



ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

2021-2022

Undergraduate BSN Program Handbook

Undergraduate Program Academic Policies & Procedures Handbook

Welcome to Mennonite College of Nursing! This handbook provides students in the Traditional Prelicensure Nursing Sequence, Accelerated Sequence, and RN to BSN Sequence with information regarding policies and procedures that impact student enrollment, support, and progression. Students should note that unless otherwise indicated, material in this handbook applies to all sequences. If a particular section applies only to a particular group of students, it will be indicated in bold print as such, and will only apply to that sequence.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures. All students are required to sign the Handbook Verification Form and upload it as directed to verify compliance. By signing the Handbook Verification Form, students certify that they are responsible for reading the handbook in its entirety and understanding any changes made to the Handbook during the entire time they are enrolled as a student at Mennonite College of Nursing. Changes made throughout the academic year will be circulated to all students via their ilstu.edu email address and posted on the website as an updated version of the handbook.

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Chapter 1: Introduction to MCN Undergraduate Program

History of Mennonite College of Nursing

Mennonite College of Nursing became Illinois State University's sixth academic college on July 1, 1999. The rich heritage of Mennonite College of Nursing began in 1919. For nearly 100 years, the primary mission has been to prepare professional nurses by providing a quality education. This mission continues at Illinois State. Mennonite College of Nursing is located in Edwards Hall.

Mission

Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

Vision

To be a community that sets the standard for excellence in nursing practice and education, changing the world one exceptionally well-prepared nurse at a time.

Philosophy

At the heart of the College's philosophy is the belief that all people share a common humanity. Each person must be regarded as having special biological, psychological, sociocultural, and spiritual dimensions and possessing the inherent rights and responsibilities of freedom of choice and self-determination. Based on these beliefs, the College strives to grow as a caring community that supports the development of the total individual.

A vital interactive relationship exists between humankind and the environment. Environment affects each person's biological being and extends beyond physical surroundings to encompass roles, relationships, and societal structures. Because all human beings influence and are influenced by their environment, all must assume the responsibility to protect the social and natural environments in which they share.

Health is a dynamic state influenced by individual, environmental, and hereditary factors. State of health, which significantly influences quality of life, is shaped by many factors, including an individual's decision-making and behaviors. Pursuit of wellness is the right and responsibility of each person. Nursing holds the potential to strengthen each human being pursuing optimal health and achieving a harmony of body, mind, and spirit.

Nursing is a profession that continues to evolve through research, theory, and practice. Professional nursing, encompassing a range of therapeutic interventions aimed at promoting and restoring health, addresses actual and potential health care needs of individuals, families, groups, and communities. Nursing care is delivered in diverse settings in a systematic manner through use of the nursing process. In providing their professional services, practitioners of nursing manifest role dimensions that are collaborative and independent in nature. Because dynamic social forces influence the nature and scope of nursing practice, critical thinking, effective communication, and caring are abilities required for professional nursing practice in changing environments.

As a profession, nursing adheres to standards of practice and ethical codes as a means of ensuring quality care for all persons. The current Illinois Nurse Practice Act serves as the legal basis for the practice of nursing in the State of Illinois.

Mennonite College of Nursing is committed to cultivating the personal and professional potential of each member of the College community. The faculty believes that learning as a life-long process is promoted when intellectual inquiry, creativity, self-awareness, self-direction, maturity, and responsibility are valued. Learning is a process of developing human potential through the interaction of the individual with the environment. This interaction aims to achieve positive attitude changes, knowledge acquisition, and professional competence.

The faculty of Mennonite College of Nursing believes that the knowledge, attitudes, and skills required for professional nursing are best achieved when built upon a solid foundation of study in the humanities and sciences. The faculty values a liberal arts education, which fosters an understanding of society and provides a humanistic basis for the study of nursing. Baccalaureate nursing education prepares the graduate for the practice of professional nursing and provides the basis for graduate study in nursing. Masters-level nursing education prepares nursing leaders and advanced practitioners, advances nursing scholarship, and provides the foundation for doctoral study.

The College offers a Master of Science in Nursing degree through the BSN to DNP Program with a Family Nurse Practitioner (FNP) sequence and a Leadership and Management (LM) sequence. The College also offers a Psychiatric Mental Health Nurse Practitioner (PMHNP) post-master's certificate, and a School Nurse Graduate Certificate, as well as a post-master's Family Nurse Practitioner certificate. The College also offers two doctoral programs: the Doctor of Philosophy (PhD) degree program and the Doctor of Nursing Practice (DNP) program.

Undergraduate Program Outcomes

Program outcomes are congruent with the Mennonite College of Nursing mission and vision and have been developed to reflect the professional nursing standards and guidelines presented in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008). Students graduating from the Undergraduate BSN Program will become:

A provider of compassionate patient-centered care who demonstrates a commitment to cultural and spiritual diversity, caring, and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings;

A steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care;

An empathic communicator who effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes;

A collaborator who coordinates care activities among interprofessional members of the healthcare team to impact health outcomes of individuals, families, and communities;

An evolving clinical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities;

An entry-level generalist who integrates knowledge and skills from a liberal education in applying evidence-based solutions to health issues to promote wellness for individuals, families, and communities.

