404 Public and Community Health	4
<u>Year Two</u>		
Summer (Year 2)	FA 200 Art Appreciation.....	3
	PSY 200 Life Span Development.....	3
Fall (Year 2)	NS 301 Nursing Informatics.....	2
	NS 302 Pathophysiology	3
	NS 402 Pharmacology.....	3
Spring (Year 2)	NS 400 Management and Leadership.....	3
	NS 403 Nursing Research and Evidence Based Practice..	3
	NS 405 Politics and Health Care Policy	3
RN to BSN Nursing Program Total Credit Hours:		48
Transfer general education courses:		34
Transfer nursing courses:		38
Total credits required for BSN:		120

RN to BSN students are granted transfer credit for 34 semester credits of general education courses. If 34 hours of general education courses were not completed as part of the associate degree, students will be required to take elective courses to meet the total of 55 general education hours.

RN to BSN students are granted transfer credit for 38 semester credits of nursing courses. If 38 hours of nursing courses were not completed as part of the associate degree, students will be required to take elective courses to meet the total of 65 nursing hours

Accelerated RN to BSN Curriculum Plan (06/25/17)

SEMESTER	CURRICULUM	CREDITS
1st Summer (8 weeks)	ENG 200 Expository Writing	3
	GOVT 100 Government and Politics in the US	3
Fall	MAT 150 College Algebra	3
	NS 300 ADN to BSN Transition	3
	NS 301 Nursing Informatics.....	2
	NS 302 Pathophysiology	3
	NS 401 Holistic Assessment.....	3
	NS 402 Pharmacology.....	3
Spring	AH 200 Introduction to Statistics	3
	NS 400 Management and Leadership.....	3
	NS 403 Nursing Research and Evidence Based Practice... 3	
	NS 404 Public and Community Health	4
	NS 405 Politics and Health Care Policy	3
	HST 105 American History	3
2nd Summer (8 weeks)	FA 200 Art Appreciation.....	3
	PSY 200 Life Span Development.....	3
RN to BSN Nursing Program Total Credit Hours:		48
Transfer general education courses:		34
Transfer nursing courses:		38
Total credits required for BSN:		120

RN to BSN students are granted transfer credit for 34 semester credits of general education courses. If 34 hours of general education courses were not completed as part of the associate degree, students will be required to take elective courses to meet the total of 55 general education hours.

RN to BSN students are granted transfer credit for 38 semester credits of nursing courses. If 38 hours of nursing courses were not completed as part of the associate degree, students will be required to take elective courses to meet the total of 65 nursing hours

Part Time Curriculum

A part-time curriculum plan will be developed by the advisor for each student. The BSN curriculum must be completed within five (5) years.

Bachelor of Science in Nursing Course Descriptions (Revised 05/25/16)

NS 300 ADN to BSN Transition

This initial nursing course provides concepts and issues that broaden the perspective of the professional nursing role. It focuses on the transition from associate degree to bachelor degree nursing. This course recognizes and builds upon the prior work experience of the registered nurse. It addresses the scope and practice of professional nursing practice. During this course, students will be introduced to skills that facilitate success in achieving their educational goals.

Prerequisite: *Admission into RN to BSN Program.*

3 credit hours (48 lecture hours)

NS 301 Nursing Informatics

This course is designed to explore the use of informatics in nursing practice and its role in enhancing quality patient care and outcomes as well as the role of the nurse in handling health care data. With a focus on health information systems and the electronic health record; the course also examines issues related to the protection of the privacy, confidentiality, and security on information in health care environments and the potential use of social networking tools used to communicate health-related information.

Prerequisite: *Admission into RN to BSN Program. Basic computer skills.*

2 credit hours (32 lecture hours)

NS 302 Pathophysiology

This course provides an introduction to the basic concepts of pathophysiology. Students are presented with the physiological response to disease, stress and the environment. In addition, reviews of basic human physiology are included. This course provides a study of human pathological processes and their effects on homeostasis. Upon completion, students should be able to demonstrate an increased knowledge of pathophysiology.

Prerequisite: *Anatomy and Physiology.*

3 credit hours (48 lecture hours)

NS 400 Management and Leadership

This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed. This course includes clinical experience with a nurse mentor analyzing the application of leadership and management principles. *

Prerequisite: *Admission into RN to BSN Program.*

3 credit hours (32 lecture hours, 24 clinical hours)

NS 401 Holistic Assessment

This course builds on the RN student's prior knowledge and clinical experience in assessment developing holistic health and physical assessment skills. The importance of a systematic holistic approach to health history – including physical, developmental, psychosocial, cultural, and spiritual dimensions – and physical examination are emphasized. This class focuses on the application of critical thinking and reasoning when assessing the health status of individuals. The analysis of physical findings, health behaviors, and lifestyle as a basis for decision making for the delivery of nursing care and client teaching is emphasized. Laboratory practice of assessment skills is included in class time.

Prerequisite: *Admission into RN to BSN Program.*

3 credit hours (32 lecture hours, 48 lab hours)

NS 402 Pharmacology

This course explores concepts and principles of pharmacology with special consideration for the role of the nurse in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. The quality improvement process, teamwork and collaboration, use of informatics, and legal and ethical issues are discussed as they relate to safe medication administration. Students will learn to integrate key concepts of drug therapy needed for patient education.

Prerequisite: *Admission into RN to BSN Program.*

3 credit hours (48 lecture hours)

NS 403 Nursing Research and Evidence Based Practice

This course explores the development of nursing knowledge and the improvement of nursing practice through current relevant evidence gained from both nursing research and nursing experience. Research methods are examined and current issues are analyzed in relation to the implementation of evidence-based practice in selected settings. Students will identify a clinical problem or issue that warrants a systematic appraisal of the relevant literature to inform clinicians, critically appraise the evidence, and translate the findings into clinical practice, thus allowing practical application of the process. **Prerequisite:** *Admission into RN to BSN Program.*

3 credit hours (48 lecture hours)

NS 404 Public and Community Health

This community health course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied in a variety of structured and unstructured settings. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model. *

Prerequisite: *Admission into RN to BSN Program.* **4 credit hours (48 lecture hours, 24 clinical hours)**

NS 405 Politics and Health Care Policy

This course provides an understanding of the social, ethical, cultural, economic, and political issues that affect the delivery of health care. How patient care services are organized and financed and how reimbursement is structured is also discussed. Emphasis will be placed on the impact of policy decisions on professional nursing practice and health services. The learner will develop an understanding of how health care policy is both developed and changed, and how that process can be influenced through the efforts of nurses.

Prerequisite: *Admission into RN to BSN Program.* **3 credit hours (48 lecture hours)**

* Clinical hours in the RN to BSN program are planned clinical experiences that are supervised and evaluated by Southeast Hospital College of Nursing and Health Sciences nursing faculty and may include the use of preceptors. More information regarding clinical hours will be explained in detail in each course.

Course Descriptions for the general education requirements for the RN to BSN program can be found in the General Education Course Description section of the College Catalog.



Dear Radiologic Technology Student,

Welcome to the Radiologic Technology curriculum at Southeast Missouri Hospital College of Nursing and Health Sciences. The Radiologic Technology Program is a two-year associate program which allows new students to start the cycle of classes each summer semester. Upon successful completion of the program, graduates will be eligible to apply for admission to the nationally recognized certification exam administered by the American Registry of Radiologic Technologists (ARRT).

Sincerely,

Pete Barger
Program Director, Radiologic Technology

Philosophy

The Radiography Faculty prescribes to the philosophy of Southeast Hospital College of Nursing and Health Sciences, and further believes that:

1. The fundamental aim of this program is to develop professional clinical skills that will provide opportunities for any successful former student to seek employment as a radiographer. These skills shall include:
 - a. Critical thinking and problem solving.
 - b. Team Building/Communication Skills
 - c. Professional growth through continuing education.
2. Learning is based upon:
 - a. Motivation, self-direction, attitude and experience.
 - b. Involvement in clinical experiences in various Radiology departments.
 - c. An atmosphere that promotes freedom of thought and expression and encourages communication, initiative and self-respect.

Program Mission Statement

The mission of Southeast Missouri Hospital College of Nursing and Health Sciences Radiography Program is to graduate students with entry-level employment skills to perform diagnostic medical radiography.

We will support this mission by insuring:

1. a structured curriculum with clearly written course syllabi which describes learning objectives and competencies to be achieved for both the didactic and supervised clinical education components.
2. based upon the most recent ASRT professional revision, the curriculum content is designed to produce graduates who are both competent and compassionate.
3. appropriate learning experiences and curriculum sequencing to develop the competencies necessary for graduation.

Program Goals

Program goals are the measureable goals that flow from the program's mission statement. The Radiologic Technology program initiatives have been established for the current academic year. Because all program goals are ultimately to provide a better educational experience for our students, the program faculty would like to share these goals with you, our students:

1. Students will be clinically competent
2. Graduates will effectively use problem solving and critical thinking skills
3. Graduates will be effective communicators
4. The student will develop professionally (*reviewed in 2016 with the cooperation of the JRCERT*)

Assessment

This program, in subordination to the College, is part of a master educational plan of assessment. This means that on a regular, systematic basis, individual aspects of the program are scrutinized using a variety of tools to insure that we are achieving our goals. It is imperative that our classroom activity support individual learning objectives that support individual course outcomes that support program goals that support the program and College mission statements. We take our place in the assessment program very seriously and expect our students to assist us by being honest and forthright on assessment survey instruments. Course and instructor evaluation forms are no place for personality issues, we genuinely need your feedback to be better at what we do and we will ask for it.

Student Learning Outcomes

On the basis of program philosophy and mission statement, the faculty believes that the graduate of Southeast Missouri Hospital College of Nursing and Health Sciences Radiologic Technology Program will be able to:

1. Provide basic patient care and comfort, and anticipate patient needs.
2. Provide appropriate patient education.
3. Practice radiation protection.
4. Understand basic x-ray production and interactions.
5. Operate medical imaging equipment and accessory devices.
6. Position the patient and medical imaging system to perform examinations and procedures.
7. Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
8. Demonstrate knowledge of human structure, function, and pathology.
9. Demonstrate knowledge and skills relating to quality assurance activities.
10. Evaluate the performance of medical imaging systems.
11. Evaluate medical images for technical quality.
12. Demonstrate knowledge and skills relating to medical image processing.
13. Understand the safe limits of equipment operation.
14. Recognize equipment malfunctions and report them to the proper authority.
15. Demonstrate knowledge and skills relating to verbal, nonverbal, and written medical communication in patient care intervention and professional relationships.
16. Develop professional values by supporting the profession's code of ethics and complying with the profession's scope of practice.
17. Competently perform radiologic procedures on children and adults.
18. Interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
19. Document relevant aspects of patient care.
20. Demonstrate an understanding of the role and responsibilities of the radiologic technologist within the health care delivery system.
21. Read and interpret professional literature.
22. Participate in continuing development of knowledge and skills through lifelong learning activities.

Program Policy Updates

Regular program policy updates are made available to students when the college catalog is updated annually. Occasionally, it is necessary to either update or create a policy/procedure that needs to take effect earlier than the catalog update will allow. In that case, once the policy is approved it will be made available to students via email as well as to the clinical personnel if applicable. The faculty will also make announcements regarding the policy and provide the students with written copies during didactic class periods prior to the implementation of the new policy/procedure.

Radiologic Technology Curriculum Plan

SEMESTER	CURRICULUM	CREDITS
<u>YEAR 1</u>		
Summer Year 1		
	FYS 101 College Seminar	1
	BI 151 Anatomy and Physiology I	4
	MAT 150 College Algebra	3
	Total Credits	8
Fall Year 1		
	ENG 100 English Composition	3
	RT 101 Introduction to Radiography	3
	RT 110 Anatomy and Positioning I	3
	RT Lab I	1
	RT 201 Radiographic Physics	3
	Total Credits	13
Spring Year 1		
	RT 111 Anatomy and Positioning II	3
	RT Lab II	1
	RT 120 Radiographic Exposure	3
	RT 150 Clinic I	3
	RT 220 Pharmacology	3
	Total Credits	13
<u>YEAR 2</u>		
Summer Year 2		
	COM 100 Oral Communication/Speech	3
	SOC 102 Sociology	3
	PSY 100 Psychology	3
	Total Credits	9
Fall Year 2		
	AH 201 Human Diversity in Healthcare Delivery	1
	AH 230 Medical Ethics and the Law	3
	RT 175 Clinic II	5
	RT 210 Radiation Biology	3
	Total Credits	12
Spring Year 2		
	HST 105 American History	3
	RT 200 Clinic III	5
	RT 180 Radiographic Pathology	3
	RT 260 Transitions to Professional Practice	2
	Total Credits	13
	Program Total:	68
	Program Total if remedial math is necessary:	71
	Associate Degree as Terminal Award	

Radiologic Technology Course Descriptions

RT 101 Introduction to Radiography

This course is designed to provide the student with information regarding the radiologic technology profession. Cognitive information related to ethics, law, radiation protection and basic departmental procedures are presented to insure safe clinical practice. Professional development and lifelong learning will be emphasized by introducing the students to various organizations and agencies. **3 Credit Hours (48 Lecture Hours)**

RT 110 Anatomy and Positioning I

This course is the first part of a two-fold radiographic procedures course. Part I of this course is designed provide the students with the necessary theory, concepts and psychomotor experiences needed to perform specific diagnostic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques, and critique of radiographic images are presented in this course. **Prerequisite:** *Consent of program director, concurrent enrollment in RT 101, 201, and RT lab I and A&P.* **3 Credit Hours (48 Lecture Hours)**

RT Lab I

This lab has been designed to support RT 110 and has the same admission requirements. The body areas to be addressed in part I include: upper extremities, lower extremities shoulder girdle, pelvis, chest, and abdomen and bony thorax. **Prerequisite:** *Consent of program director, concurrent enrollment in RT 101, 201, and RT 110 and A&P.* **1 Credit Hour (80 Lab Hours)**

RT 201 Radiographic Physics

This course is an in-depth study of the physics and electronics involved in the production, use, and control of the various electromagnetic energies used in medical and diagnostic applications. The students will benefit from studying, examining and manipulating actual system components which facilitate comprehension of difficult concepts and applications when possible. **Prerequisite:** *Consent of program director, concurrent enrollment in RT 110, 101, and RT lab I and A&P.* **3 Credit Hours (48 Lecture Hours)**

RT 111 Anatomy and Positioning II

This course is the second part of a two-fold radiographic procedures course. Students will continue learning the proper procedures for producing quality diagnostic radiographs for selected body parts. **Prerequisite:** *Consent of program director, concurrent enrollment in RT Lab II, RT 120, as well as successful completion of A&P, RT 201, RT 110, RT 101 and RT lab I.* **3 Credit Hours (48 Lecture Hours)**

RT Lab II

This lab has been designed to support RT 111 and has the same admission requirements. The body areas to be addressed in part II include: spine, skull, bony thorax.as well as contrast exams and/or fluoroscopic procedures. **Prerequisite:** *Consent of program director, concurrent enrollment in RT 120, as well as successful completion of A&P, RT 201, RT 110 and RT lab I.* **1 Credit Hour(80 Lab Hours)**

RT 120 Radiographic Exposure

This course focuses on the theory, application and evaluation of the instrumentation and operation of radiographic equipment. Various electronics used in the production and control of ionizing radiation will be explored, as well as quality control issues. **Prerequisite:** *Consent of program director, concurrent enrollment in RT 111,RT Lab II as well as successful completion of A&P, RT 201, RT 110 and RT lab I.* **3 Credit Hours (48 Lecture Hours)**

RT 150 Clinic I

This course provides the student with the opportunity to apply concepts learned in their didactic coursework in the performance of radiologic activities in the clinical setting. The student will be required to prove competency in prescribed examinations. Please see program faculty for clinical site assignments. (16 clock hours of clinic time per week) **3 Credit Hours (240 Clinical Hours)**

RT 220 Pharmacology

The course introduces the students to the basic concepts of pharmacology, including legal and ethical issues surrounding the administration of these agents. Venipuncture, administration of diagnostic agents, intravenous medications, and the appropriate patient care during delivery will be addressed. Various contrast agents and other pharmacological agents utilized in the diagnostic imaging department will be discussed.

3 Credit Hours (48 Lecture Hours)

RT 175 Clinic II

This course is a discrete continuation of RT 150. Once again the student will have the opportunity to apply concepts learned in the classroom in the real world setting. Patient care skills will be further honed and the student will be expected to operate with less prompting than what was allowed in RT 150. Clinical education assignments will be obtained from program faculty. (24 clock hours of clinical time per week)

5 Credit Hours (400 Clinical Hours)

RT 210 Radiation Biology

This course is a study and analysis of the effects of various types of electromagnetic radiations and their effects upon living tissues. The students will learn why they should and how they can protect themselves, their patients, and others from various forms of ionizing radiation used in diagnostic and therapeutic medical applications.

3 Credit Hours (48 Lecture Hours)

RT 200 Clinic III

This course is a discrete continuation of RT 175. Once again the student will have the opportunity to apply concepts learned in the classroom in the real world setting. This is the final clinical experience for the student prior to graduation. At this level, the student should be able to function almost completely autonomously in a variety of clinical settings. The student may consider this an opportunity to truly practice radiography while still retaining the ability to seek assistance from registered radiographers who will be supervising. Final course competencies as well as additional exposure to various other imaging disciplines may be required. Clinical education assignments will be obtained from program faculty. (24 clock hours of clinic time per week)

5 Credit Hours (400 Clinical Hours)

RT 180 Radiographic Pathology

This course presents principles of pathology and the radiographic appearances of specific diseases. An understanding of disease processes can aid the technologist in selecting proper techniques and in determining the need for repeating a radiograph that might be acceptable under different circumstances. This knowledge will aid the Radiologic Technologist to become a more competent professional and a contributing member to the diagnostic imaging team.

3 Credit Hours (48 Lecture Hours)

RT 260 Transitions to Professional Practice

This course will be a capstone course that involves engaging students in situational problem solving and radiographic analysis as well as registry preparation, holistic integration of concepts and knowledge of anatomy, pathology, procedures, patient care, safety and imaging principles will be emphasized.

2 Credit Hours (32 Lecture Hours)

Credit for RT classes

Theory: 16 fifty minute class hours = 1 credit hour

Clinical/Lab: 80 fifty minute clinical/lab hours = 1 credit hour

Credit hours are calculated on a traditional 16 week semester.

Health Policy

Every student accepted into the Radiologic Technology Program must comply with the College Health Policy and Program Specific Policies listed below. While information required on the health form is not used in the selection of students for acceptance into the program, students are required to have the physical and mental skills necessary to meet technical standards for radiologic technology students (see standards below) within the clinical setting. Reasonable accommodation will be made for students with documented disabilities who have been accepted into the program. However, it is the student's responsibility to notify the program director that such a disability exists. The purpose of such accommodation is to allow the student to meet the educational standards, and should not be construed as lowering of educational standards.

The Americans with Disabilities Act defines disability as "a physical or mental impairment that substantially limits one or more of the major life activities of an individual or a record of such impairment or being regarded as having such an impairment". Each new student should be informed about the physical, mental and emotional capacities one must possess in order to perform the duties and tasks of a Radiologic Technologist (RT). The following material lists and explains these required capabilities called Physical Capability Requirements.

Read all of the material of the thoroughly, should you have questions or wish to discuss these physical capability requirements, contact the RT Program Director at Southeast Missouri Hospital College of Nursing and Health Sciences. Once you have signed and dated this form, return it along with your completed application to the College office of Enrollment Services.

Ambulation, lifting, moving and standing

- a. Propel wheelchairs, stretchers, etc. alone or with assistance as available.
- b. Must be ambulatory and able to maintain a center of gravity when met with an opposing force as in lifting, supporting and/or transferring a patient.
- c. Propel standard mobile imaging units, and to perform procedural tasks in a routine patient room and/or surgical unit.
- d. Withstand lengthy periods of physical activity to include moving quickly and at times, continuously.

Manual Dexterity

- a. Operate Mechanisms such as imaging tables, x-ray tubes, film processors, etc., at standard locations and placements.
- b. Manipulate both patient care devices and diagnostic equipment in a safe and time efficient manner.
- c. Ability to work with and observe a patient above the standard radiologic examination height of 36 inches above floor level.
- d. Ability to move and manipulate the body in order to provide patient care and patient support, and to position for imaging and/or treatment.
- e. Handle and utilize procedural items such as: Pharmaceuticals, vials, syringes, sterile items, catheters, intravascular materials and dressings, etc.
- f. Handle and use cassettes, imaging mechanisms, adjunct radiologic items, passboxes etc. Access and use darkrooms of various standard designs; and to load, unload and process imaging films.

Visual Acuity

- a. Sight patient for identification, positioning, imaging field placement and alignment and image analysis.
- b. Must be able to read written passages.
- c. Recognize visual cues that indicate patient distress when patient is unable to speak.

Cognitive Abilities

- a. Communicate orally and in writing
- b. Think clearly and prioritize assignments effectively to enhance patient safety and comfort
- c. Receive both oral and written communication and act appropriately upon receipt.
- d. Must be able to hear or lip-read for reception of spoken communication.
- e. Perceive events realistically, think rationally and function confidently in routine and non-routine situations.
- f. Able to perform the above described cognitive functions in stressful situations and life threatening emergencies.

Registry Eligibility

An excerpt from the ARRT Rules of Ethics is as follows: “*Certification is a method of assuring the medical community and the public that an individual is qualified to practice within the medical community. Because the public relies on certificates and registrations issued by the ARRT, it is essential that Registered Technologists and Applicants act consistently with these Rules of Ethics. These rules of ethics are intended to promote the protection, safety, and comfort of patients. The Rules of Ethics are enforceable. Registered Technologists and Applicants engaging in any of the following conduct or activities, or who permit the occurrence of the following conduct or activities with respect to them, have violated the Rules of Ethics and are subject to sanctions as described hereunder.*”

1. Employing fraud or deceit in procuring or attempting to procure, maintain, renew, or obtain reinstatement of: (i) any document issued by ARRT, or (ii) employment in radiologic technology or a state permit, license, or registration certificate to practice radiologic technology, such as by altering in any respect any document issued by the ARRT.
2. Subverting or attempting to subvert ARRT’s examination process (i.e., cheating on the exam).
3. Conviction of a crime, including a felony, a gross misdemeanor, or a misdemeanor with the sole exception of speeding and parking violations. All alcohol and/or drug related violations must be reported. Conviction as used in this provision includes a criminal proceeding where a finding or verdict of guilt is made or returned but the adjudication of guilt is either withheld or not entered, or a criminal proceeding where the individual enters a plea of guilty or nolo contendere.
4. Failure to report to the ARRT that charges regarding the person’s permit, license, or registration certificate to practice radiologic technology are pending or have been resolved adversely to the individual in any state, territory, or country, or that the individual has been refused a permit, license, or registration certificate to practice radiologic technology by another state, territory, or country.
5. Failure or inability to perform radiologic technology with reasonable skill and safety.
6. Engaging in unprofessional conduct, including but not limited to, (i) a departure from or failure to conform to applicable federal, state, or local governmental rules regarding radiologic technology practice, or, if no such rule exists, to the minimal standards of acceptable and prevailing radiologic technology practice, or (ii) any radiologic technology practice that may create unnecessary danger to a patient’s life, health, or safety. Actual injury to a patient need not be established under this clause.
7. Delegating or accepting the delegation of a radiologic technology function or any other prescribed health care function when the delegation or acceptance could reasonably be expected to create an unnecessary danger to a patient’s life, health, or safety. Actual injury to a patient need not be established under this clause.
8. Actual or potential inability to practice radiologic technology with reasonable skill and safety to patients by reason of illness, use of alcohol, drugs, chemicals, or any other material, or as a result of any mental or physical condition.
9. Adjudication as mentally incompetent, mentally ill, a chemically dependent person, or a person dangerous to the public by a court of competent jurisdiction.
10. Engaging in any unethical conduct, including but not limited to, conduct likely to deceive, defraud, or harm the public, or demonstrating a willful or careless disregard for the health, safety, or welfare of a patient. Actual injury need not be established under this clause.
11. Engaging in conduct with a patient that is sexual or may be reasonably interpreted by the patient as sexual, or in any verbal behavior that is seductive or sexually demeaning to a patient, or engaging in sexual exploitation of a patient or former patient. This does not apply to preexisting consensual relationships.
12. Revealing a privileged communication from or relating to a patient, except when otherwise required or permitted by law.
13. Knowingly engaging or assisting any person to engage in or otherwise participating in abusive or fraudulent billing practices, including violations of federal Medicare and Medicaid laws or state medical assistance laws.
14. Improper management of patient records, including failure to maintain adequate patient records or to furnish a patient record of report required by law or making, causing, or permitting anyone to make false, deceptive, or misleading entry in any patient record.
15. Knowingly aiding, assisting, advising, or allowing a person without a current and appropriate state permit, license, or registration certificate or a current certificate of registration with ARRT to engage in the practice of radiologic technology, in a jurisdiction which requires a person to have such a current and appropriate state permit, license, or registration certificate or a current and appropriate certification of registration with ARRT in order to practice radiologic technology in such jurisdiction.