Functional Abilities

For Traditional Prelicensure and Accelerated Students:

The functional capabilities required to participate in the nursing program include:

Perform a full range of body motion including handling and lifting patients, moving, lifting, or pushing heavy equipment

Bend, reach, pull, push, stoop and walk repeatedly throughout an eight-hour period

Demonstrate auditory acuity to hear breath sounds by stethoscope (with correction, if needed)

Demonstrate visual acuity to read small letters and numbers (with correction, if needed)

Demonstrate bilateral upper extremity fine motor skills, including manual and finger dexterity and eye-hand coordination

Communicate in a rational and coherent manner both orally and in writing with individuals of all professions and social levels

Respond quickly and in an emotionally controlled manner in clinical situations

Adapt to irregular working hours

Adapt effectively to clinical environments

Maintain composure when subjected to high stress levels

Chapter 2: Academic Policies and Procedures

Code of Conduct

As stated in the Illinois State University Code of Student Conduct: "Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. Their violation will result in disciplinary action." All violations of student misconduct will be addressed through appropriate college and university channels to include Community Rights and Responsibilities. Please refer to the Illinois State Code of Student Conduct for information including but not limited to academic dishonesty:
<https://deanofstudents.illinoisstate.edu/downloads/Code%20of%20Student%20Conduct%20Effective%208.14.2020.pdf>

Values

The faculty, staff, and administration of Illinois State University believe in the values of:

Learning and Scholarship

Diversity and Inclusion

Respect

Collaboration

Individualized Attention

Civic Engagement

Integrity

For more information, please see the link below:

<https://strategicplan.illinoisstate.edu/values/>

Civility

The primary purpose of the College is to function as a community of individuals working together in the pursuit of knowledge and the advancement of the nursing profession. Honesty and integrity are of highest regard with members of the nursing profession, and students are always expected to value and demonstrate these characteristics. The College endorses the following concepts of civility as published in the ANA Code of Ethics:

Provision 1: “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual....” 1.5: Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others” 3.4: “Nurse educators have a responsibility to....promote a commitment to professional practice prior to entry of an individual into practice.

Inappropriate behaviors and incivility will not be tolerated at MCN and will have consequences.

Academic Dishonesty

Students are expected to be honest in all academic work. A student’s placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student’s own thought, effort, and study. Academic integrity violations can be found in the Illinois State Code of Conduct at: <https://deanofstudents.illinoisstate.edu/conduct/code/academic/>

Confidentiality

Confidentiality of patient information is expected. Only relevant information obtained from or about a patient may be disclosed to the healthcare personnel, faculty, and peers involved in the individual’s care. Confidentiality, HIPAA and Social Media expectations will be reinforced in orientation. Students in the RN to BSN Sequence will be quizzed over this knowledge, along with a completed signature of understanding.

To understand the limits of appropriate use of social media, it is important to understand confidentiality and privacy in the health care context. Confidentiality and privacy are related, but distinct concepts. Any patient information learned by the nurse during treatment must be safeguarded by that nurse. Such information may only be disclosed to other members of the healthcare team for healthcare purposes. Confidential information should be shared only with the patient’s informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions the nurse’s obligation to safeguard such confidential information is universal.

Federal law reinforces and further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances. The definition of individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual or

provides enough information that leads someone to believe the information could be used to identify an individual.

Social and electronic media possess tremendous potential for strengthening personal relationships and providing valuable information to healthcare consumers. Nurses need to be aware of the potential ramifications of disclosing patient-related information via social media. Nurses should be mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media. By being careful and conscientious, nurses may enjoy the personal and professional benefits of social and electronic media without violating patient privacy and confidentiality. Breach of Confidentiality can lead to expulsion from the Mennonite College of Nursing.

Attendance at Class and Clinical

Based on the assumption that academic success is the student's primary goal, students are expected to participate in class discussions, complete all assignments based on specific course requirements, and take required examinations. Students unable to attend to the overall course expectations (due dates, assignment requirements, etc.) are encouraged to contact their Academic Advisor. Students in the RN to BSN Sequence should also reach out to the Sequence Leader after discussing this with the course instructor to identify continuation or dropping of the course.

For Traditional Prelicensure and Accelerated Students:

Partial clinical attendance is not allowed. Students who arrive more than one hour late to clinical will be sent home and must follow the clinical make-up policy outlined below.

Students involved in University Sponsored Activities which will result in a clinical absence must meet with the clinical faculty and create a schedule for the semester's clinicals within two weeks of the semester starting. Any additional absences must be reported as soon as the student is aware of the absence. For further information regarding policy 2.1.20 Equitable Treatment Of Students Participating In University Sponsored Activities, go to <https://policy.illinoisstate.edu/students/2-1-20.shtml>.