16. Violating a rule adopted by any state board with competent jurisdiction, an order of such board, or state or federal law relating to the practice of radiologic technology, or a state or federal narcotics or controlled substance law.
17. Knowingly providing false or misleading information that is directly related to the care of a patient.
18. Practicing outside the scope of practice authorized by the individual's current state permit, license, or registration certificate or the individual's current certificate of registration with ARRT.
19. Making a false statement or knowingly providing false information to ARRT or failing to cooperate with any investigation of ARRT or the Ethics Committee.
20. Engaging in false, fraudulent, deceptive, or misleading communications to any person regarding the individual's education, training, credentials, experience, or qualifications, or the status of the individual's state permit, license, or registration certificate in radiologic technology or certificate of registration with ARRT.
21. Knowing of a violation or probable violation of any Rule of Ethics by any Registered Technologist or by an Applicant and failing to promptly report in writing the same to the ARRT."

The application for examination asks the question, "Have you ever been convicted of a felony or misdemeanor? Those answering "Yes" must supply a complete explanation including court documents so that eligibility can be determined by the ARRT. Individuals having been convicted of a crime may file a pre-application with the ARRT in order to obtain a ruling on the impact of the conviction on their eligibility. The individual may submit the pre-application any time after the first day of the professional phase of an accredited educational program. This process may enable the individual to avoid delays in processing an application for examination which is made at the time of graduation. The pre-application form may be requested from the Department of Regulatory Services at the ARRT office. A fee of \$50 may be charged for the pre-application review.

Upon successful completion of 68 semester credit hours in the Radiologic Technology curriculum, the student is eligible to make application for graduation with an Associate degree in Radiologic Technology

Radiation Protection

Radiation monitors will be worn by students during clinical education in the clinical setting and in the campus laboratory. Radiation monitoring badges will be changed between the 25th and 30th of each month. The student will be held responsible for this process. New monitors will be available in the energized laboratory. Failure to make proper changes will result in termination of further clinical education and laboratory activities until such changes are made. Reports will be made available to the student each month. It is vital that monitors be handled with the utmost care. Do not launder the monitor. Do not leave the monitor on a television set, near a microwave oven, or leave it in a parked vehicle. Do not put the monitor through the x-ray machine at the airport, or intentionally expose the monitor to radiation. Do not subject the monitor to extreme temperatures. The monitor is for your protection and should be treated accordingly.

The state and federal government have established guidelines related to maximum radiation exposure limits. While it is unlikely that you will exceed these limits, you should be aware that radiation exposure beyond these limits is grounds for dismissal from the program. Occupational dose limits for adults and dose limits to an embryo/fetus are explained in an attachment at the back of the student policies. Should you ever receive a dose that is higher than expected, a faculty member or the program director will request a conference with you to ascertain the reason for the higher than expected monitor reading.

Radiation Dose Limit Policy

All students enrolled in the Radiography program must comply with keeping their radiation exposure as low as reasonable achievable (ALARA) ACCORDING TO THE Nuclear Regulatory Commission (NRC).

Students are expected to wear their radiation monitoring badge as instructed by program faculty. Loss of mishandling must be reported to faculty as soon as possible.

Doses must NOT exceed NCRP requirements. Should a monitor report indicate an exposure of 1mSv per month or higher for a student, the following steps will be taken:

1. Notification of student of excessive dose.
2. A conference between the student, program director and/or clinical coordinator will be held. The program faculty may ask for consult with the medical physicist at SE Health.
3. An action plan will be determined to reduce future excessive exposure.

Transfer of Credit into the Radiologic Technology Program

1. Transfer students shall complete the comparable requirements for graduation as other members of the graduating class.
2. The final transcript shall include the following:
 - a. Name and location of program from which the student transferred;
 - b. Date of admission and date of separation from that program; and
 - c. Courses taken and hours/credits/units earned from that program.
3. General Education transfer credits are awarded by the Registrar
4. A student requesting transfer of a course into the Southeast Missouri Hospital College of Nursing and Health Sciences Radiology Program should make a request in writing to the Program Director. It should be accompanied by a course syllabus with course objectives and lecture outline/schedule for the course(s) for which the student wishes to be given credit.
 - a. Students may transfer in a maximum of 9 credits
 - b. Courses must have a C or above in order to be considered for transfer and must be no older than 3 years
 - c. Decisions about course(s) acceptance for transfer, will be pending validation of any skills related to the course(s)

Residency Requirement: Transfer student must complete a residency requirement of four semesters with a minimum of 30 hours of credit from Southeast Missouri Hospital College of Nursing and Health Sciences.

Facilities

Lecture classes for the program are generally held in room 207 of the William Street location. Lab classes meet in the RT laboratory immediately adjacent to room 207. Any student wishing to use lab equipment at any time other than regular class hours must make arrangements with program faculty. Utilizing the lab equipment to make radiographs without proper supervision available will not be allowed.

Attendance

1. Attendance is essential for attainment of course objectives.
2. A student who is more than three minutes late is considered tardy.
3. Three (3) tardies constitute one (1) absence.
4. After one absence the student will receive a verbal warning.
5. After two absences the student will receive a written warning.
6. After three absences the student will be placed on probation.
7. After four absences the student will receive a 3 point deduction from their final grade.

Student Involvement in Clinical and Class Activities

At no time shall students ever be expected to spend more than 40 hours per week in directed classroom and clinical activities. Students may opt to spend more time on their own learning however.

Laboratory Activities

All students are expected to actively participate in all laboratory activities. As such, students will be used as "models", allowing faculty and fellow students to position them for various radiographic procedures. Conversely, all students will be expected to position other students for radiographic procedures. At no time will students be exposed to the x-ray beam as a part of the laboratory experience. This positioning WILL involve radiographically appropriate touching of various anatomical landmarks.

Laboratory Rules

1. At no time shall any individual be exposed to the useful beam. Equipment is to be used solely for the purpose of x-raying radiographic phantoms. Evidence to the contrary will result in immediate expulsion from the program.
2. At no time shall a student operate the equipment without the presence of a qualified instructor in the laboratory.
3. Exposure of a personnel monitoring device to deceptively indicate a dose delivered to an individual is prohibited. Evidence to the contrary will result in immediate expulsion from the program.
4. No person shall be admitted to the laboratory without his/her personnel radiation monitoring device.
5. The technique chart must be consulted prior to making any radiographic exposure.
6. At no time shall an individual receive radiation exposure in excess of NCRP limits. The Radiation Safety Officer shall be responsible for tracking radiation reports to ensure that excessive radiation exposure is not received.
7. Accurate records of radiation exposure to students shall be maintained.
8. Protective equipment shall be checked annually for defects. If any defects are found, the equipment shall be replaced or removed from service until repaired.
9. In the event of any emergency or malfunction involving the laboratory equipment, contact the program director immediately.

Make-Up Work

The instructor has the prerogative of determining whether a student may make up work that has been missed due to absence. All students will be treated equally as regards make-up work. For example, if the instructor's policy is not to allow a student to make up classroom work, then no students will be allowed to make up classroom work. As another example, if the instructor's policy is to allow students to make up major tests, then all students will be allowed to make up major tests. This includes classroom assignments, laboratory assignments, tests, and other learning activities. These activities may be altered from the original at the discretion of the faculty member.

Discipline

In general it is assumed that you are all adults, who are paying tuition to go to a private institution of higher learning and you will be motivated to abide by our rules of conduct. However, it is necessary to transcribe the approach that we will follow if you choose not to conform to our expectations. For like offenses, this is the path we will follow:

1. Verbal Warning,
2. Written warning (see "Retention" section, page 12), merely a record of behavior,
3. Written warning, sanctions proscribed,
4. Temporary removal from program until behavior is modified,
5. Permanent removal from program.

If at any time we feel that your behavior endangers either yourself, your fellow students, your clinical instructors or your patient's safety in any way, we reserve the right to immediately remove you from all patient care areas/classroom areas either temporarily or permanently until further notice. This is to protect all of us from each other and insure a safe working/learning area.

Readmission to the Radiologic Technology Program

1. A student must apply for readmission and follow all regular admission procedures. Students who exit the program during the first semester of enrollment are considered as new students and are evaluated according to standard program admissions policies.
2. Applicants for readmission will be evaluated according to the criteria listed below. Students will be admitted according to priority, and within the same priority group, according to the date of completed application.
 - **Priority 1:** Students who exited the program with a "B" or higher in all Program courses.
 - **Priority 2:** Students who exited the program with a "C" or higher in Program courses.
 - **Priority 3:** Students who exited the program with less than a "C" in Program courses.
3. The Admissions Committee of the Radiologic Technology Program will make the final decision regarding readmission applications based on space availability, priority group assigned, date of application, and previous student record.
4. Students must maintain a minimum grade of "C" in all radiologic technology courses and certain prerequisite courses, as well as an overall 2.0 grade point average, in order to continue in a health careers program or to be

eligible to apply for readmission into a program. No more than two health careers or radiologic technology course may be repeated, and the courses may be repeated only once.

Elements for Success in the Workplace

The following skills have been identified as essential elements for success in the workplace.

I. Foundation Skills

- A. Basic Skills: reading, writing, performing arithmetical and mathematical operations, listening and speaking
- B. Thinking Skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning to discover rules or principles underlying relationships and applying that knowledge to solving problems
- C. Personal qualities: displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

II. Competencies

- A. Resources: identifies, organizes, plans and allocates resources including time, money, material, facilities, and human resources
- B. Interpersonal: works with others by participating as a member of teams, teaching new skills to others, serving clients and customers in ways that satisfy them, exercising leadership, negotiating, and working well with people from diverse backgrounds
- C. Information: manages information by acquiring and evaluating information, organizing and maintaining information, interpreting and communicating information, and using computers to process information
- D. Systems: understands complex interrelationships, including how social, organizational and technological systems work and how to operate effectively with them, how to monitor and correct performance, and improve or design systems
- E. Technology: works with a variety of technologies by selecting technology, applying technology to tasks, and maintaining and troubleshooting technologies

SOURCE: WHAT WORK REQUIRES OF SCHOOLS – A SCANS REPORT FOR AMERICA 2000 (JUNE 1991) AND LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE 0 A SCANS REPORT FOR AMERICA 2000 (JUNE 1992); The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor

Clinical Education Process

The clinical education program is multifaceted. It offers the student a chance to be exposed to a variety of health care settings in order that the student understands the scope of the profession and the health care needs of the community.

The competency-based clinical education program:

1. Is an integral part of the academic program.
2. Exposes the student to clinical practice at various stages of his/her experience.
3. Provides the student an opportunity to integrate acquired classroom knowledge with clinical practice in a supervised setting.
4. Fosters an environment for the student to develop effective communication skills with patients and health care personnel.
5. Encourages development of problem-solving skills.
6. Is a tool for the Radiologic Technology faculty to review the academic program.

A goal of the clinical education program is that graduates competently perform a full range of radiologic procedures on children and adults in the following categories: head/neck, abdominal/gastrointestinal/genitourinary, musculoskeletal, chest, trauma, bedside, and surgical.

Student Supervision

Until a student achieves and documents competency in any given procedure, all clinical assignments shall be carried out under the direct supervision of qualified radiographers. The parameters of direct supervision are:

1. A qualified radiographer reviews the procedure for examination in relation to the student's achievement;
2. A qualified radiographer evaluates the condition of the patient in relation to the student's knowledge.
3. A qualified radiographer is present during the conduct of the procedure;

4. A qualified radiographer reviews and approves the procedure; and
 5. A qualified radiographer is present during student performance of any repeat of any unsatisfactory radiograph.
- In support of professional responsibility for provision of quality patient care and radiation protection, unsatisfactory radiographs shall be repeated only in the presence of a qualified radiographer, regardless of the student's level of competency.

A student will be an observer only as long as the clinical instructor deems it necessary. The student should be given the opportunity to perform various radiologic procedures, use communication and problem-solving skills, provide patient education, etc. A qualified radiographer must always be immediately available to assist student whenever such assistance is necessary. For this reason, students are not allowed to perform mobile radiographic procedures or surgical radiographic procedures without the immediate presence of a qualified radiographer. A radiographer who is available only electronically (via beeper, PA system or cell phone, among other means of communication) is not considered to be immediately present. Students are expected to display initiative in the performance of clinical duties including completing radiologic exams, assisting technologists with patients, seeking information from technologists and/or available textbooks, cleaning x-ray rooms and tables, and discussing the clinical affiliation with the clinical instructor/clinical coordinator.

Evaluation of Student Performance

There are several clinical evaluation tools utilized by the program for the purpose of clinical evaluation of students. These forms will be included in each clinical syllabus and explained in detail by the clinical instructor. Together, the forms have several purposes and features. The forms:

1. Define for students and their clinical instructors skills that all students are expected to master each semester.
2. Provide a uniform mechanism for rating all students at all clinical sites.
3. Allow students to assess their own performance and to compare their self-assessments with those of their clinical instructors.
4. Provide an up-to-date summary of the individual student's current strengths and weaknesses, thus helping students and their instructors identify remediation needs.
5. Provide a mechanism to identify strengths and weaknesses in the academic portion of the curriculum.
6. Provide for assessment of cognitive, psychomotor, and affective domain objectives.
 - cognitive - this domain deals with thought processes
 - psychomotor - this domain deals with the physical handling of instruments, machinery, tools
 - affective - this domain deals with feelings and emotions

Radiography Task Inventory

1. Take appropriate precautions to minimize radiation exposure to patients.
2. Restrict beam to limit exposure area, improve image quality, and reduce radiation dose.
3. Set kVp, mA and time or automated exposure system to achieve optimum image quality, safe operating conditions, and minimum radiation dose.
4. Prevent all unnecessary persons from remaining in area during x-ray exposure.
5. Take appropriate precautions to minimize occupational radiation exposure.
6. Wear a personnel monitoring device while on duty.
7. Review and evaluate individual occupational exposure reports.
8. Warm-up x-ray tube according to manufacturer's recommendations.
9. Prepare and adjust radiographic unit and accessories.
10. Prepare and adjust the fluoroscopic unit and accessories.
11. Recognize and report malfunctions in the radiographic or fluoroscopic unit and ancillary accessories.
12. Perform basic evaluations of radiographic equipment and accessories (e.g., lead aprons, collimator accuracy).
13. Inspect and clean screens and cassettes or CR/DR equipment as applicable.
14. Perform start-up or shut-down procedures on automatic processor when applicable.
15. Recognize and report malfunctions in the image chain.
16. Process exposed image receptors.
17. Reload cassettes by selecting film of proper size and type.
18. Store film/cassette in a manner which will reduce the possibility of artifact production.
19. Select appropriate grip combination.

20. Determine appropriate exposure factors using calipers, technique charts and tube rating charts.
21. Modify exposure factors for circumstances such as involuntary motion, casts and splints, pathological conditions, or patient's inability to cooperate.
22. Use radiopaque markers to indicate anatomical side, position or other relevant information.
23. Evaluate patient and radiographs to determine if additional projections or positions should be recommended.
24. Evaluate radiographs for diagnostic quality.
25. Determine corrective measures if radiograph is not of diagnostic quality and take appropriate action.
26. Select equipment and accessories for the examination requested.
27. Remove all radiopaque materials from patient or table that could interfere with the radiographic image.
28. Explain breathing instructions prior to making the exposure.
29. Position the patient to demonstrate anatomy using body landmarks.
30. Explain patient preparation (e.g., diet restrictions, preparatory medications) prior to an imaging procedure.
31. Properly sequence radiographic procedures to avoid residual contrast material affecting future exams.
32. Examine radiographic requisition to verify accuracy and completeness of information.
33. Utilize universal precautions.
34. Confirm patient's identity.
35. Question female patients of child-bearing age about possible pregnancy.
36. Explain procedure to patient or patient's family.
37. Evaluate patient's ability to comply with positioning requirements for the requested exam.
38. Observe and monitor vital signs.
39. Use proper body mechanics and/or mechanical transfer devices when assisting patients.
40. Provide for patient comfort and modesty.
41. Select immobilization devices, when indicated, to prevent patient movement and/or ensure patient safety.
42. Verify accuracy of patient film identification.
43. Maintain confidentiality of patient information.
44. Use sterile or aseptic technique to prevent contamination of sterile trays, instruments, or fields.
45. Prepare contrast media for administration.
46. Prior to administration of contrast agent, gather information to determine if the patient is at increased risk of adverse reaction.
47. Perform venipuncture.
48. Observe patient after administration of contrast media to detect adverse reactions.
49. Recognize need for prompt medical attention and administer emergency care.
50. Document required information on patient's medical record.
51. Clean, disinfect or sterilize facilities and equipment, and dispose of contaminated items in preparation for next examination.
52. Follow appropriate procedures when in contact with a patient in reverse/protective isolation.
53. Monitor medical equipment attached to the patient (e.g., IVs, oxygen) during the radiographic procedure.
54. Use CR/DR/PACS/RIS Systems as appropriate to the clinical situation.

Communicable Disease and Student Radiographers

In order to protect the health of the students at the College and patients in our clinical settings and in accordance with the CDC guidelines, the following policy will be adhered to when a student is ill.

Students who develop a fever and respiratory and/or gastrointestinal symptoms should not report to class or clinical. They should stay at home and call in appropriately. Students should stay at home for at least twenty four (24) hours after they no longer have a fever without the aid of fever reducing medication. Masks and hand sanitizer will be available for student use if symptomatic.

When students do return to school, they should not come in contact with a patient who is immune compromised for seven (7) days from onset of symptoms or until resolution of all symptoms, whichever comes first.

Students will receive an excused absence and provisions will be made for clinical make-up time.

Clinical Attendance

Absences will affect the students grade and should be avoided, however if you must be absent, all time missed from clinical will be made up on the shift missed, or in the specialty area missed. The missed clinical time will made up during the last week of the scheduled semester. Students, who are absent for more than 10% of their clinical classes, may be dropped from the course. Absences from clinical, without proper notification to the clinical instructor and the clinical supervisor, as described in the clinical syllabuses, indicate an unwillingness to assume responsibility and are unacceptable. All clinical absence offenses will adhere to the Student Attendance Policy, page 16 of this handbook.

Students are expected to report to their assigned clinical areas on time. After two warnings about tardiness, any student who is more than three minutes late without valid reason as defined by the faculty will be placed on probation. Tardiness while on probation may lead to dismissal from the program

Students should not leave the clinical class at the hospital or clinic without notifying the clinical instructor, clinical supervisor, or immediate supervising technologist. If the student fails to comply with this policy, he/she will be counted absent for the entire clinical class period. Also students who come to clinical unprepared (e.g., no radiation monitoring badge or markers, unkempt or unhygienic appearance) may be relieved from duty and counted absent for the entire day.

Infection Control Policy

During the performance of clinical laboratory duties, radiologic technology students shall comply with universal precautions for preventing the spread of infection to patients, themselves, and others. The following measures shall be employed:

Hands: Hands should always be washed before and after contact with clients, even when gloves have been worn. If hands come in contact with blood, body fluid, or human tissue, they should be washed immediately with soap and water.

Gloves: Gloves should be worn when contact with blood, body fluid, tissues, or contaminated surfaces are anticipated.

Gowns: Gowns or plastic aprons are indicated if blood spattering is likely.

Masks/Goggles: These should be worn if aerosolization or spattering is likely to occur, such as in certain oral and surgical procedures, wound irrigations, suctioning, etc.

Sharp Objects: These should be handled in such a manner to prevent accidental cuts or punctures. Used needles should not be bent, broken, reinserted into their original sheaths, or unnecessarily handled. They should be discarded intact immediately after use into an impervious needle-disposal box. All needle-stick accidents, mucosal splashes, and contamination of open wounds with blood or body fluids should be reported immediately to the instructor or supervisor.

Blood Spills: Blood spills should be cleaned up promptly with an agency-designated disinfectant solution, such as 5:25 percent sodium hypochlorite diluted 1:10 with water.

Blood Specimens: Blood specimens should be considered biohazardous and be so labeled.

Resuscitation: To minimize the need for emergency mouth-to-mouth resuscitation, the location of mouth pieces, resuscitation bags, and other ventilatory devices should be identified by the student at the start of each new clinical rotation.

These measures are recommended by the Centers for Disease Control. Students must function under the direct supervision of a technologist when working with a patient with a communicable disease. Strict adherence to isolation policies of the various clinical agencies must be observed.

Before handling contrast media in the clinical area, the student will be familiar with the various types of contrast media and their uses. The student will use proper techniques in preparing contrast media for injection, and take proper history

and vital signs for patients on whom the contrast agents are to be used. Under no circumstances will students make venous puncture until competency has been proven in the lab. At no time will students be allowed to inject contrast media.

Cardio-Pulmonary Resuscitation Requirements

Each student who participates in clinical education (all RT students) during their time at the College are required to have a current copy of their CPR certification (Basic Life Support for Health Care Providers) within their student files. Please be aware that without a current BLS certification, you will not be allowed to continue in your clinical education experience. All time missed during this period will be made up at the College's convenience, not yours.

Liability Insurance

Student liability insurance is provided by Hospital Services Group through SoutheasHEALTH. It is important for all students to understand that they are held professionally liable for any services rendered. Professional liability insurance is available from a variety of companies. Each student is encouraged to consider enrollment in an individual plan.

Student Employment

While recognizing that most students will need some form of financial support while attending this program, it is also understood that this program will be your number one priority while attending. Do not attempt to work long hours and then expect that we will be kind to you upon examination day, it will not happen. Take care of yourself and do not attempt to operate a motor vehicle or care for a patient when you are chronically fatigued, safety is paramount.

Clinical Site Assignments

A very important portion of your education is the clinical aspect. That is, the time that you will be spending working in the actual patient care environment with live human beings. You will be assigned to various clinical sites during your time with this program. You will be required to find your own reliable transportation to and from each clinical site. There are no excuses to be made for driving time, unreliable vehicles etc. Treat this as your job, show up on time and ready to learn with a good attitude and you will be successful. All clinical time missed will be made up at the clinical site concerned. You will NEVER elect to go to another site on your own, for whatever reason. The program faculty reserves the right to move you to any one of our active clinical sites at any time for any reason. All clinical site assignments will be made at the discretion of the clinical coordinator and be partially based upon the student's educational needs and availability of space.

Retention

JRCERT standards require that this program have a 5 year average student retention rate of 75% or more. As part of the ongoing assessment process of the College and this program, that is one of the benchmarks that will be continually investigated. If this program ever falls below this benchmark, then the program faculty will initiate various techniques to raise the retention rate. There are many reasons, both good and bad, that a student may leave this program. We will investigate them in turn if necessary. The complete JRCERT standard may be found at www.jrcert.org. More complete program effectiveness data may be found at: <http://portal.jrcertaccreditation.org/accredited-educational-programs/details/1617a9ec-8b62-452f-930e-36cea455c161>

Expectations of Professional Conduct

You are in an educational program that will turn you into a highly skilled and sought after professional. The profession is only as good as you are in educating others about what you do and how well you do it. It truly does make a difference to others if you look dirty, smell bad, act insolently, speak grammatically incorrect English or behave like a child in stressful situations. You are to act, both in class and in the clinical environment, as an adult professional who is to be trusted with the care of loved ones. Behave as if you are in a job interview at all times during clinical,

and you will create the best impression possible that may drastically influence your future. You will be honest and square dealing in your communications with others and you will not perjure yourself on sensitive patient care documentation. Remember the ARRT rules of ethics will govern your professional life and do so once you have been admitted to an educational program.

Student Employment in Radiography

The program director and faculty of the Radiologic Technology Program neither endorse nor discourage student employment. Missouri is a non-licensure state and students may be legally offered employment in the radiographic sciences during their educational process. Since program standards must be maintained, students not meeting academic or clinical standards will be required to meet with the program director. In such situations, the working student may be counseled to resign from the outside job. Time for which a student is paid may not be credited to the required clinical time for the regular program. Since student employment is not considered an educational activity, all liability shall be the responsibility of the employer. The student is not covered by any college policy during these activities. Employment should include some type of compensation for the student; however, this will NOT include compensatory time off from a normal clinical assignment. Under no circumstances will the student's employment be allowed to conflict with regularly scheduled classes and laboratories of the program.

Clinical Professionalism

The Radiologic Technology uniform consists of the following:

Women:

- RT Student Uniform (*Khaki pants, College Logo - polo shirt, tucked into pants w/belt*)
- Natural Hose or Dress Socks
- Comfortable Duty (walking) Shoes with a smooth cleanable surface
- Watch with Second Hand
- Radiation Monitoring Badge
- White Lab Coat (if desired)

Men:

- RT Student Uniform (*Khaki pants, College Logo - polo shirt, tucked into pants w/belt*)
- Dress Socks
- Comfortable Duty (walking) Shoes with a smooth cleanable surface
- Watch with Second Hand
- Radiation Monitoring Badge
- White Lab Coat (if desired)

Requirements:

1. Uniforms will be worn only when students are engaged in RT class activities and specified occasions of the college. Students are to wear full uniform except in situations where they are specifically instructed not to do so (i.e., surgery).
2. Hair will be kept neatly arranged and away from the face. Hair extending below the collar must be pulled back and secured adequately. Hair shall be natural in appearance and without distracting colors and/or styles. Neutral barrettes the color of the hair will be acceptable. No bows are allowed. Neatly trimmed mustaches and beards will be acceptable or the student is to be cleanly shaven. Sideburns will not extend below the earlobe.
3. The only jewelry that will be acceptable will be two simple rings, a watch, and one small chain necklace not to exceed 18" in length. Those with pierced ears may wear two sets of metal or pearl studs. Earrings may not extend below the earlobes. All jewelry is worn at the student's risk. Significant injury may occur to the student that could be possibly disfiguring when a patient grabs a piece of jewelry, you have been warned.
4. Make-up will be applied in a manner that will give a natural look.
5. Chewing gum or eating candy while on duty will not be allowed. Breath mints or sprays are acceptable.
6. Fingernails are to be kept smoothly rounded, sufficiently short so as not to extend beyond the tips of the fingers, and clean. No nail polish may be worn unless it is clear.

7. Hosiery with runs may not be worn.
8. Uniforms must be laundered to maintain a clean and neat appearance.
9. Personal hygiene should include daily bathing as well as the use of deodorants and mouthwashes as needed. No fragrances, colognes, or perfumes will be worn. Offensive body odors will not be tolerated.
10. The use of any tobacco product in the College building or in the clinical area is not permitted. The lingering smell of tobacco on breath, hands and clothing is objectionable to those who are ill and/or do not smoke. Students must adhere to the institutions' smoking policies. Violators will be reported to the program director.
11. The odor of alcoholic beverages or appearance of having ingested alcohol or being under the influence of alcohol is not permitted and will cause your immediate dismissal.
12. Along with being well-groomed and clean while in uniform, the student must constantly be aware of the image portrayed to the public. Profanity, loud talking, or discussing a patient's condition where it can be overheard by other patients is unethical conduct and is prohibited.
13. Tattoos and other body modifications must be out of patient sight while student is on duty.

Code of Ethics

The ARRT Code of Ethics serves as a guide by which Registered Technologists and Applicants may evaluate their professional conduct as it relates to patients, health care consumers, employers, colleagues, and other members of the health care team. The Code of Ethics is intended to assist Registered Technologists and Applicants in maintaining a high level of ethical conduct and in providing for the protection, safety and comfort of patients.

As a student, it is your responsibility to aspire to excellence through this Code of Ethics.

1. The Radiologic Technologist conducts himself/herself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.
2. The Radiologic Technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The Radiologic Technologist delivers patient care and services unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion, or socioeconomic status.
4. The Radiologic Technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.
5. The Radiologic Technologist assesses situations, exercises care, discretion and judgment, assumes responsibility for professional decisions, and acts in the best interest of the patient.
6. The Radiologic Technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient, and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The Radiologic Technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team.
8. The Radiologic Technologist practices ethical conduct appropriate to the profession, and protects the patient's right to quality radiologic technology care.
9. The Radiologic Technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
10. The Radiologic Technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues and investigating new aspects of professional practice.

"I have read the ARRT code of ethics listed above and agree to abide by each of them as long as I am a student radiographer or a practicing radiographer. Failure to do so while a student radiographer may result in immediate expulsion in order to maintain a safe environment for my classmates and for my patients as well as College faculty. I recognize that the ARRT and Southeast Missouri Hospital College of Nursing and Health Sciences radiography program take this code of ethics very seriously and a violation may destroy any aspirations that I have to be a medical radiographer. I hold the program, College, and the ARRT blameless in such an event as I recognize that it is of my own free will that I would choose to violate the tenets described above."

Signature _____

Date _____

Diagnostic Medical Imaging – Radiology: Pregnancy Policy

Voluntary Pregnancy Policy

Disclosure of pregnancy is voluntary. Students may choose to withdraw their declaration of pregnancy at any time and for any reason at their discretion. In the case of disclosure, the following policies come into effect:

The National Council of Radiation Protection (NCRP) advises that control measures should be taken to avoid or reduce the risk of ionizing radiation exposure to the human embryo or fetus. It should be noted, however, that the risks or probability of detectable effects induced by medical diagnostic exposure are very small.

It is the policy of the Southeast Missouri Hospital College of Nursing and Health Sciences Diagnostic Medical Imaging - Radiology Program to provide reasonable radiation protection to student radiographers occupationally exposed to radiation. Declared Pregnant students are expected to follow the additional protective measures detailed below which have been developed to restrict the fetal radiation dose below the maximum permissible dose (MPD) as recommended to the NCRP and the United States Nuclear Regulatory Commission (USNRC).

Students may also elect to continue in the program without any modifications at all whether or not pregnancy is declared.

All students in Southeast Missouri Hospital College of Nursing and Health Sciences Diagnostic Medical Imaging - Radiology Program will be given a copy of the USNRC Regulatory Guide 8.13 which concerns prenatal radiation exposure. The pregnant student must make the final decision as to their acceptance or non-acceptance of this minimal risk.

The following procedures shall be followed:

1. The Program strongly encourages the student to notify the Diagnostic Medical Imaging –Radiology Program Coordinator immediately upon medical verification of pregnancy to ensure that protective measures are for the fetus and mother are initiated.
2. The Program Coordinator will arrange for the student to review her previous radiation exposure history. The Program Coordinator will provide the student with a copy of NCR 8.13-3 and will review protective actions and the risks associated with radiation exposure to the fetus.
3. Upon medical verification that a pregnancy exists, and after consultation with the student’s physician, (see Physician’s Awareness of Pregnancy Form) the Program Coordinator will offer two options to the student.

Option # 1 - Remain In the Program Throughout the Pregnancy

If the student so decides, she may continue in the Program under the following requirements:

- A. The student shall review and implement radiation safety practices as outlined in her copy of NRC appendix 8.13.3
- B. The student shall wear exposure -monitoring devices as determined by the NCR’s recommendation.
- C. The student shall wear a wrap-around lead apron during exposures to radiation. Lead aprons of 0.5 mm lead equivalent are considered sufficient to attenuate 88% of the beam at 75 kVp. Above 75 kVp, aprons with 1.0mm lead are recommended.
- D. The student shall participate in all scheduled clinical rotations areas as assigned without modification. Optional rotations in Nuclear Medicine and Radiation Therapy will be addressed after the student returns from maternity leave.

Option # 2 - Leave of Absence During Pregnancy

If the student so decides, she may elect to leave the Program during the pregnancy period.

- A. If the student decides to accept this option and leave the Program, she must immediately notify the Program Coordinator in writing.
- B. An incomplete will be awarded for the course(s) in progress.
- C. The remaining course work may be completed upon the student’s return, subject to space availability. It may not be feasible for the student to re-enter the program immediately since all courses are offered chronologically and only once a year.
- D. All didactic and clinical course work must be completed prior to completion and graduation from the Program.

The Program Coordinator shall document the student’s decision in regard to the two options described above. The student shall complete and sign documentation acknowledging receipt of all information and associated documentation in regard to the pregnancy. All documentation shall be kept in the student’s permanent personal file.

Pregnancy / Radiation Safety Protection Verification Form

**Southeast Missouri Hospital College of Nursing and Health Sciences
Diagnostic Medical Imaging-Radiologic Program**

I verify by my signature below that:

1. I have notified the Southeast Missouri Hospital College of Nursing and Health Sciences Diagnostic Medical Imaging - Radiology Program Coordinator of my pregnancy.
2. I have been advised by the Program Coordinator in regard to protective measures as well as the risks associated with radiation exposure to the fetus. I have also been advised to and/or have read the appendix to NCR 8.13.3
3. I have received an additional dosimeter that I am wearing at the level of the pelvis to monitor the radiation dose to the fetus.
4. It has been explained to me that by wearing a 0.5 mm lead equivalent protective apron, the dosage to the abdomen/pelvis can be reduced by more than 88% at 75 kVp. It has also been explained to me that a lead apron with 1.0mm lead equivalent should be worn when the beam is above 75 kVp.
5. I have had the opportunity to discuss questions concerning radiation safety during my pregnancy with the Program Coordinator. Furthermore, I understand that should additional questions arise, I may again consult with this individual.
6. **I understand that declaration of pregnancy is voluntary on my behalf and may be withdrawn at any time. I further understand that I may choose to continue in the program with no modifications at all if I desire, regardless of the declaration of pregnancy.**

I do understand the risks involved to the fetus and myself during my pregnancy in regard to pregnancy - related radiation safety. I elect to remain in the Program and adhere to the requirements as stated in Option # 1 of the attached Pregnancy Policy.

I do understand the risks involved to the fetus and myself during my pregnancy in regard to pregnancy - related radiation safety. I elect not to remain in the Program and that a leave of absence from the Program has been granted to me. I understand my return is subject to space availability and I anticipate returning on or around the following date:

Student Signature _____ Date _____

Faculty Member Signature _____ Date _____

Physician's Awareness of Pregnancy Form

**Southeast Missouri Hospital College of Nursing and Health Sciences
Diagnostic Medical Imaging – Radiology Program**

Student Name (*printed/typed*)

DOB

Social Security #

The student named above is presently enrolled in the Diagnostic Medical Imaging- Radiology Program at Southeast Missouri Hospital College of Nursing and Health Sciences. Due to the nature of the Program, this student may be exposed ionizing radiation, or other health hazards (i.e. lifting, possible exposure to contagious disease, etc.). In order to determine the appropriate precautions, we need the following information:

1. *Approximate Date of conception*

2. *Approximate date of expected delivery*

3. *Present health status*

4. *Will the student be under your care during her pregnancy*

yes *no*

5. *Have you informed her of the potential dangers involved in continuing her present career goal while pregnant?*

yes *no*

6. *Do you recommend her continuation in Clinical Education?*

yes *no*

7. *Do you recommend that she continue in the Program?*

yes *no*

8. *Recommended date maternity leave should begin*

9. *Recommended date that Clinical Education may resume after delivery*

NOTE: A written release is required before this student may return to clinicals.

Physician
(printed) _____

Name

Physician Signature _____

Date _____



U.S. Nuclear Regulatory Commission

REGULATORY GUIDE

Office of Nuclear Regulatory Research

REGULATORY GUIDE 8.13

(Draft was issued as DG-8014)

INSTRUCTION CONCERNING PRENATAL RADIATION EXPOSURE

8.13-8.13-1

Revision 3

JUNE 1999

A. INTRODUCTION

The Code of Federal Regulations in 10 CFR Part 19, "Notices, Instructions and Reports to Workers: Inspection and Investigations," in Section 19.12, "Instructions to Workers," requires instruction in "the health protection problems associated with exposure to radiation and/or radioactive material, in precautions or procedures to minimize exposure, and in the purposes and functions of protective devices employed." The instructions must be "commensurate with potential radiological health protection problems present in the work place."

The Nuclear Regulatory Commission's (NRC's) regulations on radiation protection are specified in 10 CFR Part 20, "Standards for Protection Against Radiation"; and 10 CFR 20.1208, "Dose to an Embryo/Fetus," requires licensees to "ensure that the dose to an embryo/fetus during the entire pregnancy, due to occupational exposure of a declared pregnant woman, does not exceed 0.5 rem (5 mSv)." Section 20.1208 also requires licensees to "make efforts to avoid substantial variation above a uniform monthly exposure rate to a declared pregnant woman." A declared pregnant woman is defined in 10 CFR 20.1003 as a woman who has voluntarily informed her employer, in writing, of her pregnancy and the estimated date of conception.

This regulatory guide is intended to provide information to pregnant women, and other personnel, to help them make decisions regarding radiation exposure during pregnancy. This Regulatory Guide 8.13 supplements Regulatory Guide 8.29, "Instruction Concerning Risks from Occupational Radiation Exposure" (Ref. 1), which contains a broad discussion of the risks from exposure to ionizing radiation. Other sections of the NRC's regulations also specify requirements for monitoring external and internal occupational dose to a declared pregnant woman. In 10 CFR 20.1502, "Conditions Requiring Individual Monitoring of External and Internal Occupational Dose," licensees are required to monitor the occupational dose to a declared pregnant woman, using an individual monitoring device, if it is likely that the declared pregnant woman will receive, from external sources, a deep dose equivalent in excess of 0.1 rem (1 mSv). According to Paragraph (e) of 10 CFR 20.2106, "Records of Individual Monitoring Results," the licensee must maintain records of dose to an embryo/fetus if monitoring was required, and the records of dose to the embryo/fetus must be kept with the records of dose to the declared pregnant woman. The declaration of pregnancy must be kept on file, but may be maintained separately from the dose records. The licensee must retain the required form or record until the Commission terminates each pertinent license requiring the record.

8.13-8.13-2

The information collections in this regulatory guide are covered by the requirements of 10 CFR Parts 19 or 20, which were approved by the Office of Management and Budget, approval numbers 3150-0044 and 3150-0014, respectively. The NRC may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

B. DISCUSSION

As discussed in Regulatory Guide 8.29 (Ref. 1), exposure to any level of radiation is assumed to carry with it a certain amount of risk. In the absence of scientific certainty regarding the relationship between low dose exposure and health effects, and as a conservative assumption for radiation protection purposes, the scientific community generally assumes that any exposure to ionizing radiation may cause undesirable biological effects and that the likelihood of these effects increases as the dose increases. At the occupational dose limit for the whole body of 5 rem (50 mSv) per year, the risk is believed to be very low.

The magnitude of risk of childhood cancer following in utero exposure is uncertain in that both negative and positive studies have been reported. The data from these studies "are consistent with a lifetime cancer risk resulting from exposure during gestation which is two to three times that for the adult" (NCRP Report No. 116, Ref. 2). The NRC has reviewed the available scientific literature and has concluded that the 0.5 rem (5 mSv) limit specified in 10 CFR 20.1208 provides an adequate margin of protection for the embryo/fetus.

This dose limit reflects the desire to limit the total lifetime risk of leukemia and other cancers associated with radiation exposure during pregnancy. In order for a pregnant worker to take advantage of the lower exposure limit and dose monitoring provisions specified in 10 CFR Part 20, the woman must declare her pregnancy in writing to the licensee. A form letter for declaring pregnancy is provided in this guide or the licensee may use its own form letter for declaring pregnancy. A separate written declaration should be submitted for each pregnancy.

C. REGULATORY POSITION

1. Who Should Receive Instruction

Female workers who require training under 10 CFR 19.12 should be provided with the information contained in this guide. In addition to the information contained in Regulatory Guide 8.29 (Ref. 1), this information may be included as part of the training required under 10 CFR 19.12.

2. Providing Instruction

The occupational worker may be given a copy of this guide with its Appendix, an explanation of the contents of the guide, and an opportunity to ask questions and request additional information. The information in this guide and Appendix should also be provided to any worker or supervisor who may be affected by a declaration of pregnancy or who may have to take some action in response to such a declaration.

Classroom instruction may supplement the written information. If the licensee provides classroom instruction, the instructor should have some knowledge of the biological effects of radiation to be able to answer questions that may go beyond the information provided in this guide. Videotaped presentations may be used for classroom instruction. Regardless of whether the licensee provides classroom training, the licensee should give workers the opportunity to ask questions about information contained in this Regulatory Guide 8.13. The licensee may take credit for instruction that the worker has received within the past year at other licensed facilities or in other courses or training.

8.13-8.13-3

3. Licensee's Policy on Declared Pregnant Women

The instruction provided should describe the licensee's specific policy on declared pregnant women, including how those policies may affect a woman's work situation. In particular, the instruction should include a description of the licensee's policies, if any, that may affect the declared pregnant woman's work situation after she has filed a written declaration of pregnancy consistent with 10 CFR 20.1208. The instruction should also identify who to contact for additional information as well as identify who should receive the written declaration of pregnancy. The recipient of the woman's declaration may be identified by name (e.g., John Smith), position (e.g., immediate supervisor, the radiation safety officer), or department (e.g., the personnel department).

4. Duration of Lower Dose Limits for the Embryo/Fetus

The lower dose limit for the embryo/fetus should remain in effect until the woman withdraws the declaration in writing or the woman is no longer pregnant. If a declaration of pregnancy is withdrawn, the dose limit for the embryo/fetus would apply only to the time from the estimated date of conception until the time the declaration is withdrawn. If the declaration is not withdrawn, the written declaration may be considered expired one year after submission.

5. Substantial Variations Above a Uniform Monthly Dose Rate

According to 10 CFR 20.1208(b), "The licensee shall make efforts to avoid substantial variation above a uniform monthly exposure rate to a declared pregnant woman so as to satisfy the limit in paragraph (a) of this section," that is, 0.5 rem (5 mSv) to the embryo/fetus. The National Council on Radiation Protection and Measurements (NCRP) recommends a monthly equivalent dose limit of 0.05 rem (0.5 mSv) to the embryo/fetus once the pregnancy is known (Ref. 2). In view of the NCRP recommendation, any monthly dose of less than 0.1 rem (1 mSv) may be considered as not a substantial variation above a uniform monthly dose rate and as such will not require licensee justification. However, a monthly dose greater than 0.1 rem (1 mSv) should be justified by the licensee.

D. IMPLEMENTATION

The purpose of this section is to provide information to licensees and applicants regarding the NRC staff's plans for using this regulatory guide. Unless a licensee or an applicant proposes an acceptable alternative method for complying with the specified portions of the NRC's regulations, the methods described in this guide will be used by the NRC staff in the evaluation of instructions to workers on the radiation exposure of pregnant women.

REFERENCES

1. USNRC, "Instruction Concerning Risks from Occupational Radiation Exposure," *Regulatory Guide 8.29, Revision 1, February 1996.*
2. National Council on Radiation Protection and Measurements, *Limitation of Exposure to Ionizing Radiation, NCRP Report No. 116, Bethesda, MD, 1993.*

8.13-8.13-5

Appendix

Questions and Answers Concerning Prenatal Radiation Exposure

1. Why am I receiving this information?

The NRC's regulations (in 10 CFR 19.12, "Instructions to Workers") require that licensees instruct individuals working with licensed radioactive materials in radiation protection as appropriate for the situation. The instruction below describes information that occupational workers and their supervisors should know about the radiation exposure of the embryo/fetus of pregnant women. The regulations allow a pregnant woman to decide whether she wants to formally declare her pregnancy to take advantage of lower dose limits for the embryo/fetus. This instruction provides information to help women make an informed decision whether to declare a pregnancy.

2. If I become pregnant, am I required to declare my pregnancy?

No. The choice whether to declare your pregnancy is completely voluntary. If you choose to declare your pregnancy, you must do so in writing and a lower radiation dose limit will apply to your embryo/fetus. If you choose not to declare your pregnancy, you and your embryo/fetus will continue to be subject to the same radiation dose limits that apply to other occupational workers.

3. If I declare my pregnancy in writing, what happens?

If you choose to declare your pregnancy in writing, the licensee must take measures to limit the dose to your embryo/fetus to 0.5 rem (5 millisievert) during the entire pregnancy. This is one-tenth of the dose that an occupational worker may receive in a year. If you have already received a dose exceeding 0.5 rem (5 mSv) in the period between conception and the declaration of your pregnancy, an additional dose of 0.05 rem (0.5 mSv) is allowed during the remainder of the pregnancy. In addition, 10 CFR 20.1208, "Dose to an Embryo/Fetus," requires licensees to make efforts to avoid substantial variation above a uniform monthly dose rate so that all the 0.5 rem (5 mSv) allowed dose does not occur in a short period during the pregnancy. This may mean that, if you declare your pregnancy, the licensee may not permit you to do some of your normal job functions if those functions would have allowed you to receive more than 0.5 rem, and you may not be able to have some emergency response responsibilities.

4. Why do the regulations have a lower dose limit for the embryo/fetus of a declared pregnant woman than for a pregnant worker who has not declared?

A lower dose limit for the embryo/fetus of a declared pregnant woman is based on a consideration of greater sensitivity to radiation of the embryo/fetus and the involuntary nature of the exposure. Several scientific advisory groups have recommended (References 1 and 2) that the dose to the embryo/fetus be limited to a fraction of the occupational dose limit.

5. What are the potentially harmful effects of radiation exposure to my embryo/fetus?

The occurrence and severity of health effects caused by ionizing radiation are dependent upon the type and total dose of radiation received, as well as the time period over which the exposure was received. See Regulatory Guide 8.29, "Instruction Concerning Risks from Occupational Exposure" (Ref. 3), for more information. The main concern is embryo/fetal susceptibility to the harmful effects of radiation such as cancer.

6. Are there any risks of genetic defects?

Although radiation injury has been induced experimentally in rodents and insects, and in the experiments was transmitted and became manifest as hereditary disorders in their offspring, radiation has not been identified as a cause of such effect in humans. Therefore, the risk of genetic effects attributable to radiation exposure is speculative. For example, no genetic effects have been documented in any of the Japanese atomic bomb survivors, their children, or their grandchildren.

8.13-8.13-6

7. What if I decide that I do not want any radiation exposure at all during my pregnancy?

You may ask your employer for a job that does not involve any exposure at all to occupational radiation dose, but your employer is not obligated to provide you with a job involving no radiation exposure. Even if you receive no occupational exposure at all, your embryo/fetus will receive some radiation dose (on

average 75 mrem (0.75 mSv)) during your pregnancy from natural background radiation. The NRC has reviewed the available scientific literature and concluded that the 0.5 rem (5 mSv) limit provides an adequate margin of protection for the embryo/fetus. This dose limit reflects the desire to limit the total lifetime risk of leukemia and other cancers. If this dose limit is exceeded, the total lifetime risk of cancer to the embryo/fetus may increase incrementally. However, the decision on what level of risk to accept is yours. More detailed information on potential risk to the embryo/fetus from radiation exposure can be found in References 2-10.

8. What effect will formally declaring my pregnancy have on my job status?

Only the licensee can tell you what effect a written declaration of pregnancy will have on your job status. As part of your radiation safety training, the licensee should tell you the company's policies with respect to the job status of declared pregnant women. In addition, before you declare your pregnancy, you may want to talk to your supervisor or your radiation safety officer and ask what a declaration of pregnancy would mean specifically for you and your job status. In many cases you can continue in your present job with no change and still meet the dose limit for the embryo/fetus. For example, most commercial power reactor workers (approximately 93%) receive, in 12 months, occupational radiation doses that are less than 0.5 rem (5 mSv) (Ref. 11). The licensee may also consider the likelihood of increased radiation exposures from accidents and abnormal events before making a decision to allow you to continue in your present job. If your current work might cause the dose to your embryo/fetus to exceed 0.5 rem (5 mSv), the licensee has various options. It is possible that the licensee can and will make a reasonable accommodation that will allow you to continue performing your current job, for example, by having another qualified employee do a small part of the job that accounts for some of your radiation exposure.

9. What information must I provide in my written declaration of pregnancy?

You should provide, in writing, your name, a declaration that you are pregnant, the estimated date of conception (only the month and year need be given), and the date that you give the letter to the licensee. A form letter that you can use is included at the end of these questions and answers. You may use that letter, use a form letter the licensee has provided to you, or write your own letter.

10. To declare my pregnancy, do I have to have documented medical proof that I am pregnant?

NRC regulations do not require that you provide medical proof of your pregnancy. However, NRC regulations do not preclude the licensee from requesting medical documentation of your pregnancy, especially if a change in your duties is necessary in order to comply with the 0.5 rem (5 mSv) dose limit.

11. Can I tell the licensee orally rather than in writing that I am pregnant?

No. The regulations require that the declaration must be in writing.

8.13-8.13-7

12. If I have not declared my pregnancy in writing, but the licensee suspects that I am pregnant, do the lower dose limits apply?

No. The lower dose limits for pregnant women apply only if you have declared your pregnancy in writing. The United States Supreme Court has ruled (in *United Automobile Workers International Union v. Johnson Controls, Inc.*, 1991) that "Decisions about the welfare of future children must be left to the parents who conceive, bear, support, and raise them rather than to the employers who hire those parents" (Reference 7). The Supreme Court also ruled that your employer may not restrict you from a specific job "because of concerns about the next generation." Thus, the lower limits apply only if you choose to declare your pregnancy in writing.

13. If I am planning to become pregnant but am not yet pregnant and I inform the licensee of that in writing, do the lower dose limits apply?

No. The requirement for lower limits applies only if you declare in writing that you are already pregnant.

14. What if I have a miscarriage or find out that I am not pregnant?

If you have declared your pregnancy in writing, you should promptly inform the licensee in writing that you are no longer pregnant. However, if you have not formally declared your pregnancy in writing, you need not inform the licensee of your non-pregnant status.

15. How long is the lower dose limit in effect?

The dose to the embryo/fetus must be limited until you withdraw your declaration in writing or you inform the licensee in writing that you are no longer pregnant. If the declaration is not withdrawn, the written declaration may be considered expired one year after submission.

16. If I have declared my pregnancy in writing, can I revoke my declaration of pregnancy even if I am still pregnant?

Yes, you may. The choice is entirely yours. If you revoke your declaration of pregnancy, the lower dose limit for the embryo/fetus no longer applies.

17. What if I work under contract at a licensed facility?

The regulations state that you should formally declare your pregnancy to the licensee in writing. The licensee has the responsibility to limit the dose to the embryo/fetus.

18. Where can I get additional information?

The references to this Appendix contain helpful information, especially Reference 3, NRC's Regulatory Guide 8.29, "Instruction Concerning Risks from Occupational Radiation Exposure," for general information on radiation risks. The licensee should be able to give this document to you. For information on legal aspects, see Reference 7, "The Rock and the Hard Place: Employer Liability to Fertile or Pregnant Employees and Their Unborn Children—What Can the Employer Do?" which is an article in the journal *Radiation Protection Management*.

You may telephone the NRC Headquarters at (301) 415-7000. Legal questions should be directed to the Office of the General Counsel, and technical questions should be directed to the Division of Industrial and Medical Nuclear Safety. You may also telephone the NRC Regional Offices at the following numbers: Region I, (610) 337-5000; Region II, (404) 562-4400; Region III, (630) 829-9500; and Region IV, (817) 860-8100. Legal questions should be directed to the Regional Counsel, and technical questions should be directed to the Division of Nuclear Materials Safety.

8.13-8.13-8

1 Single copies of regulatory guides, both active and draft, and draft NUREG documents may be obtained free of charge by writing the Reproduction and Distribution Services Section, OCIO, USNRC, Washington, DC 20555-0001, or by fax to (301)415-2289, or by email to <DISTRIBUTION@NRC.GOV>. Active guides may also be purchased from the National Technical Information Service on a standing order basis. Details on this service may be obtained by writing NTIS, 5285 Port Royal Road, Springfield, VA 22161. Copies of active and draft guides are available for inspection or copying for a fee from the NRC Public Document Room at 2120 L Street NW., Washington, DC; the PDR's mailing address is Mail Stop LL-6, Washington, DC 20555; telephone (202)634-3273; fax (202)634-3343.

REFERENCES FOR APPENDIX

1. National Council on Radiation Protection and Measurements, *Limitation of Exposure to Ionizing Radiation*, NCRP Report No. 116, Bethesda, MD, 1993.
 2. International Commission on Radiological Protection, *1990 Recommendations of the International Commission on Radiological Protection*, ICRP Publication 60, Ann. ICRP 21: No. 1-3, Pergamon Press, Oxford, UK, 1991.
 3. USNRC, "Instruction Concerning Risks from Occupational Radiation Exposure," Regulatory Guide 8.29, Revision 1, February 1996.11 (Electronically available at www.nrc.gov/NRC/RG/index.html)
 4. Committee on the Biological Effects of Ionizing Radiations, National Research Council, *Health Effects of Exposure to Low Levels of Ionizing Radiation* (BEIR V), National Academy Press, Washington, DC, 1990.
 5. United Nations Scientific Committee on the Effects of Atomic Radiation, *Sources and Effects of Ionizing Radiation*, United Nations, New York, 1993.
 6. R. Doll and R. Wakeford, "Risk of Childhood Cancer from Fetal Irradiation," *The British Journal of Radiology*, 70, 130-139, 1997.
 7. David Wiedis, Donald E. Jose, and Timm O. Phoebe, "The Rock and the Hard Place: Employer Liability to Fertile or Pregnant Employees and Their Unborn Children—What Can the Employer Do?" *Radiation Protection Management*, 11, 41-49, January/February 1994.
 8. National Council on Radiation Protection and Measurements, *Considerations Regarding the Unintended Radiation Exposure of the Embryo, Fetus, or Nursing Child*, NCRP Commentary No. 9, Bethesda, MD, 1994.
 9. National Council on Radiation Protection and Measurements, *Risk Estimates for Radiation Protection*, NCRP Report No. 115, Bethesda, MD, 1993.
- 2Copies are available at current rates from the U.S. Government Printing Office, P.O. Box 37082, Washington, DC 20402-9328 (telephone (202)512-1800); or from the National Technical Information Service by writing NTIS at 5285 Port Royal Road, Springfield, VA 22161. Copies are available for inspection or copying for a fee from the NRC Public Document Room at 2120 L Street NW., Washington, DC; the PDR's mailing address is Mail Stop LL-6, Washington, DC 20555; telephone (202)634-3273; fax (202)634-3343. 8.13-8.13-10
10. National Radiological Protection Board, *Advice on Exposure to Ionising Radiation During Pregnancy*, National Radiological Protection Board, Chilton, Didcot, UK, 1998.
 11. M.L. Thomas and D. Hagemeyer, "Occupational Radiation Exposure at Commercial Nuclear Power Reactors and Other Facilities, 1996," Twenty-Ninth Annual Report, NUREG-0713, Vol. 18, USNRC, 1998.22

Declaration of Pregnancy Form

To: _____

In accordance with the NRC's regulations at 10 CFR 20.1208, "Dose to an Embryo/Fetus,"

I am declaring that I am pregnant. I believe I became pregnant in _____ .
(*only the month and year need be provided*)

I understand the radiation dose to my embryo/fetus during my entire pregnancy will not be allowed to exceed 0.5 rem (5 millisievert) (unless that dose has already been exceeded between the time of conception and submitting this letter). I also understand that meeting the lower dose limit may require a change in job or job responsibilities during my pregnancy.

Physician Name (printed) _____

Physician Signature _____ Date _____



Greetings from the Dean

Welcome to the Associate of Arts (Emphasis: Allied Health) section of your Student Handbook!

Our Associate of Arts degree [AA(AH)] is designed for those who want to work in allied health settings but do not necessarily want to work directly with patients; these positions might include customer resources, back office, front office, technology-related assistants, or front-line service staff, among others.

Additionally, the AA(AH) degree may be ideal for students desiring to maintain at least half-time status while waiting to begin College specialization programs, as well as students who wish to complete a credential after leaving a different program. The Associate of Arts degree also could be attractive to those planning to transfer elsewhere, and to those who seek an additional qualification for personal or professional purposes.

Students pursuing the College's Associate of Arts degree complete the same General Education courses as do students in the College's specialization programs; the same communications, humanities, mathematics, physical science, and social/behavioral science courses, respectively, are taught with equal rigor for Associate of Arts students and specialization students. The primary difference in the degree plan is a swapping of additional liberal arts requirements instead of specialization courses – students in the Associate of Arts program complete a broader array of General Education courses.

One of the most attractive aspects of the AA(AH) degree is the flexibility of the curriculum. Designed to allow multiple options in some of the categories of courses, students can choose from courses that focus a bit more on certain subjects or best fit one's busy schedule.

The next several pages detail much information about the College's AA(AH) degree. If you have any questions or desire additional information, please know I welcome your inquiries.

Thank you, and please let me know how I may assist.

Lance Ratcliff, PhD, RD
Dean, General Education & Student Services

Program Philosophy

The general education faculty subscribes to the philosophy of Southeast Missouri Hospital College of Nursing and Health Sciences, and further believes that the fundamental aim of this program is to develop professional skills that will provide opportunities for any successful graduate to seek customer service or other administrative employment in an allied health setting.

Skills developed in the program include:

COMMUNICATIONS--Demonstrate effective communication skills both in person and in print.

CRITICAL THINKING--Demonstrate effective critical thinking skills, including but not limited to, judging evidence, synthesizing information, constructing arguments, and solving problems.

DIVERSITY--Demonstrate the ability to adapt interactions to meet cultural and/or psychosocial needs of clients/patients and co-workers.

ETHICS--Demonstrate an understanding of ethics and the role they play in health care providers' personal and professional lives.

INTEGRATION--Demonstrate the ability to integrate the principles, theories, concepts, and facts learned in general education courses, including the ability to apply the scientific method to solve problems, into the specializations and in clinical practice.

TECHNOLOGY--Demonstrate the ability to use technology to find, evaluate, and apply information and subsequently to communicate that information to others accurately and concisely.

Program Mission Statement

The program mission statement is two-fold:

- To prepare students for customer service or other administrative positions in allied health organizations.
- To provide a framework, a scaffold, on which to layer additional educational success after graduation.

Program Goals

Program goals flow from the program mission statement:

1. Graduates will be well prepared for their chosen entry-level allied health professions.
2. Graduates will effectively use problem solving skills and critical thinking skills.
3. Graduates will be effective communicators, both in person and in print.
4. Graduates will be well prepared for additional educational success as they pursue advanced credentials in allied health fields.

Program Description

The Associate of Arts Degree (Emphasis: Allied Health) [AA(AH)] is a two-year program which takes existing general education courses and organizes them into a coherent whole to comprise an Associate of Arts degree. Since every course at the College features an allied health emphasis, this two-year degree would be attractive to individuals who seek to work in allied health settings but who do not wish to work directly with patients. Such degree holders would be exceptionally well trained for customer service and other administrative positions in allied health organizations. Additionally, it would be helpful to have this option available on the rare occasion when students in the specializations either opt out or fail to meet College expectations.

Residency Requirements

Transfer students must complete a residency requirement of 24 hours of general education credit from the College. In those cases in which students transfer in more than 40 hours of accepted general education credits, the Dean of General Education will work with the students and the program administrators of the several specializations to arrange additional hours such that the 24-hour residency requirement can be met.

Transfer Credit for General Education Courses

The College accepts transfer credit for general education courses. A grade of “C” or better must have been earned in order for transfer credit to be considered. The College Registrar, in collaboration with the Dean of General Education and the faculty, determines the transferability of courses to the College. Transfer decisions are made based on course quality, comparability, appropriateness and applicability. Once the student begins course work at the College, all course work must be completed at the College.

Assessment

This program, in subordination to the College, is part of a master educational plan of assessment. This means that on a regular, systematic basis, individual aspects of the program are scrutinized using a variety of tools to insure that we are achieving our goals. It is imperative that our classroom activity support individual learning objectives that support individual course outcomes that support program goals that support the program and College mission statements. We take our place in the assessment program very seriously and expect students to assist in these efforts by being honest and forthright on assessment survey instruments. Course and instructor evaluations forms are no place for personality issues, and we genuinely need and respect students’ feedback to be better at what we do.

Students in this program will participate in exit assessments just like all other students at the College. All graduating students enroll in AH 001 Exit Assessments, a 1-hour non-degree-credit experience in which they demonstrate their proficiency on selected general education outcomes. Benchmarks call for students to meet or exceed 75% on locally developed assessment measures designed to assess the technology, ethics, and oral communications objectives. Additionally, students take the Collegiate Assessment of Academic Proficiency (CAAP), the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. Benchmarks on that measure call for students to meet or exceed the national norm on writing, critical thinking, and science reasoning. The diversity and integration objectives are assessed with other locally-developed rubrics and benchmarks.

Student Learning Outcomes

1. Recognize how Allied Health professions contribute to health care delivery.
2. Work effectively as a member of health care team.
3. Utilize oral and written communication and critical thinking skills at the associate’s level in a health care related field.
4. Advocate on behalf of diverse patients, health care practitioners, and the health care community.
5. Identify the impact of effective and ineffective applications of technology in Allied Health services.
6. Commit to the use of professional ethics when providing services to clients, families and communities under all circumstances.
7. Demonstrate knowledge of health services organization and delivery at entry-level.
8. Demonstrate an understanding of the structure and function of the human body as it relates to Allied Health professionals.
9. Appreciate the role of scientific inquiry and the changing nature of evidence-based health care organization and delivery.

Program Policy Updates

Regular program policy updates are made available to students when the College *Catalog* is updated. Occasionally, it is necessary to either update or create a policy/procedure that needs to take effect earlier than the catalog update will allow. In that case, once the policy is approved, it will be made available to students via email as well as to all other stakeholders in the program. The faculty will also make announcements regarding the policy and provide students with written copies during didactic class periods prior to the implementation of the new policy/procedure.

Associate of Arts (Emphasis: Allied Health) Degree Outline

AA Degree Requirement	Comments	Courses	Hrs	Total	
a. Communicating (9 hours required)	Virtually all semesters	COM 100	3	9	
	Virtually all semesters	ENG 100	3		
	Summer, Spring only	ENG 200	3		
b. Valuing (2 hours required)	Virtually all semesters	FYS 101	1	2	
	Virtually all semesters	AH 201	1		
c. Humanities (3 hours required)	Choose one:			3	
	Fall only	AH 230	3		
	Summer, Fall only	FA 200	3		
d. Life and Physical Sciences (14 hours required)	Summer, Spring only	BI 151	4	14	
	Summer, Fall only	BI 152	4		
	Fall, Spring only	BI 200	3		
	Summer, Fall only	CH 100	3		
e. Mathematics (6 hours required)	Virtually all semesters	MAT 150	3	6	
	Fall only	AH 200	3		
f. Social and Behavioral Sciences (9 hours required)	Required Course:			9	
	Virtually all semesters	GOVT 100	3		
	Choose two, each with a different prefix:				
	Summer, Spring only	HST 105	3		
	Virtually all semesters	PSY 100	3		
	Fall, Spring only	PSY 200	3		
g. Electives (21 hours required)	Virtually all semesters	SOC 102	3	21	
	Fall only	AH 104	1		
	Spring only	AH 204	2		
	Fall, Spring only	BI 306	3		
	Virtually all semesters	INT 200	3		
	Virtually all semesters	NUT 200	3		
	Allied Health Elective				3
	Courses from Sections c. and f. above not chosen previously				6-9
Allied health electives (including AH 103) approved by the Dean of General Education and the Registrar.			1-9		
TOTAL CREDIT HOURS				64	

Associate of Arts (Emphasis: Allied Health) Curriculum Plan

The Associate of Arts degree may begin any semester of the year. Students may take more or fewer courses per semester. In order to finish the program in two years the following curriculum is suggested for those who do not transfer credits from another school.

Semester	Curriculum	Credit Hrs
Summer 1	FYS 101 College Seminar	1
	BI 151 Anatomy & Physiology I	4
	MAT 150 College Algebra	3
	Total This Semester	8
Fall 1	BI 152 Anatomy & Physiology II	4
	CH 100 Chemistry	3
	ENG 100 English Composition	3
	AH 201 Human Diversity in Healthcare Delivery	1
	Electives	1-3
Total This Semester	12-14	
Spring 1	BI 200 Microbiology	3
	COM 100 Oral Communications	3
	ENG 200 Expository Writing	3
	Electives	3-5
Total This Semester	12-14	
Summer 2	Social and Behavioral Science course	3
	Elective	3
	Total This Semester	6
Fall 2	AH 200 Introduction to Statistics	3
	Humanities course	3
	GOVT 100 Government & Politics in the United States	3
	Elective	3
Total This Semester	12	
Spring 2	Social and Behavioral Science course	3
	Electives	9
	Total This Semester	12
TOTAL CREDIT HOURS		64

Associate of Arts (Emphasis: Allied Health) Technical Requirements for Blended Format

See Minimal Technical Requirements for blended and/or online courses.

Associate of Arts (Emphasis: Allied Health) Grading Scale

The following grading scale will be used for general education courses:

Grade	Grade Percentage	Grade Points
A = Excellent Performance	90 – 100%	4
B = Superior/Good	80 – 89.9%	3
C = Average/Satisfactory	70 – 79.9%	2
D = Unsatisfactory/Inferior	60 – 69.9%	1
F = Failing Performance	59.9% and below	0
I = Incomplete Work		0
W= Withdrawn from Class		0

Associate of Arts (Emphasis: Allied Health) Health Policy

All students accepted into the AA(AH) program must comply with the College Health Policy.

Adding AA(AH) Degree to Other College Earned Credentials

Students who have been admitted to one of the College's specialization programs may add the AA(AH) degree to their program of study by completing a Request to Add Associate of Arts (Emphasis: Allied Health) Program form, available from the Registrar or from the Dean of General Education. No additional application forms or fees are required for students to add the AA(AH) to their program of study. Students who declare the AA(AH) along with a College specialization will have two advisors: one for the specialization and one for the AA(AH). These two advisors, in full collaboration with the students, will work together to ensure that the students complete all requirements for both credentials on the most timely basis possible.

Articulation Agreements

Students interested in the College's AA(AH) degree program should inquire in the office of the Dean of General Education about articulation agreements that ensure seamless transfer to another institution's 4-year degree programs.



Dear Student,

I am pleased to welcome you into the Medical Laboratory Science Program at Southeast Missouri Hospital College of Nursing and Health Sciences. You have chosen a profession that is critical to healthcare. Approximately 70% of clinical diagnostic and treatment decisions with patients depend on the medical laboratory results generated by the clinical laboratory. Our profession is vital to the diagnosis, treatment, and prognosis of patient disease states.

You can expect a rigorous schedule of educational activities during your clinical year, and I feel certain that you will find your year with us not only challenging but quite rewarding. Knowing that you have made a difference in the lives of individuals – whether it be evaluating a blood smear for the presence of leukemia cells, providing a safe blood product for an accident victim, isolating and identifying the pathogenic bacteria infecting a wound, or determining the electrolyte balance of an intensive care patient – will provide you with a feeling of satisfaction and pride in your profession. The medical laboratory scientist is the link between specimen collection and result reporting.

Congratulations on your admission to the Medical Laboratory Science program! Please feel free to discuss any issues of concern that you may have, with me at anytime.

Sincerely,

Sherry Schloss, MLS Program Director

Program Philosophy

The faculty at Southeast Missouri Hospital College of Nursing and Health Sciences Medical Laboratory Science Program believe that the primary function of the MLS Program is to provide a program of education that will enable individuals to acquire the knowledge and skills necessary to enter their chosen vocational field of Medical Laboratory Science. Medical Laboratory Scientists must perform their duties with efficiency, accuracy, and thoughtfulness. This program strives to graduate practicing Medical Laboratory Scientists who pay attention to detail, effectively communicate, and show integrity in the performance of laboratory assays. Continuing advances in the field of Medical Laboratory Science requires an attitude of life-long learning for faculty and graduates.

Program Goals

- To graduate well-rounded students with a basic knowledge of laboratory principles in safety, information systems, education and management, instrumentation evaluation and selection, and communication skills required to converse with coworkers and patients,
- To graduate students with the cognitive knowledge to perform and interpret laboratory testing, and analyze and solve problems in all the competency areas of a laboratory generalist,
- To graduate students with psychomotor skills to perform laboratory analyses, operate, maintain, and troubleshoot laboratory instrumentation in all competency areas of a laboratory generalist,
- To graduate students with ethical practices which are committed to the highest standards of accuracy, quality, confidentiality, and care in the performance of laboratory analyses and are a credit to the profession of medical laboratory science, and
- To graduate students who are successful in passing a national certifying exam.

Quality of Instruction

So that the School is able to meet program goals, the School will provide clinical instructors who are:

- Committed to the quality education of students, providing current knowledge of laboratory methodologies and theory of clinical correlation.
- Dedicated to maintaining current knowledge through formal continuing education and self-study activities.
- Interested in and supportive of students.
- Timely in writing student evaluations and offering remediation assistance.
- Willing to supervise the student at all times during clinical instruction.

Graduation/Entry-Level Competencies

Upon graduation the Medical Laboratory Scientist will make application to, take, and pass a national certifying exam within one year.

At graduation, the Medical Laboratory Scientist will have the following basic knowledge and skills in:

- Application of safety and governmental regulations and standards as applied to clinical laboratory science.
- Principles and practices of professional conduct and the significance of continuing professional development.
- Communications sufficient to serve the needs of patients, the public and members of the health care team.
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services.
- Principles and practices of clinical study design, implementation and dissemination of results.

At graduation, the Medical Laboratory Scientist will have the following entry level competencies:

- Principles and practices of laboratory procedures, data analyses, and instrumentation operation in all competency areas of a laboratory generalist to include:
 - Practice principles of laboratory safety.
 - Collection and processing of patient specimens according to laboratory protocols.
 - Operate and maintain laboratory instrumentation in all competency areas of the laboratory generalist
 - Analyze and solve problems with laboratory instruments and laboratory procedures.
 - Evaluate laboratory results for quality and accuracy.
 - Evaluate laboratory data to recognize procedural, technical, and/or instrument errors.
 - Correlate laboratory values with clinical diagnosis and physiological processes to validate results.
 - Recognize critical laboratory values and notify the appropriate health care personnel.
- Principles and practices of ethical conduct:
 - Maintain confidentiality when dealing with patient information.
 - Advocate for quality laboratory testing to enhance patient care.

Advanced Placement

Individuals with clinical laboratory credit hours and/or laboratory experience beyond the pre-requisites will be considered for advanced placement. Tuition will be set based on educational needs of the student, i.e., tuition will be prorated based on the lecture/laboratory coursework needed in various laboratory areas. Students seeking advanced placement should consult with the program director.

Instructional Resources

Southeast Missouri Hospital has a building dedicated to the Southeast Missouri Hospital College of Nursing and Health Sciences. In addition, a separate student computer room is available for student use. CD ROM capabilities, PowerPoint, video and audio are available, as well as Internet access.

The hospital Clinical Laboratory contains 9163 square feet of space. The laboratory is a full service state of the art laboratory and is fully computerized.

Several libraries are available for student use. Students have checkout privileges at Southeast Missouri State University Kent Library and the Clinical Laboratory Resources area (textbooks and journals) located within the main hospital laboratory.

Medical Laboratory Science Program Faculty

Program DirectorSherry Schloss, MA, MLS (ASCP)(CM)

Clinical Sites and Instructors

Southeast Hospital Laboratory (573) 651-5540

Lead Clinical Instructor: Judy Peetz

Doctor's Park Laboratory (573) 651-5828

Lead Clinical Instructor: Annette Shoulders

St. Francis Medical Center Laboratory (573) 331-5147

Lead Clinical Instructor: Anita Philips

Ferguson Medical Group (573) 471-0330

Lead Clinical Instructor: Meredith Hooperext 178

SSM St. Louis Healthcare Network Laboratories (636) 625-5294

Director of Laboratory Rotations: Valerie Snyder, MSA, MT (ASCP)

Southern Illinois Healthcare (618) 549-0721

Lab Director: Diana Biggs

Lab Manager: Theresa Keith

Perry County Memorial Hospital..... (573) 768-3257

Laboratory Director: Julie Wengert, MT (ASCP)

Southeast Missouri State University

Affiliate Advisor: Philip Crawford, PhD

Maryville University

Affiliate Advisor: Kristen Bruzzini, PhD

Medical Laboratory Course Offerings

MLS 401 Student Lab Block I

MLS 401 is a block of sections taught in a student laboratory environment. Each section will have 50% lecture (didactic) information and 50% clinical training presented to students. Clinical/Lab hours are calculated on a 2.5:1 ratio. **6 Credit Hours**

This block includes the following sections:

Introduction to Medical Laboratory Science

This section includes an introduction to the college campus, online learning services, and all topics covered by the Student Handbook. The section also includes an introduction to Medical Laboratory Science including the principles of laboratory safety, quality control, medical terminology, laboratory mathematics, professionalism, ethics, and communication. Prerequisite for all subsequent coursework.

Phlebotomy

Introduction to phlebotomy principles of blood collection techniques, phlebotomy equipment, specimen handling, sources of error in laboratory testing (pre-analytical, analytical, and post-analytical). Also includes laboratory safety, infection control, professionalism, and patient's rights.

Immunology/Serology

A student lab section for introduction into laboratory techniques and didactic information related to Immunology/Serology. The study of laboratory analysis utilizing antigen/antibody detection for the purpose of diagnosis of disease.

Immunoematology

A student lab section for introduction into laboratory techniques and didactic information related to Immunoematology. The study of transfusion therapy, including blood group serology, pretransfusion testing, component therapy, and donor collection.

Urinalysis

A student lab section for introduction into laboratory techniques and didactic information related to Urinalysis. The study of physical, chemical, and microscopic analysis of urine in the investigation of kidney function and disease states.

MLS 402 Student Lab Block II

MLS 402 is a block of sections taught in a student laboratory environment. Each section will have 50% lecture (didactic) information and 50% clinical training presented to students. Clinical/Lab hours are calculated on a 2.5:1 ratio. **6 Credit Hours**

This block includes the following sections:

Clinical Chemistry

A student lab section for introduction into laboratory techniques and didactic information related to Clinical Chemistry. The study of the chemical constituents in body fluids and their clinical significance in diagnosis, prevention, and treatment of disease.

Molecular Techniques

A student lab section for introduction into laboratory techniques and didactic information related to molecular techniques. An introduction to molecular biology techniques and their applications to the laboratory diagnosis of disease.

Hematology

A student lab section for introduction into laboratory techniques and didactic information related to hematology. The study of cellular elements in the blood and diseases of hematopoietic tissues. Instruction includes manual methods, microscopy, and discussion of automated hematology analyzers.

Coagulation/Hemostasis

A student lab section for introduction into laboratory techniques and didactic information related to Coagulation/Hemostasis. The student of blood clotting and fibrinolysis systems and clotting studies used to determine disorder of hemostasis and to monitor anticoagulant therapy.

MLS 403 Student Lab Block III

MLS 403 is a block of sections taught in a student laboratory environment. Each section will have 50% lecture (didactic) information and 50% clinical training presented to students. Clinical/Lab hours are calculated on a 2.5:1 ratio. **5 Credit Hours**

This block includes the following sections:**Clinical Microbiology**

A student lab section for introduction into laboratory techniques and didactic information related to Clinical Microbiology. The Student of bacteria of clinical significance in the diagnosis of human disease. Emphasis on bacteriological identification by microscopic and chemical techniques, and susceptibility testing.

Mycology/Parasitology

A student lab section for introduction into laboratory techniques and didactic information related to Mycology and Parasitology. The student of fungi and parasites in the diagnosis of human disease. Collection, concentration, and culture methods and microscopic identification are included in the course.

Advanced Lecture Series

The Advanced Lectures introduce theoretical information related to each area of study. This series is presented in a lecture format with various instructional methods utilized including: power point, case studies, videos, paper reviews, and online review activities.

MLS 404 Advanced Lecture Block I

Advanced lecture block covering theoretical information from the following areas of study: Education, Laboratory Management, Cultural Diversity, Immuno-hematology, and Immunology/Serology. Advanced lectures will focus on building critical thinking and problem solving skills utilizing clinical case study discussions and classic lecture theory. **2 Credit Hours**

MLS 405 Advanced Lecture Block II

Advanced lecture block covering theoretical information from the following areas of study: Hematology, Coagulation/Hemostasis, and Urinalysis. Advanced lectures will focus on building critical thinking and problem solving skills utilizing clinical case study discussions and classic lecture theory. **2 Credit Hours**

MLS 406 Advanced Lecture Block III

Advanced lecture block covering theoretical information from the following areas of study: Clinical Microbiology, and Clinical Chemistry. Advanced lectures will focus on building critical thinking and problem solving skills utilizing clinical case study discussions and classic lecture theory. **2 Credit Hours**

Clinical Rotation Blocks

Clinical rotation blocks are clinical practicums whereby students are placed in various clinical sites to train in laboratory methodologies. The clinical practicums will focus on applied laboratory techniques and concepts which include: microscopy, principles of instrumentation (with emphasis on automated analyzers), manual test performance and quality control performance. Students will perform patient testing under the observation of a certified Medical Laboratory Scientist. Emphasis will be placed on critical thinking and problem solving skills with relationship to the patient and/or quality control results. Clinical/Lab hours are calculated on a 2.5:1 ratio.

MLS 407 Clinical Rotation Block I

7 Credit Hours

This block includes the following sections:

Clinical Chemistry

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Clinical Chemistry..

Clinical Microbiology

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Clinical Chemistry.

MLS 408 Clinical Rotation Block II

7 Credit Hours

This block includes the following sections:

Urinalysis

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Urinalysis.

Coagulation/Hemostasis

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Coagulation/Hemostasis.

Immunohematology

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Blood Bank.

Immunology/Serology

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to Immunology.

Hematology

A clinical practicum based course that will focus on advanced applied clinical laboratory techniques and concepts related to hematology.

Medical Laboratory Science Program Course Sequence

SEMESTER	CURRICULUM	CREDITS
Summer		
	MLS 401 Student Lab Block I	6
Fall		
	MLS 402 Student Lab Block II	6
	MLS 403 Student Lab Block III	5
	MLS 404 Advanced Lecture Block I	2
Spring		
	MLS 405 Advanced Lecture Block II	2
	MLS 406 Advanced Lecture Block III	2
	MLS 407 Clinical Rotation Block I	7
	MLS 408 Clinical Rotation Block II	7
Medical Laboratory Science Program: TOTAL CREDIT HOURS		37

Essential Functions

Applicants must meet the technical standards of the program in order to perform the essential functions of the profession.

Vision	includes the ability to discriminate microscopic elements, distinguish colors, read graphs and instrument settings, complete reports accurately by computer entry and verification.
Speech and Hearing	includes effective communication with co-workers and other medical care personnel.
Physical Strength and Mobility	includes the ability to stand, walk, and sit, carry objects up to 20 pounds, bend, reach, lift, grasp objects, push or pull objects.
Fine Motor Skills	include all eye-hand coordination skills such as pipetting, instrument operation, manipulation of microbiological samples for culture, phlebotomy.
Psychological Stability	includes professional behavior at all times, regardless of the stresses or the emergency nature of the situation.

Special Needs Students

Students who need special assistance according to ADA guidelines should notify the instructor the first week of the course if there are any special needs.

Evaluation

School of Medical Technology students are evaluated by means of written quizzes and examinations, practical examinations, procedure checklists and professional behavioral rating forms. All domains of learning including cognitive, psychomotor, and affective are assessed. Written quizzes and/or examinations are given weekly in both lecture and in laboratory rotations.

Formative evaluation meetings are held with each student midway through each student laboratory and department rotation. Summative evaluation meetings are held at the completion of each student laboratory rotation and department rotation. Student rotation evaluations are due the week following the end of the rotation.

Students are asked to evaluate the School of Medical Laboratory Science Program approximately six months following graduation. Employers are asked to evaluate graduates as to employee knowledge and performance approximately six months following employment. Both forms of evaluation are used to assess program effectiveness.

Standards for Professional Behavior

Students are evaluated in the following behavioral areas.

Attendance

- Arrives on time and stays until dismissed by instructor
- Absences are infrequent and excused
- Break/lunch time periods follow hospital/laboratory policy

Safety

- Observes standard precautions when working with blood and body fluids
- Observes proper use of personal protective equipment
- Follows equipment/electrical safety practices
- Observes safe practices in using chemicals and reagents
- Organizes and cleans work area
- Discards trash in the appropriate containers.
-

Confidentiality

- Keeps all patient information confidential
- Restricts communication regarding patient information to that required for specimen collection, processing, analysis and reporting

Attitude

- Remains attentive to instruction
- Follows instructions
- Accepts constructive criticism and changes inappropriate behaviors
- Treats instructors, fellow students, patients and families, co-workers and other health care employees with courtesy and consideration
- Cooperates with others for coordination of teaching and workload productivity

Integrity

- Admits to errors and follows established policies for error correction
- Utilizes quality control material and follows total quality management policy
- Displays honesty in analyzing lab specimens and reporting results
- Displays honesty in taking examinations, both written and performance

Responsibility

- Asks questions/consults with instructor for clarification when appropriate
- Consults technical and instrument manuals
- Takes initiative in performing procedures once proficiency is achieved
- Exhibits confidence in possessing job entry level competencies
- Handles stress in a mature manner, exhibited in words and actions
- Performs procedures accurately while under stress\

Grades and Transcripts

Written and practical examinations are assigned grades based on the following scale:

- A = 92-100 %
- B = 83-91.9 %
- C = 75-82.9 %
- D = 66-74.9%
- F = 65% and below

Course grades are calculated based on the total number of raw points accumulated and divided by the total number of points possible. Students must attain a grade of 75% or better on examinations and quizzes in order to pass the course.

During student laboratory, students are introduced to clinical rotations and given core course information for these laboratory areas. Successful completion of all student laboratory areas is essential and prepares the student to function in the clinical laboratory rotations. A student may not begin clinical rotations until all student laboratory areas are passed. A student who fails any student laboratory/clinical rotation section is subject to dismissal from the program.

Performance checklists and professional behavior evaluation forms use the following criteria:

- (1) Exceeds minimum requirements
- (2) Meets minimum requirements
- (3) Below minimum requirements

Students must have a final rating “meets” or “exceeds” minimum requirements for satisfactory completion of a student laboratory or department rotation.

Mid-term reports are sent to affiliates in January. Upon successful completion of the program in May, complete transcripts should be requested to be sent to affiliates. **The issuing of a certificate of completion is NOT contingent upon the student passing any type of external certification or licensure examination.** The clinical course number and course name, number of credit hours granted, and final grade are included in the transcript report. Complete student records are maintained by the Southeast Hospital College of Number and Health Sciences School of Medical Laboratory Science for five years. Student transcripts are maintained indefinitely.

Minimum Grade Requirements and Make-Up Exams

If a student falls below the 75% minimum score in a student laboratory, lecture or clinical rotation, one make-up exam will be given for that section. The student and instructor will meet to assign the make-up exam date. (Normally, the make-up date will be within two (2) weeks of the meeting). Students are only permitted to have two (2) make-up exams for the duration of the program.

The make-up exam will be a comprehensive exam over the subject matter. A minimum score of 75% must be achieved to pass the course.

Cheating will not be tolerated and will lead to dismissal from the program.

Probation and Dismissal

Any student who is not meeting the minimum level of academic achievement (75 % or greater) or is below the minimum requirements for performance or professional behavior will be placed on probation and counseled regarding the deficiency(ies). Conditions for improvement will be set by the department clinical instructor and program director. When conditions for improvement are met, the probationary status will be removed.

Should a student fail a lecture course or laboratory rotation condition for improvement must be met within a designated time period.

A student is **NOT** eligible for certification exams while on probation.

A student will be eligible for dismissal from the program if he/she:

- Fails a lecture series, student laboratory rotation, or department rotation while on probation.
- Fails to meet the conditions for improvement with the prescribed time as designated by the Committee of Clinical Instructors.

Violates any of the Causes for Dismissal as outlined in the Student Policy Manual distributed by Southeast Missouri Hospital (as made available to the student and discussed in Orientation).

Causes for Dismissal

(Adapted from the Southeast Missouri Hospital Employee Policy Manual): Violation of any of the following can result in suspension or immediate discharge of an employee/student. This list is not all inclusive.

1. Careless or unsatisfactory job performance.
2. Excessive tardiness and absence, or three consecutive unreported absences.
3. Falsification of hospital documents, including student application form, student records.
4. Conviction of a felony that would be a discredit to the College by virtue of association of the student.
5. Failure to observe personal cleanliness or prescribed dress regulations.
6. Discourtesy to patients, physicians, visitors, or employees, or the use of obscene or profane language.
7. Failure to comply with instructions or orders of supervisors.
8. Creating a nuisance or disturbance on hospital property, including fighting, horseplay, willfully violating noise policy, or engaging in indecent or immoral acts.
9. Possession of intoxicating liquor, narcotics, or illicit drugs on hospital property or having the odor of alcohol or behavior that would lead one to believe that you are under the influence of alcohol or drugs, or reporting to work under the influence of drugs or alcohol or becoming under the influence while at work.
10. Unauthorized divulgence of hospital business information, records, or patient information.
11. Making or receiving frequent outside phone calls. Use of cell phones in clinical sites.
12. Multiple violations of hospital parking policies.
13. Giving your computer password to another person.
14. Using another person's computer password.
15. Inappropriate use of the HIS system or Internet.
16. Violation of sexual harassment policy.
17. Violation of Security policies, to include failure to regularly wear the hospital ID badge, unlocking or propping open locked exterior doors, workplace violence, or making verbal or physical threats to any employee or hospital guest.
18. Unauthorized presence in restricted, controlled or sensitive areas of the hospital.
19. Refusing inspection of handbags, packages or containers.
20. Other one-time or repeated violations which are judged by the Program Officials and Laboratory Management as cause for dismissal.

Part Time Employment/Service Work

Students do not perform service work in place of qualified staff. Students are eligible for and may apply for any available part time employment in the laboratory. Such employment must not interfere with scheduled academic hours. Employment in the laboratory (or other hospital department) is non-compulsory and will be a paid position. Students who are employed by the laboratory are awarded the same benefits and have the same responsibilities as a regular employee.

National Certification Examinations

Upon successful completion of the Southeast Missouri School of Medical Laboratory Science Program, the graduate is eligible to take a certifying examination. The following organizations offer certifying examinations: American Society for Clinical Pathologists (ASCP), American Medical Technologists (AMT), and American Association of Bioanalysts (AAB). Students are responsible for any examination registration fees.

Rules and Regulations

Attendance

Students are expected to attend all scheduled lectures and laboratory rotations. Students should arrive on time and stay until the designated dismissal time.

If the student finds absence unavoidable, the program director or clinical instructor should be notified on a daily basis. A maximum of five sick days and sixteen personal hours are allowed during the clinical year without make up days. Personal hours (for doctors' appointments, etc.) are to be arranged in advance with the program director or clinical instructor. If make-up days are required, they will be assigned by the instructor or program director.

Personal Appearance/Dress Code

Students are expected to be clean and neat at all times. Proper personal hygiene is essential. Khaki pants and a College approved polo shirt with the College logo and a laboratory coat is required for working in the clinical laboratory. The Disposable Lab Coat is provided. Disposable gloves are required when working with blood and body fluid specimens. Student ID badges must be worn at all times while on hospital premises.

Confidential Information

Information concerning any patient and his/her illness is private, and it is the obligation of every member of the Hospital to keep this information strictly confidential. **DO NOT DISCUSS PATIENT INFORMATION** with friends, relatives, or other employees. Any inquiries from sources outside the Hospital, such as the press, should be referred directly to Marketing and Communications during normal business hours, 0800 to 1630, Monday through Friday. Evenings and weekends they should contact the charge nurse on the floor where the patient is located

Classroom Etiquette

Students are expected to be attentive and respectful in the classroom and at clinical sites. Cell phone/text message/pager use is prohibited. No children or pets are permitted in classrooms or at clinical sites. Students who are disruptive in the classroom or clinical sites will be dismissed and asked to leave the premises.

Food/Beverage Policy

Food and beverages are prohibited in the student laboratory classroom and the clinical laboratory. A staff lounge has a refrigerator available for lunch storage. Students may purchase food in the cafeteria at the employee discount rate at Southeast Missouri Hospital.

Break/Lunch Policy

When students are in clinical rotation, there is a minimum of two 15 minute breaks and a 30 minute lunch period for every eight hours of instruction. Additional breaks and/or longer lunch periods are at the discretion of the clinical instructor.

Computer Policy

Students must restrict their use of computer functions to those permitted by the student code. At no time is any student to allow any person to use their code or to use any other person's code.

Lab Computer Policy

Laboratory computers are for hospital business only. Students may not load personal software of any kind. Students may not play games that may be built into the software of the computer. Information obtained from the computer is confidential.

Criminal Background Check

In accordance with JCAHO regulations, all students are required to have a criminal background check.

Liability Insurance

The College provides liability insurance covering acts of students performed in the course of participating in the activities of the Medical Laboratory Science program.

Safety Training

Student safety training will include Biohazard Safety Training for General Laboratory Employees. All students will be informed of emergency preparedness procedures (e.g, fire safety, severe weather policies, accident reporting, etc).

Cardio-Pulmonary Resuscitation Requirements

Medical Laboratory Science students may be required to maintain current Basic Life Support Certification. Individuals are encouraged to seek such certification on their own.

► **CLINICAL LABORATORY ASSISTANT PROGRAM**

Welcome Student To The Clinical Laboratory Assistant Program

Dear Student,

I am pleased to welcome you into the Clinical Laboratory Assistant program at Southeast Missouri Hospital College of Nursing and Health Sciences. You have chosen a vocation that is critical to healthcare. Approximately 70% of clinical diagnostic and treatment decisions with patients depend on the medical laboratory results generated by the clinical laboratory. This vocation aids in the diagnosis, treatment, and prognosis of patient disease states.

You can expect a rigorous schedule of educational activities during your clinical year, and I feel certain that you will find your year with us not only challenging but quite rewarding. Knowing that you have made a difference in the lives of individuals – whether it is obtaining patient blood samples for testing, working with culture plating to diagnose infection, or assisting technologists to analyze specimens, it will provide you with a feeling of satisfaction and pride in your job. The clinical laboratory assistant is the link between specimen collection and result reporting.

Congratulations on your admission to the Clinical Laboratory assistant program! Please feel free to discuss any issues of concern with the program at any time with me.

Sincerely,

Sherry Schloss, CLA Program Director

Philosophy

The faculty at Southeast Missouri Hospital College of Nursing and Health Sciences Clinical Laboratory Assistant Program believe the primary function of the program is to provide a program of education that will enable individuals to acquire the knowledge and skills to enter their chosen vocational field of Clinical Laboratory Assistant and to pass the AMT National Certifying Examination in Clinical Laboratory Assistant. This program strives to graduate clinical laboratory assistants who pay attention to detail, effectively communicate, and show integrity in the performance of laboratory procedures.

Faculties are committed to quality education in providing the most current knowledge of laboratory methodologies and theory of clinical correlations. The faculty maintains current knowledge through continuing education hours and self-study. Students deserve the interest and support of the faculty as well as appropriate supervision during clinical rotations.

Clinical Laboratory Assistant Program Description

The Clinical Laboratory Assistant Program is a one –year certificate program of study. Students will receive both didactic and clinical training in laboratory science. The program is designed to prepare students for entry-level positions in clinical laboratory settings such as medical centers and outpatient laboratory facilities.

Upon successful completion of the program, students are eligible to take a national certifying examination for Clinical Laboratory Assistants. The graduate will possess entry-level skills in laboratory science including: phlebotomy, waived testing, reagent preparation, quality control, donor criteria, and specimen processing and handling.

Clinical Laboratory Assistant Program Goals

1. To graduate culturally diverse, well rounded students with knowledge of communication, and principles and concepts needed to perform as a competent, entry level Clinical Laboratory Assistant.
2. To graduate students with the cognitive knowledge to perform testing, and apply critical/analytical thinking, and problem solving skills appropriate for a Clinical Laboratory Assistant.
3. To graduate students with a basic knowledge of laboratory principles in lab safety, information systems and instrumentation necessary for competency in all areas of the lab at a Clinical Laboratory Assistant level.
4. To graduate students who will maintain professional, legal and ethical standards of practice, and strive for professional growth and lifelong learning.
5. Provide the healthcare communities with certified graduates possessing the attitudes, knowledge, and skills necessary to function as a competent Clinical Laboratory Assistant.

Competencies at Graduation

Certain competencies may be dependent upon completion of the new employee orientation period, may require the assistance of technical manuals or reference manuals, or may require consultation with or assistance from a supervisor.

Upon successful completion of the clinical year, the following entry level job competencies will be achieved by the graduate:

- Operate laboratory computer information systems, instrument computer software and computer system interfaces.
- Perform successful venipunctures and microtechnique blood collections according to laboratory protocols.
- Prepare reagents, media, blood products for laboratory use/administration.
- Select the appropriate specimen type for a given laboratory analysis.
- Recognize critical laboratory values and notify the appropriate health care personnel.
- Practice principles of laboratory safety.
- Operate and maintain laboratory instrumentation in all competency areas of the clinical laboratory assistant.
- Select, prepare and run quality control material appropriate to the laboratory procedure.

- Evaluate laboratory data to recognize procedural technical and/or instrument errors at the assistant level.
- Evaluate inconsistent laboratory results at the assistant level.
- Relate to patients and families in a caring, calm, and courteous fashion, recognizing the stresses to patients and families in a health care setting.
- Maintain confidentiality when dealing with patient information.
- Communicate clearly and courteously with patients, co-workers, and other members of the health care team.
- Advocate for quality laboratory testing to enhance patient care.

Instructional Resources

Southeast Missouri Hospital has a building dedicated to the Southeast Missouri Hospital College of Nursing and Health Sciences. Six classrooms and a clinical instruction laboratory are available for the education of the Clinical Laboratory Assistant students. In addition, a separate student computer room is available for student use. CD ROM capabilities, PowerPoint, video and audio are available, as well as Internet access.

Students have access to the online library Missouri Area Health Education Center (MAHEC). Students have checkout privileges at Southeast Missouri State University Kent Library and the Clinical Laboratory Resources area (textbooks and journals) located within the main hospital laboratory.

Medical Laboratory Science Program Faculty

Program Director Sherry Schloss, MA, MLS (ASCP)(CM)
 Program Faculty Mindy Sinning, MBA, MT (ASCP)
 Lea White, BS, MT(ASCP)

Technical Abilities –Essential Functions

Applicants must meet the technical standards of the program in order to perform the essential functions of the profession.

Vision: includes the ability to perform computer entry and read results.

Speech and Hearing: includes effective communication with coworkers and other medical care personnel.

Physical Strength And Mobility: includes the ability to stand, walk, and sit, carry objects up to 20 pounds, bend, reach, lift, grasp objects, push or pull objects.

Fine Motor Skills: include all eye-hand coordination skills such as pipetting, instrument operation, manipulation of microbiological samples for culture, and phlebotomy.

Psychological Stability: includes professional behavior at all times, regardless of the stress or the emergency nature of the situation.

Residency Requirement

Transfer students must complete 24 semester hours in the Southeast Missouri Hospital College of Nursing and Health Sciences Clinical Laboratory Assistant Program.

Transfer Credit

No transfer credits are accepted for clinical courses. Acceptance of transfer credit for Clinical Laboratory Assistant courses are at the discretion of the Program Director.

Clinical Laboratory Assistant Course Descriptions

CLA 100 Introduction to Laboratory Science

Introduction to the field of laboratory science covering the following areas: workplace safety, medical terminology, quality control, laboratory testing and departments, and ethical and legal responsibilities. **1 credit hour**

CLA 101 Phlebotomy Skills

The course includes principles of blood collection and handling, blood collection techniques and equipment, laboratory safety, infection control, professionalism, and patients' rights. **2 credit hours**

CLA 102 Clinical Laboratory Assistant Skills I

This course combines a series of lectures and laboratory work designed to provide a student with a basic understanding of laboratory testing performed in the hematology, coagulation and urinalysis departments of the laboratory. Students will also learn donor room collection processes. **2 credit hours**

CLA 103 Clinical Laboratory Assistant Skills II

This course combines a series of lectures and laboratory work designed to provide a student with a basic understanding of laboratory testing performed in the chemistry/immunology department, processing specimens for testing and shipping and reagent inventory and storage. **2 credit hours**

CLA 104 Clinical Laboratory Assistant Skills III

This course combines a series of lectures and laboratory work designed to provide a student with a basic understanding of testing performed in the microbiology lab, and patient processing which includes data entry, coding and ordering of lab tests, and result reporting to nurses, physicians, and other healthcare staff. Students will also learn the correct use of small instruments for ancillary testing and the required maintenance and quality control appropriate for a laboratory assistant. **2 credit hours**

In all of the following courses, students will participate in supervised, unpaid practicums in a hospital lab, offsite lab, or physician's office laboratory to gain practical experience in the respective areas of training.

CLA 111 Phlebotomy Practicum

This course is designed to qualify students to perform phlebotomy on patients to obtain suitable specimens for laboratory testing. Students will gain practical experience in phlebotomy and develop phlebotomy skills and proficiency. **2 credit hours**

CLA 112 Clinical Laboratory Assistant Practicum I

This course is designed to qualify students to function in the hematology, coagulation, urinalysis and donor lab departments as a laboratory assistant. The student will gain practical experience in these areas. **2 credit hours**

CLA 113 Clinical Laboratory Assistant Practicum II

This course is designed to qualify students to function in the chemistry/immunology department, specimen processing and shipping, and reagent inventory and storage as a laboratory assistant. **2 credit hours**

CLA 114 Clinical laboratory Assistant Practicum III

This course is designed to qualify students to function in the microbiology and patient processing areas of the lab. This will include setting up cultures, streaking plates and making gram stains. In patient processing: laboratory coding, ordering laboratory tests, patient registration and reporting results verbally or otherwise to the physician or nurse. The students will gain practical experience in patient records management, and professionalism. The student will also gain experience at the laboratory assistant level in patient testing on small analyzers, with emphasis on quality control, maintenance, test performance and error evaluation. **2 credit hours**

Clinical Laboratory Assistant Curriculum Plan

SEMESTER	CURRICULUM	CREDITS
FALL (16 weeks)		
1ST 8 Weeks		
	FYS 101 College Seminar	1
	BI 152 Anatomy and Physiology II and Lab	4
	CLA 100 Introduction to Laboratory Science	1
	CLA 101 Phlebotomy Skills	2
2nd 8 weeks		
	AH 104 Introduction to Medical Terminology	1
	CLA 111 Phlebotomy Practicum	2
FALL Total Credits		11
SPRING (16 weeks)		
	BI 151 Anatomy and Physiology I and Lab	4
	ENG 100 English Composition	3
1ST 8 Weeks		
	CLA 102 Clinical Laboratory Assistant Skills I	2
	CLA 112 Clinical Laboratory Assistant Practicum I	2
2nd 8 weeks		
	CLA 103 Clinical Laboratory Assistant Skills II	2
	CLA 113 Clinical Laboratory Assistant Practicum II	2
SPRING Total Credits		15
SUMMER (8 weeks)		
	AH 201 Human Diversity in Healthcare Delivery	1
	CLA 104 Clinical Laboratory Assistant Skills III	2
	CLA 114 Clinical laboratory Assistant Practicum III	2
Summer Total Credits		5
TOTAL PROGRAM CREDITS		31

Grades and Transcripts

Written and practical examinations are assigned grades based on the following scale:

- A = 92-100 %
- B = 83-91.9 %
- C = 75-82.9 %
- D = 66-74.9%
- F = 65% and below

Course grades are calculated based on the total number of raw points accumulated and divided by the total number of points possible. Students must attain a grade of 75% or better on examinations and quizzes in order to pass the course.

During student laboratory, students are introduced to clinical rotations and given core course information for these laboratory areas. Successful completion of all student laboratory areas is essential and prepares the student to function in the clinical laboratory rotations. A student may not begin clinical rotations until all student laboratory areas are passed. A student who fails any student laboratory/clinical rotation section is subject to dismissal from the program. No student will be allowed to remediate more than twice during the program (a remediation includes retaking an examination).

Performance checklists and professional behavior evaluation forms use the following criteria:

- (1) Exceeds minimum requirements
- (2) Meets minimum requirements
- (3) Below minimum requirements

Students must have a final rating “meets” or “exceeds” minimum requirements for satisfactory completion of a student laboratory or department rotation.

Upon successful completion of the program in May, complete transcripts should be requested to be sent to affiliates. **The issuing of a certificate of completion is NOT contingent upon the student passing any type of external certification or licensure examination.** The clinical course number and course name, number of credit hours granted, and final grade are included in the transcript report. Complete student records are maintained by the Southeast Hospital College of Number and Health Sciences for five years. Student transcripts are maintained indefinitely.

Minimum Grade Requirements and Make-Up Exams

If a student falls below the 75% minimum score in a student laboratory, lecture or clinical rotation, one make-up exam will be given for that section. The student and instructor will meet to assign the make-up exam date. (Normally, the make-up date will be within two (2) weeks of the meeting).

The make-up exam will be a comprehensive exam over the subject matter. A minimum score of 75% must be achieved to pass the course.

Evaluation

Clinical Laboratory Assistant students are evaluated by means of written quizzes and examinations, practical examinations, procedure checklists and professional behavioral rating forms. All domains of learning including cognitive, psychomotor, and affective are assessed. Written quizzes and/or examinations are given weekly in both lecture and in laboratory rotations.

Formative evaluation meetings are held with each student midway through each student laboratory and department rotation. Summative evaluation meetings are held at the completion of each student laboratory rotation and department rotation. Student rotation evaluations are due the week following the end of the rotation.

Students are asked to evaluate the Clinical Laboratory Assistant Program approximately six months following graduation. Employers are asked to evaluate graduates as to employee knowledge and performance approximately six months following employment. Both forms of evaluation are used to assess program effectiveness.

Standards for Professional Behavior

Students are evaluated in the following behavioral areas.

Attendance

- Arrives on time and stays until dismissed by instructor
- Absences are infrequent and excused
- Break/lunch time periods follow hospital/laboratory policy

Safety

- Observes standard precautions when working with blood and body fluids
- Observes proper use of personal protective equipment
- Follows equipment/electrical safety practices
- Observes safe practices in using chemicals and reagents
- Organizes and cleans work area
- Discards trash in the appropriate containers.
-

Confidentiality

- Keeps all patient information confidential
- Restricts communication regarding patient information to that required for specimen collection, processing, analysis and reporting

Attitude

- Remains attentive to instruction
- Follows instructions
- Accepts constructive criticism and changes inappropriate behaviors
- Treats instructors, fellow students, patients and families, co-workers and other health care employees with courtesy and consideration
- Cooperates with others for coordination of teaching and workload productivity

Integrity

- Admits to errors and follows established policies for error correction
- Utilizes quality control material and follows total quality management policy
- Displays honesty in analyzing lab specimens and reporting results
- Displays honesty in taking examinations, both written and performance

Responsibility

- Asks questions/consults with instructor for clarification when appropriate
- Consults technical and instrument manuals
- Takes initiative in performing procedures once proficiency is achieved
- Exhibits confidence in possessing job entry level competencies
- Handles stress in a mature manner, exhibited in words and actions
- Performs procedures accurately while under stress

Probation and Dismissal

Any student who is not meeting the minimum level of academic achievement (75 % or greater) or is below the minimum requirements for performance or professional behavior will be placed on probation and counseled regarding the deficiency(ies). Conditions for improvement will be set by the department clinical instructor and program director. When conditions for improvement are met, the probationary status will be removed.

Should a student fail a lecture course or laboratory rotation condition for improvement must be met within a designated time period.

A student is **NOT** eligible for certification exams while on probation.

A student will be eligible for dismissal from the program if he/she:

- Fails a lecture series, student laboratory rotation, or department rotation while on probation.
- Fails to meet the conditions for improvement with the prescribed time as designated by the Committee of Clinical Instructors.

Causes for Dismissal

(Adapted from the Southeast Missouri Hospital Employee Policy Manual): Violation of any of the following can result in suspension or immediate discharge of an employee/student. This list is not all inclusive.

1. Careless or unsatisfactory job performance.
2. Excessive tardiness and absence, or three consecutive unreported absences.
3. Falsification of hospital documents, including student application form, student records.
4. Conviction of a felony that would be a discredit to the College hospital by virtue of association of the student.
5. Misuse of student discount privileges.
6. Failure to observe personal cleanliness or prescribed dress regulations.
7. Discourtesy to patients, physicians, visitors, or employees, or the use of obscene or profane language.
8. Failure to comply with instructions or orders of supervisors.
9. Creating a nuisance or disturbance on hospital property, including fighting, horseplay, willfully violating noise policy, or engaging in indecent or immoral acts.
10. Possession of intoxicating liquor, narcotics, or illicit drugs on hospital property or having the odor of alcohol or behavior that would lead one to believe that you are under the influence of alcohol or drugs, or reporting to work under the influence of drugs or alcohol or becoming under the influence while at work.
11. Unauthorized divulgence of hospital business information, records, or patient information.
12. Leaving prescribed work area without permission
13. Making or receiving frequent outside phone calls.
14. Multiple violations of hospital parking policies.
15. Giving your computer password to another person.
16. Using another person's computer password.
17. Inappropriate use of the HIS system or Internet.
18. Violation of sexual harassment policy.
19. Violation of Security policies, to include failure to regularly wear the hospital ID badge, unlocking or propping open locked exterior doors, workplace violence, or making verbal or physical threats to any employee or hospital guest.
20. Unauthorized presence in restricted, controlled or sensitive areas of the hospital.
21. Refusing inspection of handbags, packages or containers.
22. Other one-time or repeated violations which are judged by the Program Officials and Laboratory Management as cause for dismissal.



Dear Surgical Technology Student,

I just wanted to take a moment and congratulate you for being accepted into the program. I want you to have the best experience that you can possible have. I know that you will succeed and pass certification which is everyone goal. Just wanted to let you know that my door is always open and will help you in any way that I can. Please do not hesitate to ask questions.

Sincerely,

Mrs. Jill Stroud
Program Director, Surgical Technology

Philosophy

We at Southeast Missouri Hospital College of Nursing and Health Sciences Surgical Technology Program believe the major function of the surgical technology program is to provide a program of education which will enable individuals to acquire the knowledge and skills necessary to enter their chosen vocational field, to pass the National Certification Exam, to be accountable as a health care provider, and to be contributing, self-directing responsible member of their chosen profession and society.

We believe that the faculty has a moral and ethical obligation to instill in the surgical technology student these attributes through a positive teaching/learning experience. This is a reciprocal relationship between the faculty and student. The faculty will use varied methods and means to stimulate both didactic and clinical learning in order to meet these objectives through organized and self-motivated learning. In addition, the surgical technology student should be an active participant in College social and cultural activities to attain a balance in social and educational life.

Surgical Technology Program Goals

The primary goal of the Southeast Missouri Hospital College of Nursing and Health Sciences Surgical Technology Program is to prepare competent entry-level surgical technologist in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students successfully completing the program will be able to:

1. Demonstrate the knowledge of biologic sciences, pharmacology and biomedical technology in the field of surgical technology. (cognitive)
2. Meet performance standards that are needed to respond to the surgical patient needs in the perioperative setting. (psychomotor)
3. Demonstrate knowledge from a broad academic curriculum to pass the NBSTSA certification exam. (cognitive)
4. Maintain a “surgical conscience” and accountability for personal actions. (affective)
5. Assume responsibility as a member of the profession of surgical technology through maintenance of standards of practice, professional ethics, and ongoing self-evaluation. (affective)

Program Description of the Surgical Technology Program

This 10-month program prepares students for entry-level positions as surgical technologist. Students learn aseptic technique, instrumentation, surgical procedures and patient care through classroom, laboratory practice, and supervised practicums in area clinical facilities. Students learn to assist the surgeon by passing instruments and sutures, holding retractors and cutting sutures. Persons interested in the program should be able to work well with others in a team environment, and function effectively under intense and stressful situations.

Surgical technologists are integral members of the surgical team who work closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel-delivering patient care before, during, and after surgery. Scrub, circulating, and second assisting surgical technologists have primary responsibility for maintaining the sterile field, being constantly vigilant that all members of the team adhere to aseptic technique.

It is recognized that not all surgical technology practitioners fill the roles of circulator and second assistant. It is imperative, however, that the surgical technology student be educated in all aspects of surgical technology, identified by the following duties and the curriculum content section.

Upon completion of the Surgical Technology Program, graduates will have met the academic and clinical requirements to take the National Certifying Examination for Surgical Technologists offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Scrub Surgical Technologist

The scrub surgical technologist handles the instruments, supplies, and equipment necessary during the surgical procedure. He/she has an understanding of the procedure being performed and anticipates the needs of the surgeon. He/she has the necessary knowledge and ability to ensure quality patient care during the operative procedure and is constantly on vigil for maintenance of the sterile field.

Duties include but are not exclusive to the following:

- a. Checks supplies and equipment needed for surgical procedure.
- b. Scrubs, gowns, and gloves.
- c. Sets up sterile table with instruments, supplies, equipment, and medical/solutions needed for procedure.
- d. Performs appropriate counts with circulator.
- e. Gowns and gloves surgeon and assistants.
- f. Helps in draping sterile field.
- g. Passes instruments and other appropriate items to surgeon and assistants during procedure.
- h. Maintains highest standard of sterile technique during procedure.
- i. Prepares sterile dressings.
- j. Cleans and prepares instruments for terminal sterilization.
- k. Assists other members of team with terminal cleaning of room.
- l. Assists in preparing room for the next patient.

Circulating Surgical Technologist

The circulating surgical technologist obtains additional instruments, supplies, and equipment necessary while the surgical procedure is in progress. He/she monitors conditions in the operating room and constantly assesses the needs of the patient and surgical team. Duties include but are not limited to the following:

- a. Obtains appropriate sterile and unsterile items needed for procedure.
- b. Opens sterile supplies.
- c. Checks patient's chart, identifies patient, verifies surgery to be performed with the consent forms, and brings patient to assigned operating room.
- d. Transfers patient to operating room table.
- e. Assesses comfort and safety measures and provides verbal and tactile reassurance to the patient.
- f. Assists anesthesia personnel.
- g. Positions patient using appropriate equipment and safety measures.
- h. Applies electrosurgical grounding pads, tourniquets, monitor, etc., using appropriate safety measures.
- i. Positions and operates equipment needed for the procedure.
- j. Prepares the patient's skin prior to draping by surgical team.
- k. Performs appropriate counts with scrub person.
- l. Anticipates additional supplies needed during the procedure.
- m. Keeps accurate records throughout the procedure. Properly cares for specimens.
- n. Secures dressings after incision closure.
- o. Helps transport patient to recovery room.
- p. Assists in cleaning of room and preparing for next patient.

Second Assisting Technologist

The second assisting surgical technologist assists the surgeon and/or first assistant during the operative procedure by carrying out technical tasks other than cutting, clamping, and suturing of tissue. This role is distinct from that of the first assistant and may, in some circumstances, be performed at the same time as the scrub role. Duties include, but are not exclusive, to the following:

- a. Holds retractors or instruments as directed by the surgeon.
- b. Sponges or suctions operative site.
- c. Applies electrocautery to clamps on bleeders.
- d. Cuts suture material as directed by the surgeon.
- e. Connects drains to suction apparatus.
- f. Applies dressing to closed wound.

Residency Requirement

A minimum of thirty-four credit hours of the required 49 credit hours must be taken at Southeast Missouri Hospital College of Nursing and Health Sciences to meet the program residency requirement.

Transfer Credit

Acceptance of credit from another Surgical Technology Program is at the discretion of the Surgical Technology Program Director. No more than 12 semester credits may be accepted as transfer credit.

Technical Abilities and Skills Required for the Surgical Technology Program

In order to handle the job responsibilities and tasks assigned to student in the Surgical Technology Program, students must be able to:

1. Perform a full-range of body motion including handling and lifting clients, manual and finger dexterity, and eye-hand coordination.
2. Bend, reach, pull, push, stand, stoop, walk during shift, and agility to handle body mass.
3. Lift and carry up to sixty (60) pounds.
4. Demonstrate visual acuity (with correction if needed) within normal range including peripheral vision and reading fine print.
5. Demonstrated auditory acuity (with correction if needed) that includes hearing muffled voices (through the mask) with extraneous background noise.
6. Withstand unusual smells-cauterized tissue.
7. Wear full surgical attire including personal protective equipment.
8. Adapt effectively, displaying flexibility in environments with high tension to insure client safety.
9. Concentrate and pay attention to detail.
10. Perform fine motor skills with both right and left hands. (Dexterity and application in working with microscopic pieces of equipment, sutures, and hold retractors, etc.)
11. Adapt to irregular working hours as well as ability to stay over shift as necessary.
12. Respond quickly and in an emotionally controlled manner in emergency situations.
13. Communicate in a rational and coherent manner both orally and in writing with individuals of all professions and social levels.
14. Recognize that work environment will include exposure to diseases and toxic substances (sterilants, x-ray, fumes, development of latex allergy, and so forth).
15. Be able to problem solve using conceptual, integrative, and quantitative reasoning skills.

Tardy Policy

- For time purposes we will use the instructor's cell phone and the clock in the classroom. This will give two (2) references and these are the only times that will count in regard to being tardy.
- This will be the procedure that will take place. For example if class is to begin at 12:00pm. The instructor's cell phone has 12:00pm but the classroom clock is showing 11:59 we will use the classroom clock. **Once both clocks have reach the time that class will begin then the doors will be locked.**
- The student must inform the **instructor** that they will be late for class. **Before the time that class begins**, by any of the following options:
 - ✓ call the instructor's office phone, cell phone (including text), or by e-mail. All of these options will have the time that the student called.
 - ✓ If the student does this then the student will receive an excused tardy and will be allowed in the classroom at the first break.
- **If a quiz or an exam is given during the time period before the first break the student will receive a "0" for the quiz or exam.**

- If the student **does not** inform the instructor that they will be late for class the following will occur:
 - ✓ the tardy will count as an unexcused tardy
 - ✓ the student will not be allowed in class for the day
 - ✓ The student will receive a zero (0) for all assignments, quizzes and exams due that day.

Attendance Policy

1. Attendance is essential for attainment of course objectives.
2. The following attendance requirement will be used for theory, lab, and clinical classes.
3. The student must call (or text) the instructor 30 minutes prior to the start of class (theory or lab) or 30 minutes prior to the start of clinical time if they are going to be absent. Clinical classes will require also a phone call to the person in charge of students at the clinical site.
4. The student must call (or text) the instructor prior to the start time of class if he/she will be late, but still attend. Clinical classes will require also a phone call to the person in charge of students at the clinical site if the student will be late.
5. A student who receives three tardies (according to the tardy policy) will constitute one (1) absent.
6. After two absences the student will receive a verbal warning.
7. After three absences the student will receive a written warning.
8. After four absences the student will be placed on probation for the remaining of that class including lab or clinical classes. (which ever should apply)
9. After five absences from class (theory or lab) or clinical classes combined the student will be withdrawn from the program.

Surgical Technology Curriculum Plan

Semester	Class	Credit Hour
Summer	FYS 101 College Seminar	1
	ENG 100 English Composition	3
	<i>Or ENG 099 (if needed) Writing Skills</i>	NC
	BI 151 Anatomy and Physiology I	4
	AH 201 Human Diversity in Healthcare Delivery	1
Fall	ST 10: Fundamentals of Surgical Care I	3
	ST 100 Lab Fundamentals of Surgical Care I Lab	3
	BI 152 Anatomy and Physiology II	4
	<i>ENG 100 (if needed): English Composition</i>	3
	ST 102 Fundamentals of Surgical Care II	3
	ST 102 Lab Fundamentals of Surgical Care II Lab	3
	ST 101 Pharmacology	3
Spring	ST 103 Surgical Technology I	2
	ST 103 Lab Surgical Technology I	4
	ST 104 Surgical Technology II	2
	ST 104 Lab Surgical Technology II Lab	4
	ST 105 Surgical Technology III	2
	ST 105 Lab Surgical Technology III Lab	4
	BI 200 Microbiology	3

Credit Hours, Didactic Hours and Clinical Hours

Courses		Credit hours	Didactic hours	Clinical hours
General Education				
FYS 101	College Seminar	1	16	0
AH 201	Human Diversity in Health Care Delivery	1	16	0
BI 151	Anatomy and Physiology I	4	64	128
BI 152	Anatomy and Physiology II	4	64	128
BI 200	Microbiology	3	48	96
ENG 100	English Composition	3	48	0
Totals		16	256	352
Surgical Technology				
ST 100	Fundamentals of Surgical Care I <i>Lecture</i>	3	40	0
ST 100	Fundamentals of Surgical Care I <i>Lab</i>	3	0	120
ST 101	Pharmacology	3	40	0
ST 102	Fundamentals of Surgical Care II <i>Lecture</i>	3	40	0
ST 102	Fundamentals of Surgical Care II <i>Lab</i>	3	0	120
ST 103	Surgical Technology I <i>Lecture</i>	2	26	0
ST 103	Surgical Technology I <i>Lab</i>	4	0	160
ST 104	Surgical Technology II <i>Lecture</i>	2	26	0
ST 104	Surgical Technology II <i>Lab</i>	4	0	160
ST 105	Surgical Technology III <i>Lecture</i>	2	26	0
ST 105	Surgical Technology III <i>Lab</i>	4	0	160
Totals		33	198	720
Total for both sections		49	454	1,072

Surgical Technology Course Descriptions

ST 100 Fundamentals of Surgical Care I

Students are presented with the theoretical and clinical fundamentals content of surgical technology. This course has basic concepts concerning the surgical health care field and patient care. Legal and ethical principles in the field of surgical technology will be introduced along with medical terminology. The course includes adequate laboratory time for practice and testing of skills is required.

Prerequisite: *BI 151 Anatomy and Physiology I*

6 Credit Hours (40 Lecture Hours/120 Lab Hours)

ST 101 Pharmacology

The course provides basic knowledge of the most commonly used medications and discusses commonly prescribed medications such as sedatives, antianxiety and antibiotics. Potential adverse reactions will be identified. The student will be introduced to commonly used drugs in the operating room. This will include the practice of medicine dealing with the management of procedures for rendering a patient insensible to pain during surgical operations and the support of life functions under the stress of anesthetic and surgical manipulation. Instructions regarding weights and measurements of drugs along with presentation to a sterile field will be studied. **Prerequisite:** *ST 102 Fundamentals of Surgical Care II*

3 Credit Hours (40 Lecture Hours)

ST 102 Fundamentals of Surgical Care II

This course introduces the student to the practice of surgical technology. The focus of this course is on skills that are specific to those in the scrub role and the circulating role. The student will demonstrate the proper and safe execution of procedures and use of equipment. Adequate laboratory time for practice and testing of the skills is required.

Prerequisite: *ST 100 Fundamentals of Surgical Care I*

6 Credit Hours (40 Lecture Hours/120 Lab Hours)

ST 103 Surgical Technology I

This course prepares the student for practice training. Instruction combines lectures and lab to introduce the student to the surgical specialties.

Prerequisite: *ST 101 Pharmacology*

6 Credit Hours (26 Lecture Hours/ 160 Lab Hours)

ST 104 Surgical Technology II

This course continues to prepare the student for practice training. Instruction combines lectures and lab to introduce student to the surgical specialties.

Prerequisite: *ST 103 Surgical Technology I*

6 Credit Hours (26 Lecture Hours/ 160 Lab Hours)

ST 105 Surgical Technology III

This course continues to prepare the student for practice training. Instruction combines lectures and lab to introduce the student to the surgical specialties.

Prerequisite: *ST 104 Surgical Technology II*

6 Credit Hours (26 Lecture Hours/ 160 Lab Hours)

Surgical Technology Grading Scale

Theory:

In order to successfully complete each surgical technology class the student must achieve a total of a 75% on all test and quizzes, then at which point homework grades will be added and that total will result in the final grade given in the class. Raw points are used to calculate the percentage.

Theory class will be evaluated by the following scale:

- A = 92-100%
- B = 83-91.9%
- C = 75-82.9%
- D = 66-74.9%
- F = Less than 65.9%
- I = Incomplete
- W = Withdraw from class

Lab:

1. Lab portion of the course will be graded as pass (P) or fail (F).
2. Lab portion will include a series of evaluations that the student must complete within two attempts in order to pass the course.

Clinical:

1. Clinical portion of the course will be graded as pass (P) or fail (F)
2. Evaluations from preceptors, observance from the instructor, and a check-off list will determine if the student will pass or fail.
3. The check-off list will consist of the clinical objectives each preceptor will fill out at the end the session.
4. Eligibility for graduation is dependent upon the completion of the Minimum case load of **120 cases** within the time frame of ST 102-105.
5. Case load requirements are as followed according the Core Curriculum for Surgical Technologist sixth edition.

Clinical Requirement for Caseloads

Clinical Requirements for caseloads: Information updated with Standard III.C. - Curriculum 07/15 page. 25

1. The total minimum number of cases each student should complete is 120.
2. Students are required to complete a minimum of thirty (30) cases in general surgery. Twenty (20) of those cases should be in the first scrub role.
3. Students are required to complete a minimum of ninety (90) cases in various surgical specialties. Sixty (60) of those cases should be in the first scrub role and evenly, but not necessarily equally distributed between a minimum of four (4) surgical specialties.
4. The surgical technology program is required to verify through the surgical rotation documentation that the students' progression in First and Second Scrubbing surgical procedures of increase complexity as he/she moves towards entry level graduate abilities.
5. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However up to ten (10) diagnostic endoscopy and five (5) vaginal delivery cases can be counted towards the maximum number of second scrub role cases.
6. Observation cases should be documented but do not count toward the one hundred and twenty (120) required cases.
- 7.

8. Counting cases

- Cases will be counted according to surgical specialty. Examples:
 - Trauma patient requires a splenectomy and repair of a Lefort I fracture. Two cases can be counted and documented since the splenectomy is general surgery and the repair of Lefort I is an oral-maxillofacial surgical specialty.
 - Patient requires a breast biopsy followed by a mastectomy. It is one pathology, breast cancer, and the specialty is general surgery; therefore it is counted and documented as one procedure- one case.

Clinical Site Assignments

Clinical assignments will be made. Each clinical site will be allowed a certain number of students. This is predetermined by the administration of that site. Clinical site assignments may be as far away as two (2) hours.

The instructor reserves the right to move students among sites during clinical if the need arises due to reasons of, but not limited to, the following:

1. Better clinical experience for students
2. Incompatibility between student and preceptor/staff

The Program Director and the President of the College reserves the right to dismiss any student at any time for professional misconduct or gross negligence.

Students will follow all policies and procedures of the clinical sites they attend. Examples are, but are not limited to

1. Breaks
2. Lunches
3. Smoking
4. Dress Code
5. Fire
6. Safety

It is the student's responsibility to remain with their preceptor who can orientate them to the particulars, which differ in their facility policies from those of Southeast Missouri Hospital, which the students are orientated to. Students will wear scrubs of the clinical site. These are the property of that clinical site.

Definitions of First Scrub and Second Scrub Role

First Scrub Role

The student surgical technologist shall perform the following duties during any given surgical procedure with proficiency. The following list is provided to identify the items that must be completed in order to document a case in the first scrub role. A student not meeting the five criteria below cannot count the case in the first scrub role and the case must be documented in the second role or observation role.

- Verify supplies and equipment needed for the surgical procedure.
- Set up the sterile field with instruments, supplies, equipment, medication(s) and solutions needed for the procedure.
- Perform counts with the circulator prior to the procedure and before the incision is closed.
- Pass instruments and supplies to the sterile surgical team members during the procedure.
- Maintain sterile techniques as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique.

Second Scrub Role

The second scrub role is defined as the student who is at the sterile field who has not met all the criteria for the first scrub role, but actively participates in the surgical procedure in its entirety by completing any of the following:

- Sponging
- Suctioning
- Cutting suture
- Holding retractors
- Manipulating endoscopic camera

Observation Role

The observation role is defined as the student who is in operating room performing roles that do not meet the criteria for the first or second scrub role. The observation cases are not to be included in the required case count, but must be documented by the student.

Preceptors

The instructor and directors of the clinical facilities choose the preceptors. Preceptors as a whole are employees who function in the role that the student is being educated in. They have shown skill, proficiency, and positive work ethics in their profession, along with the respect of co-workers and medical staff. They are role models for the students.

Preceptors work one-on-one with the student. They accept the responsibility out of professional courtesy to the profession. Students will be able to go to the preceptor for guidance and concerns on professional growth and development.

Preceptors will guide the student as they would a new employee, in the respect that they show them the daily routines of the operating room.

The criteria evaluation is a suggested guide as to what activities the preceptor should mentor the student and help them to improve and develop in. If the preceptor feels the student could gain valuable learning by means of added activities, then supplement the criteria evaluation **with** that activity.

The preceptors should come to the instructor with any problem behavior and together plan corrective action. The preceptors should also come to the instructor with exemplary behavior so the student can build on the positive.

Surgical Rotation Case Requirements

Surgical Specialty	Total # of Cases Required	Minimum # of First Scrub Cases Required	Maximum # of Second Scrub Cases That Can be Applied Towards 120 Cases
General Surgery	30	20	10
Surgical Specialties: <ul style="list-style-type: none"> • Cardiothoracic • ENT • Eye • GU • Neuro • Ob-Gyn • Oral/Maxillofacial • Orthopedics • Peripheral vascular • Plastics • Procurement/Transplant 	90	60	30
Diagnostic Endoscopy: <ul style="list-style-type: none"> • Bronchoscopy • Colonoscopy • Cystoscopy • EGD • ERCP • Esophagoscopy • Laryngoscopy • Panendoscopy • Sinoscopy • Ureteroscopy 			10 diagnostic endoscopy cases may be applied toward the second scrub cases.
Labor & Delivery			5 vaginal delivery cases may be applied toward the second scrub cases.
Totals	120	80	40

Southeast Missouri Hospital College of Nursing and Health Sciences

**Surgical Technology Program
Training for:**

**Bloodborne Pathogens
Universal Precautions
Safety
T. B.**

As a student of the Southeast Missouri Hospital College of Nursing & Health Sciences Surgical Technology Program, I verify that I have watched the above videotapes, received instruction on precautions needed to be taken for protection of myself in the ST coursework and clinical rotations, and had the opportunity to ask the instructor questions about this topic.

Signature of Student: _____ Date _____

This statement may be made available to assigned clinical sites to verify that the student has received training in these areas before entering the Clinical Site.

Technical Abilities Form for Surgical Technology Program

In order to handle the job responsibilities and tasks assigned to student in the Surgical Technology Program, students must be able to:

1. Perform a full-range of body motion including handling and lifting clients, manual and finger dexterity, and eye-hand coordination.
2. Bend, reach, pull, push, stand, stoop, walk during shift, and agility to handle body mass.
3. Lift and carry up to sixty (60) pounds.
4. Demonstrate visual acuity (with correction if needed) within normal range including peripheral vision and reading fine print.
5. Demonstrated auditory acuity (with correction if needed) that includes hearing muffled voices (through the mask) with extraneous background noise.
6. Withstand unusual smells-cauterized tissue.
7. Wear full surgical attire including personal protective equipment.
8. Adapt effectively, displaying flexibility in environments with high tension to insure client safety.
9. Concentrate and pay attention to detail.
10. Perform fine motor skills with both right and left hands. (Dexterity and application in working with microscopic pieces of equipment, sutures, and hold retractors, etc.)
11. Adapt to irregular working hours as well as ability to stay over shift as necessary.
12. Respond quickly and in an emotionally controlled manner in emergency situations.
13. Communicate in a rational and coherent manner both orally and in writing with individuals of all professions and social levels.
14. Recognize that work environment will include exposure to diseases and toxic substances (sterilants, x-ray, fumes, development of latex allergy, and so forth).
15. Be able to problem solve using conceptual, integrative, and quantitative reasoning skills.

I have read and understand the above non-academic requirements and believe that I am able to meet these standards.

Student Signature**Date**

Sign the above statement and return to the Southeast Missouri Hospital College of Nursing and Health Sciences/ST Coordinator by mail or at the first scheduled class meeting.

Program acceptance in no way is based on applicant's limitations. "Technical standards represent the essential non-academic requirements of the program that the student must master to successfully participate in the program and become employable.

Confidentiality Agreement

During the course of the clinical rotation or laboratory activities in Surgical Technology courses, any information obtained through working is, by law, confidential. Any information obtained during the clinical rotation of ST course laboratory activities, which pertain to patients, physicians, employees, hospital matters, or fellow ST students, is also considered confidential. Any disclosures of such information to unauthorized individuals will result in immediate dismissal from the ST program.

Student Signature: _____

Date: _____

SURGICAL TECHNOLOGY PROGRAM

This is to inform Clinical Sites that Surgical Technologist student:

has on file at the College of Nursing & Health Sciences a record of:

Tetanus vaccination: _____

HIB vaccination: _____

HIB Refusal Waiver: _____

PPD: _____

MMR: _____

► **FORMS**

Graduation Point System Signature Form

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.

Graduation Point System Signature Form:

Student name: _____ Date: _____

Name of Event/Service Activity: _____

Signature of Chairperson of Event or Activity: _____

Thank you for allowing our student to participate in the health care event/community service activity.



Request To Restrict Release Of Student Directory Information

Certain information about a currently enrolled student---name, date of birth, local and home addresses, telephone number, current semester hours carried, classification (first year student etc.), major dates of attendance, degrees and honors earned and dates, the most previous education agency or institution attended, participation in College organizations, and pictures of students participating in College activities—is considered public directory information by our College and may be released to certain persons, businesses, and organizations external to the College as explained in the FERPA information received by each student.

*Please complete the information below to indicate that you **DO NOT** want your Student Directory Information released, you should complete the information below and file the request with the Registrar within 10 days of the beginning of the semester.*

Check whether or not your information may be released.

Yes, release my information

No, do NOT release my information

Your name _____

Your address _____

Your telephone number _____

Program in which you are currently enrolled _____

Your date of birth _____

Your email address _____

If you checked NO, what information do you NOT wish to be released:

List below specific information not to be released or write the word *ALL* and initial and date by it.

Request for Disability Services Form



College of Nursing & Health Sciences

Request for Disability Services Form

PLEASE PRINT ALL INFORMATION CLEARLY:

Name: _____

Student ID Number: _____

Specific Diagnosis of Disability (please attach medical provider's documentation of diagnosis; see below) _____

Permanent Address: _____

E-mail address: _____

Permanent Phone (with area code): (____) _____

Emergency Contact Phone (with area code): (____) _____

Relationship of Emergency Contact Person to you: _____

Program of Study: _____

GENERAL SERVICES REQUESTED (check all that apply):

- Assistive Listening Devices
- Note takers
- Extended time on exams
- Special seating
- Large print
- Tape lectures
- Other: _____
- Alternate format of texts
- Exam readers
- Exams in solitary environment
- Sign language interpreters
- Priority enrollment
- Use of calculator

The final decision regarding services that are provided, if indeed any, will be determined by the student's documentation and what is supported through that documentation. The above check list provides an overview to the disability service provider about services that may be appropriate.

Student's signature: _____ Date: _____

DOCUMENTATION: Required documentation of disability diagnosis attached?

____ yes: what? _____

____ no: explain _____

RETURN FORM TO:

College of Nursing & Health Sciences
DISABILITY SERVICES
Office of the Dean
2001 William Street Office 312
Cape Girardeau MO 63703



Assumption of Risk

Please print all information clearly:

Name (PRINT): _____ Student ID Number _____

INFORMATION AND WARNING

Certain clinical training associated with nursing education exposes the student to risk of personal injury. Examples of possible injuries include musculoskeletal strains, sprains, and bone fractures resulting from: losing balance and falling down; lifting and moving heavy patients; being struck by out of control patients suffering from mental illness or developmental disabilities; being scratched or bitten, which could also risk the transmission of infectious disease.

Students are expected to be capable of lifting or moving at least 70-80 pounds without assistance, and to be capable of defending themselves by blocking, fending off, or dodging physical attacks.

These are just some of the inherent dangers associated with the unpredictable nature of human behavior.

A student who has physical disabilities may be at some disadvantage for handling heavy patients or fending off patients who may become physically combative without warning. A heavy patient may move suddenly causing a caregiver to lose balance, fall down, and be injured in the process.

While the College strives to create a safe environment for learning, it is impossible to identify and safeguard against injuries which are unpredictable or result from the student's own lack of physical strength, dexterity, reactive responses, physical fitness, or balance. College instructors will endeavor to teach skills designed to help students cope with these physical activities, but the College cannot guarantee that a student will not be injured.

ASSUMPTION OF RISK

The undersigned student acknowledges that I have been informed of the risks of personal injury that could occur when working with patients. I understand these risks, and further understand that there are other risks, associated with lifting, moving, and caring for patients who come in all shapes, sizes, and temperaments. I understand that when working with patients who may be experiencing substance abuse or psychiatric issues that I could suffer personal injury.

I expressly agree and voluntarily assume the risks, both known and unknown, associated with lifting, moving, and working with patients. If I have a physical disability I have discussed this matter with my physician, and I have been medically cleared to participate in these activities. If I have a preexisting musculoskeletal injury or condition, I am voluntarily assuming the risk of aggravating this injury. In consideration of my being granted permission to participate in clinical training associated with the nursing program at Southeast College of Nursing and Health Sciences, I further agree to indemnify and hold the College harmless from and against any and all liability for personal injury arising out of physical contact with patients.

Signature: _____ Date _____

RETURN FORM TO:

**College of Nursing & Health Sciences
DISABILITY SERVICES
Office of the Dean
Room 312
2001 William Street
Cape Girardeau, MO 63701**

Student Exemption of Required Immunizations Form



.....Student Exemption of Required Immunizations Form

In the event of an outbreak, exempted persons will be subject to exclusion from school and quarantine.

Please be advised, by signing a waiver the student may be subject to academic restrictions regarding lab and/or clinical placement and may be unable to complete their program/degree requirements.

To: Southeast Missouri Hospital College of Nursing and Health Sciences

Regarding: _____
Student Name

Medical Exemption:

The physical condition of the above named person is such that immunization(s) would endanger life or health, or is medically contraindicated due to medical conditions.

Comments _____

Physician's Name (*please print*) _____

Phone Number (s) _____

Email Address _____

Physician's Signature | _____
Date

Student Signature | _____
Date

Student Grievance Form



Student Grievance Form

Student

| Student ID #

Program

Date of Grievance

| Place of Occurrence

Individuals Involved

Statement of the Problem and Evidence to Support the Grievance

Remedy or Action Being Requested

Reason(s) for disagreement with previous decision if a prior hearing was held:

If needed, attach additional comments



PART I: TO BE COMPLETED BY THE FACULTY MEMBER INVOLVED

STUDENT _____ | STUDENT ID # _____

Date of Incident _____ | Time of Incident _____

Witness (if applicable) _____

Date student notified and incident discussed _____

Describe the nature of the incident.

PART II:

Date incident reported to Faculty Organization Committee (FOC) _____

PART III

Date Incident reviewed by FOC _____

Signature

Date

Signature

Date

Student Comments

Student Signature

Date

Additional Involved Faculty Comments

Student Signature

Date

Part IV: Decisions / Sanctions Made by the Faculty Organization

Presiding Faculty Organization Chair Signature

Date

Student Signature

Date

Student Leave of Absence Form



Student Leave of Absence Form

Name of Student Requesting Leave _____

Date of Request _____

Period of Time LOA is Requested

Reason for LOA

- maternity or paternity
- family care and medical leave
- military leave of absence
- other (describe) _____

Comments:

Date/Semester you request to return to the program _____

Print Student Name _____

Student Signature _____ Date _____

Program Director Signature _____ Date _____

Office Use Only

Date Director Met with Student _____

- LOA Request Approved LOA Request Denied

Notifications Made:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Registrar | <input type="checkbox"/> Faculty Advisor | <input type="checkbox"/> Business Officer | <input type="checkbox"/> Financial Aid Office |
| <input type="checkbox"/> Information Systems | <input type="checkbox"/> College President | <input type="checkbox"/> Health Nurse | <input type="checkbox"/> Security Director |
| <input type="checkbox"/> Textbook Manager | | | |

Clinical Warning Form



SoutheastHEALTH

College of Nursing & Health Sciences

Clinical Warning Form

Student

Student ID #

Today's Date

Date of Incident

Faculty Member

Course No.

Nature of Incident

Faculty Comments

Student Comments

Plan for Improvement

Student Signature

Date

Faculty Member Signature

Date

Other Signature

Date

Academic Warning Form



Academic Warning Form

Student _____ | Student ID # _____

Today's Date _____ | Date of Incident _____

Faculty Member _____ | Course No. _____

Nature of Incident

Faculty Comments

Student Comments

Plan for Improvement

Student Signature _____ | *Date* _____

Faculty Member Signature _____ | *Date* _____

Other Signature _____ | *Date* _____

Southeast Missouri Hospital College of Nursing and Health Sciences

Radiologic Program Clinical Evaluation

Student _____ **Clinical Site** _____ **Date** _____

Circle the statement for each category which best describes the student's performance while working with you. Your input will assist in documenting the student's strengths and limitations. Additional considerations are provided on the reverse side of this form

Attendance	Consistently prompt and reliable; no days missed or tardiness	Very prompt; absent only when necessary	Usually present on Time; 1 absence or 1 day tardy	Frequently late or Absent; absent more than 1 day or 2 tardies	Consistently late or Absent; more than 2 Days missed or 2 tardies
Personal Appearance	Consistently presents Professional image; always careful about appearance	Usually well groomed and careful about personal appearance	Satisfactory personal appearance	Below average-occasionally careless about appearance	Frequently untidy; personal appearance unsatisfactory
Cooperation and Attitude	Excellent attitude and spirit of cooperation	Above average-cooperative; interacts with staff and others	Satisfactory, does what is expected	Can be difficult to work with; sometimes accepts direction in manner showing displeasure	Spirit of cooperation and attitude not satisfactory; inclined to be quarrelsome
Professional Ethics	Conducts self in a professional manner at all times	Above average impression; uses good judgment in stressful situations	Average impression; adheres to professional standards in an acceptable manner	Often does not follow professional standards when dealing with others	Consistently negative attitude; rude and arrogant to others; poor professional judgment
Initiative	Thinks and acts constructively; always productive; no supervision needed	Consistently above average; minimum supervision; utilizes time efficiently	Average, meets minimum requirement May need encouragement	Puts forth little effort; does just enough to get by	Puts forth practically no effort; requires constant supervision
Quality of Work	Always productive, consistently does more than is required	Very industrious, usually does more than is required	Volume of work is satisfactory; meets minimum requirements	Does just enough to get by; slow in meeting minimum requirements	Does not meet minimum requirements
Quality of Performance	Exceptionally high quality of performance in all phases of practical applications	Exact, precise, requires little correction; recognizes mistakes and takes corrective measures	Usually accurate; makes only average number of mistakes	Careless; makes recurrent errors	Makes frequent errors; demonstrates little retention; poor client care
Dependability	Dependable, consistent top performer	Dependable meets requirements with enthusiasm	Satisfactory performance	Needs frequent reminder to follow standard procedure(s)	Continuous reinforcement necessary
Judgment	Always handles difficult situations with authority and ease	Impressive in thinking things through and making good decisions	Average performance, sometimes frustrated or uses poor judgment in stressful situations	Frequently uses poor judgment; often frustrated in stressful situations	Consistently uses poor judgment in stressful situations
Positioning skills	Superior skills; rarely needs assistance	Above average; makes few mistakes	Average; normal mistakes	Below average application of knowledge	Makes frequent mistakes on basic exams

Use and Care of equipment	Justifies complete confidence	Very knowledgeable	Adequate	Needs to be told, and requires a significant amount of assistance	Careless and wasteful
Ability to Read Charts & Adjust Techniques	Excellent abilities	Makes few mistakes	Average; requires little help	Careless errors	Constantly needs assistance; frequent repeated mistakes
Patient Care and Communication	Superior skills; rarely needs assistance	Very knowledgeable	Satisfactory performance	Careless; makes recurrent errors	Makes frequent errors; demonstrates little retention; poor clientcare
Radiation Protection	Impressive always uses appropriate technical factors and shielding	Good in thinking things through. Usually shields and makes good decisions	Adequate	Does not recognize radiation protection as a priority	Does not apply even the most basic protection measures to patients
Image Evaluation	Always achieves image evaluation criteria on all radiographs	Above average, identifies most problems with radiographs and correct solutions	Often can identify both problems and solutions to common radiographic mistakes	May occasionally identify quality problems and solutions if prompted	Does not recognize what a quality radiograph is or when to repeat an image

Comments _____

Evaluator/Radiographer _____ Date _____

Student _____ Date _____

The student signature does not indicate agreement; rather it is to verify that the student has seen this document.

- Attendance** Consider the students faithfulness in coming to work daily and conforming to clinical requirements. Reporting to clinical assignments on time.
- Personal Appearance** Consider the students cleanliness, grooming and neatness.
- Cooperation and Attitude** Consider the students ability to work with others, the ability to share in the workload, and ability to accept instruction & constructive criticism.
- Professional Ethics** Consider the students integrity, loyalty, the impression the student makes on others, and the students professional judgment.
- Initiative** Consider the students ability to think constructively and originates action in meeting objectives.
- Quality of work** Consider the students output of satisfactory work
- Quality of Performance** Consider the students positioning skills, ability to set technique, ability to work independently, room readiness, radiation protection and organization of work.
- Dependability** Consider whether or not the student works conscientiously according to instructions; ability to follow procedures; and the students' ability to meet and exceed objective requirements.
- Judgment** Consider the students ability to apply knowledge and skills to practical applications.

Acknowledgement of Receipt of Student Handbook Form

Student Name _____

Please Print Clearly

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK

I acknowledge that I have received, read, and understand the student expectations and requirements as outlined in the Southeast Missouri Hospital College of Nursing & Health Sciences Student Nurse Handbook.

Student Signature

Date

ACKNOWLEDGEMENT AND AGREEMENT TO ABIDE BY THE ACADEMIC & CLINICAL HONESTY POLICY

I acknowledge that I have received, read, and understand the expectations and requirements as outlined in the Academic & Clinical Honesty Policy. In addition, I agree to abide by those expectations and requirements.

Student Signature

Date

ACKNOWLEDGEMENT AND AGREEMENT TO ABIDE BY THE SUBSTANCE ABUSE POLICY

I acknowledge that I have received, read, and understand the substance abuse policy and I agree to abide by the requirements set forth. I understand that failure to comply with the requirements state therein may result in dismissal from the College of Nursing and Health Sciences program, even though I may be passing the course work.

Student Signature

Date

CONFIDENTIALITY AGREEMENT

During the course of the clinical activities, any information obtained about patients is, by law, confidential. Any information obtained, which pertains to physicians, employees, hospital matters, or fellow students, is also considered confidential. Any disclosures of such information to unauthorized individuals will result in immediate dismissal from the College. I have read the information in my handbook related to HIPPA.

Student Signature

Date

SUBJECT TO CHANGE

I understand that information in the student handbook is subject to change.

Student Signature

Date

PERMISSION TO RELEASE BACKGROUND CHECKS

I give my permission to Southeast Missouri Hospital College of Nursing and Health Sciences to release the results of my background check to clinical facility(ies) as needed.

Student Signature

Date

EMERGENCY PREPAREDNESS

Southeast Missouri Hospital College of Nursing and Health Sciences
2001 William
Cape Girardeau MO 63703

Prepared: September 15, 2005

EMERGENCY PROCEDURES

This section contains the recommended procedures to be followed during specific types of emergencies. The procedures should always be followed in sequence, unless conditions dictate otherwise.

Emergency procedures included:

Bomb Threat
Crisis Communication
Earthquake
Fire
Tornado/Severe Weather

BOMB THREAT

STEP 1:

Record Information

- Any person receiving a call alleging a bomb or other device should attempt to obtain as much information as possible from the caller.
- Initially, write down the time of the call. Try to determine the callers identity:
 - Male or female?
 - Approximate age?
 - Origin of call (local, phone booth, cell phone)?
 - Caller's voice (slow, fast, loud, foreign, calm, emotional, etc)?
 - Are there background noises?
 - Does caller appear familiar with campus?

STEP 2:

Contact Local Police

If at all possible, have someone else contact the Local Police at 911 from any other College phone or from a cell phone. If you are alone, keep the caller talking as long as possible.

IMPORTANT: Make sure you collect at least the following information before ending the call and contacting the Local Police at 911.

- Device Location
- Type of Device
- Detonation Time

STEP 3:

Ask Caller Questions

- Engage caller in conversation. Ask questions and write down caller's exact words.
- What type of device is it?
 - Chemical?
 - Biological?
 - Explosive?
 - When is device going to explode?

- Time remaining and device location?
- What does it look like?
- What would cause it to detonate or release its contents?
- How do you deactivate the device?
- Do you know who placed the device?
- Where are you (the caller) now?
- Callers name and address?

Remain calm and polite but firm. Do not insist on answer to any question.

STEP 4:

Evacuate Building

- If the threat of an explosion is imminent, activate the fire alarm to initiate building evacuation.
- Evacuate the building quickly and calmly by way of nearest exit.
- Upon exiting, proceed to a safe distance from the building. Keep clear of emergency vehicles. Report to designated evacuation area, Albert Street parking lot. Stay with the group from your area or with your class.
- Professors/Instructors bring roll book and take check after reaching safety zone. Report any missing student immediately to a member of the Emergency Team. Remain with your class throughout the emergency.
- Do not re-enter the building until the “all-clear” has been given.

CRISIS COMMUNICATION/PSYCHOLOGICAL CRISIS

Call Local Police (911) from any College phone or from a cell phone.

A psychological crisis exists when an individual is threatening to harm himself/herself or others, or is substantially out of touch with reality. Uncontrollable behavior and/or hallucinations could be manifested. If a psychological crisis occurs:

1. STAY CALM
2. Notify Local Police (911) from any College phone or from a cell phone. Provide the following information:
 - a. Your name
 - b. Precise location
 - c. Observed symptoms of behavior
 - d. Individuals name, if known
3. Until help arrives, be pleasant, considerate and understanding to avoid aggravating the situation.
4. Do not argue with the individual. Try to determine and accept the individual’s point of view. Do not confront/detain the individual if violent or combative.
5. Have someone meet the Local Police at the entrance to the building and provide up to date information.

EARTHQUAKE

STEP 1:

Stay Indoors

- Stay indoors during tremors
- Take cover under tables or desks, or go to a structurally strong location such as the stairwell or 2nd floor Radiation Technology Lab.
- Do not go outside.
- Watch for falling objects such as light fixtures, bookcases, cabinets, shelves and other furniture that might more or topple.
- Stay away from windows.

STEP 2:

Drop, Cover and Hold

- DROP to the floor

- COVER your head with your arms
- HOLD that position

STEP 3:

Remain in Place until Shaking Stops

- Do not dash for exits since they may be damaged and the building's exterior brick, tile or decorations may be falling off.
- When the shaking stops, check for injuries to personnel in your area. Render first aid assistance if required.
- Check for fires or fire hazards – spills of flammable or combustible liquids, or leaks of flammable gases.
- Turn off ignition and heat sources if it is safe to do so. Shut off all gas sources.
- Follow procedures for fire as necessary.

Assess Damage and Exit Building

- Exit the building, if possible, and go to Albert Street parking lot to report injuries, damages and potentially hazardous conditions.
- Professors/Instructors bring roll book and take check after reaching the safety zone. Report any missing student immediately to a member of the Emergency Team. Remain with your class throughout the emergency.
- Once you have exited the building, do not re-enter until trained emergency personnel have declared the building safe.

FIRE

A copy of the FIRE PLAN QUICK REFERENCE will be posted in conspicuous locations throughout the College.

STEP 1:

Should fire occur in the College: R.A.C.E.

1. **RESCUE** any individual in immediate danger.
2. Turn in the **ALARM** by activating the nearest fire alarm.
3. **CONFINE** the fire and smoke by closing doors.
4. **EXTINGUISH** the fire with an appropriate fire extinguisher if you can safely do so/**EVACUATE** to Albert Street parking lot

STEP 2:

Evacuate the Building

- Remain calm and move quickly to exits.
- Ensure those in the general vicinity are aware of the evacuation.
- Evacuate the building quickly and calmly by way of the nearest stairwell. Shut off any major equipment or electronics before leaving if possible. Shut doors behind you to reduce the spread of fire. If there is heavy smoke, stay as close to the floor as possible.
- Feel closed doors before opening them. Doors that are hot indicate a fire on the other side.
- **DO NOT USE ELEVATORS!**
- Upon exiting, proceed to a safe distance from the building. Keep clear of emergency vehicles. Report to designated evacuation area of Albert Street parking lot. Stay with the group from your area or with your class. All persons must be accounted for.
- Professors/Instructors bring roll book and take check after reaching the safety zone. Report any missing student immediately to a member of the Emergency Team. Remain with your class throughout the emergency.
- Do not re-enter the building until the “all-clear” has been given.

STEP 3:

Evacuate the Disabled

- Escort persons unable to negotiate stairs to area near emergency exit staircase. After the emergency exit is clear of traffic, move them onto the landing of the emergency stairwell. Do not attempt to move them down the stairs.

- If you have information regarding the location of any individuals unable to evacuate the building, provide that information to arriving emergency personnel. Be aware and prepared. Never ignore the smell of smoke or an alarm.

EVACUATION ROUTES

- North Stairwell
- South Stairwell

CLASSIFICATIONS OF FIRE

Class A – Fires that occur with ordinary combustible materials

Examples: Wood, paper, trash, cotton bedding

Class B – Fires that occur with flammable liquids

Examples: Gasoline, oil, grease, paints, anesthetic agents

Class C – Fires that occur in or near electrical equipment

Examples: Wiring, appliances, motors

Class D – Fires from combustible metals

Examples: Magnesium, sodium, potassium and sodium-potassium alloys

ABC EXTINGUISHER LOCATIONS

Second Floor

- By elevator
- In Kitchen
- By nursing student's mailboxes
- By north stairwell

Third Floor

- By elevator
- By north stairwell
- In south stairwell
- In Chemistry Lab

ABC EXTINGUISHER LOCATIONS

- South stairwell 1st floor

TORNADO AND SEVERE WEATHER

GENERAL INFORMATION:

The College maintains an Emergency Weather Pager located in the Secretarial Offices to receive weather bulletins in the event of severe weather. The bulletins are transmitted from the Cape Girardeau County Emergency Management Offices in Jackson, Missouri and are generally initiated by Cape Girardeau Sheriff's Department. When a warning is broadcast, tone beeps activate the pager and are followed by a voice message. The voice message will be in the same format as those heard over commercial radio and TV.

TORNADO POLICY

All College students, faculty and staff, including off campus staff, must be instructed in the proper procedure to follow in the event of a tornado.

During period of severe weather, everyone should remain alert to weather changes. A "CODE YELLOW" will be instituted when a tornado has been sighted by the public within a 30-mile radius of the College or Southeast Missouri Hospital. A "CODE RED" will be instituted if a tornado is observed approaching or believed to be approaching the College or Hospital. The College will be notified by telephone of CODE YELLOW and CODE RED activation by

either Hospital switchboard or Security. College staff will individually notify faculty and students of the severe weather situation.

The College has the authority to implement CODE YELLOW or CODE RED procedures without receiving notice from the Hospital. The nature of severe weather could cause the College to be under severe weather when the Hospital is not experiencing the same weather conditions.

TORNADO PROCEDURE

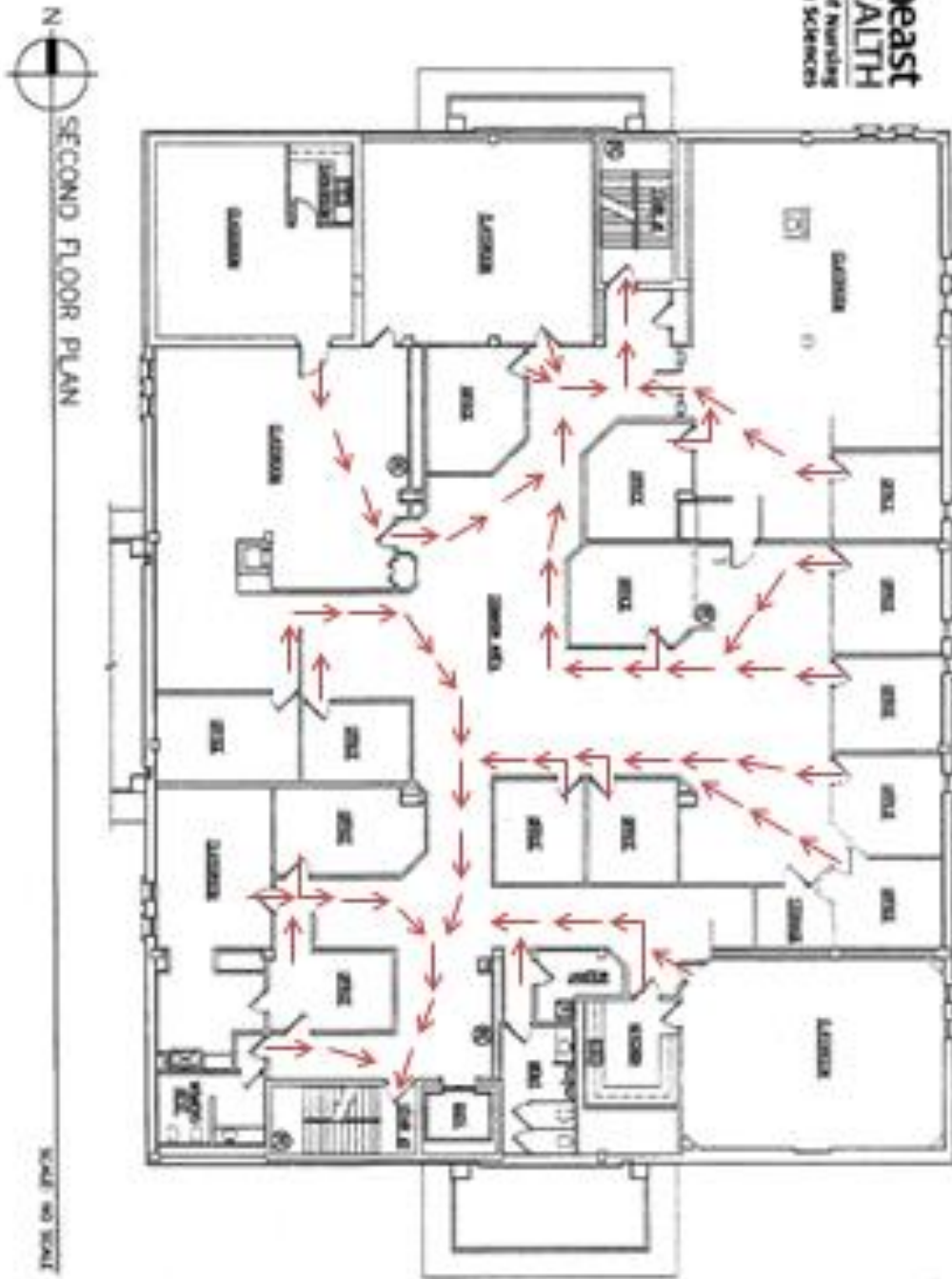
All personnel should remain calm and continue working, periodically observing the weather in the South, Southwest and West. Generally tornadoes will approach from a Southwest direction. Staff should also monitor the television for severe weather bulletins. Staff and faculty should evaluate their situations and plan a movement of students to North and South Stairwells as deemed necessary. Under a “CODE YELLOW” all activities may continue without restriction. A “CODE YELLOW” alert will normally be initiated by Administrative Staff.

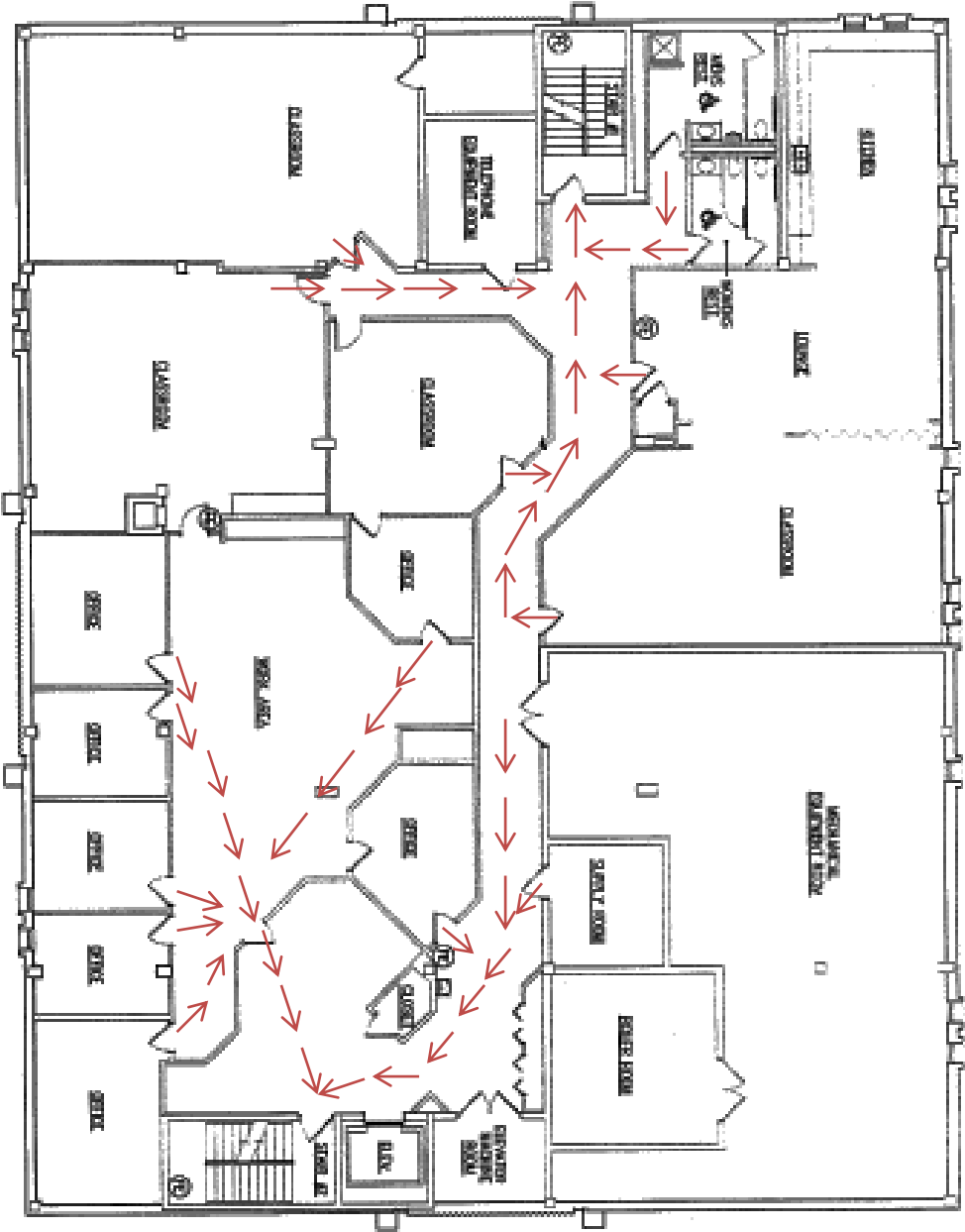
“CODE RED” – In the event that a tornado is observed approaching the College, faculty, staff and students should take immediate cover. In a CODE RED situation during daylight hours all faculty, staff and students should follow planned evacuation route to nearest stairwell. A “CODE RED” condition should be implemented if a tornado is reported by police, the weather service, or public broadcasting in a location within five miles of the Hospital or College. Most likely storms will approach from a position West, Southwest, or South of the College which could cause an immediate and direct threat to the College. However, movement of a tornado will normally be in the same direction as the weather front or cell which spawns the tornado. Therefore, a tornado’s approach could be from any direction. Staff should be knowledgeable about the direction of the movement of a weather front when making a decision to implement a CODE RED condition. If severe weather occurs after dark faculty, staff, and students should evacuate to the 2nd floor Radiation Technology Lab.

SEEK SHELTER

- Seek shelter immediately upon notification. Move to lowest level of a stairwell away from window or glass.
- Avoid areas with a large expanse of glass or windows.
- If disabled individuals cannot safely move to the stairwell, assist them to an interior hallway away from windows and areas with large expanse of glass.
- Do not attempt to flee the tornado by foot or automobile. Twisters can move much faster than you can. Do not seek shelter in or under your car.
- Remain in the shelter area until the “all clear” is given.

EMERGENCY EVACUATION PLAN





N
THIRD FLOOR PLAN

SCALE: NO SCALE

Copyright Compliance

It is the policy of Southeast Missouri Hospital College of Nursing and Health Sciences to adhere to the provisions of the Copyright Law of the United States (<http://www.copyright.gov>) including the Digital Millennium Copyright Act (DMCA). According to the *Copyright Law of the United States and Related Laws Contained in Title 17 of the United State Code* (December 2011) copyright protection is provided to “original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communication, either directly or with the aid of a machine or device.” (p.8) Copyright protection includes the following categories: literary works; dramatic and musical works, including any accompanying words or music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; sound recordings, and architectural works. (p.8).

Title 17, Section 107 of the *Copyright Law of the United States and Related Laws Contained in Title 17 of the United State Code* (December 2011) states that under certain conditions copyrighted works may be used or reproduced. These conditions include but are not limited to “teaching (including multiple copies for classroom use)” (p. 19).

The administrators, faculty, staff, and students will comply with the following:

1. A single copy of a copyrighted work may be made for scholarly research or for classroom instruction.
2. Multiple copies of copyrighted works may be made for classroom use or discussion.
3. Courses with an online component may include the performance or display of works in proportion to what would be used in a traditional face-to-face classroom session provided that the course is restricted to only those in the class and is moderated by an instructor.
4. Reasonable technological measures will be taken to prevent illegal distribution of online materials including linking to a resource rather than copying it and streaming rather than downloading audio and video files.
5. Copying shall not substitute for the purchase of textbooks or other resources required by Southeast Missouri Hospital College of Nursing and Health Sciences.
6. Unauthorized distribution of copyrighted material, including peer-to-peer file sharing, except as noted above is prohibited

Copyright infringement is a Federal offense. Anyone found liable for civil or criminal copyright infringement may be ordered to pay actual and statutory damages. Statutory damages for civil copyright infringement may include a sum of not more than \$150,000 for any one copyrighted work. (p. 503) Criminal copyright infringement may result in fines of not more than \$500,000 and imprisonment of up to 5 years, or both, for the first offense and a fine of not more than \$1,000,000 or imprisonment for not more than 10 years, or both, for any subsequent offense. (p.263)

Students who are found to have violated copyright laws by illegal downloading, unauthorized copying or distribution, or by using peer-to-peer file sharing using the College’s copiers, scanners, computers, printers, or internet will be subject to disciplinary actions including but not limited to official warning, restriction or elimination of privileges, fines, suspension, or expulsion.

Administrators, faculty, and staff are bound by the Workstation Use and Security policy found in the SoutheastHealth Policy and Procedures manual.

Copyright Law of the United States and Related Laws Contained in Title 17 of the United State Code. (December 2011). Retrieved January 12, 2016 from <http://www.copyright.gov/title17/>

Revised: Approved Administrative Council January 2017



To respond to the healthcare
educational needs of the region
by preparing qualified healthcare
professionals