For All Sequences:

According to the Student Bereavement Policy (2.1.27) students are required to complete missed coursework/clinical time; however, absences related to the Student Bereavement Policy (2.1.27) do not count towards the total number of clinical absences for the MCN clinical absence policy. If a student will be absent because of a death, the student is responsible for following all the required processes and paperwork requirements with Dean of Students. For further details, see Student Bereavement Policy (2.1.27): <https://policy.illinoisstate.edu/students/2-1-27.shtml>.

Clinical Absences/Make-up

For Traditional Prelicensure and Accelerated Students:

An addendum regarding clinical absences and make up, coinciding with University Policy & Procedures 2.1.30 *Excused Student Absences Due to Communicable Disease* and remaining in effect during Summer 2021, can be found at the end of this handbook.

Attendance at all clinical/lab days as assigned is required.

If a student misses one clinical, the makeup day will be the assigned clinical make-up day as outlined on the clinical schedule. If the student misses a second clinical day or the makeup day

within the same course, the student will be assigned an online simulation project (specific to the clinical/course missed) which must be done within the timeframe given by the designated clinical faculty and completed in the computer lab at MCN. This online simulation project is expected to require students to complete in a period approximating the length of the clinical day. Failure to satisfactorily complete this assignment within the timeframe given by the designated clinical faculty in consultation with the course leader will result in a clinical progress report and possibly an unsatisfactory for the clinical. If a student misses more than two clinical days within any course, the student will receive an unsatisfactory for the clinical which will result in course failure.

An exception to the two-day statute exists for students whose clinical days for the same course are consecutive (example students in weekend clinicals). Students missing two consecutive days in the same clinical course will be required to make up both days as outlined above, but the absences will be counted as one occurrence towards the make-up policy. In the event a student missed three clinical days in total- with two of them being the consecutive days as previously noted, an alternative assignment equivalent to the third missed clinical day will be assigned by the clinical faculty in consultation with the course leaders. Failure to satisfactorily complete this assignment within the timeframe given by the designated clinical faculty will result in a clinical progress report and possibly an unsatisfactory for the clinical.

****NUR 327-Leadership:** For the first clinical missed, students will complete an online simulation, consistent with course objectives in a group setting on a day and time specified by Mennonite College of Nursing. This online simulation will be done on site at Mennonite College Nursing and is expected to last approximately 8 hours. For the second clinical missed, students will be required to attend an additional acute setting clinical outlined by Mennonite College of Nursing. Orientation to this location will be done on the student's own time. A third missed clinical will follow the standard clinical makeup policy and will result in an unsatisfactory in the clinical and ultimately course failure.

Missed Exams

For Traditional Prelicensure and Accelerated Students:

In the event of illness or other circumstances resulting in an absence on the day of an exam, the student has the responsibility to contact the instructor who is giving the exam prior to the exam and make arrangements to take the exam. Failure to take the exam as scheduled without prior notification results in the student losing 5% of the total exam points. The make-up exam will be given by ISU Testing Services in Fell Hall Room 346 between 0800-1630 on Monday through Friday. Students are expected to make up the exam within two business days as able and per faculty discretion. A different exam may be administered, at the instructor's discretion, when a student takes a make-up exam.

Depending on the length and reason for the absence, the exam must be made up within one week after returning. For RN to BSN students, the exam must be made up in 2 days or as discussed with the faculty member.

It is the faculty's decision whether an alternate exam will be offered. Faculty will make every effort to accommodate; however, patterns of missed exams and assignments will be monitored. Verification for absences may be required.

For RN to BSN Students:

In the event of illness or other circumstances resulting in failure to complete an exam by the specified due date, it is expected that:

The student must contact the faculty member via telephone or email, or in certain situations by significant person, prior to the anticipated failure to complete the exam by the due date.

The student must contact the instructor as soon as possible to arrange a time for taking the exam.

Faculty Office Hours

Per section 8 of Illinois State University Policy 3.3.12A Faculty Responsibilities to Students, which can be found at <http://policy.illinoisstate.edu/employee/3-3-12a.shtml>:

Faculty members should be available to students on a regular basis outside of class. Ordinarily this will mean posting and observing a reasonable number of regular office hours during which the faculty member will be available for student conferences. Accessibility may be in the form of traditional office hours, or by using email, discussion boards, chat, telephone, and video conferencing. All classroom or clinical faculties are expected to communicate with their students via their syllabus and verbally regarding their preferred method of contact. Additional appointment time should be made available when mutually convenient to faculty and students in instances where student schedules conflict with regular office hours. Other means of student consultation appropriate to the teaching assignment may be used. Office hours and/or other means of consultation should be announced to classes through syllabi.

Testing Guidelines

For Traditional Prelicensure and Accelerated Students:

To ensure a high level of test-taking security, Mennonite College of Nursing (MCN) utilizes the NCLEX Candidate Rules published by the National Council of State Boards of Nursing (NCSBN). Utilizing the NCLEX Candidate Rules also provides the students with an opportunity to practice testing in an environment consistent with their NCLEX test.

The following items may not be accessed at all during your MCN tests:

Any educational, test preparation or study materials

Cell/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices

Bags/purses/wallets/non-smart watches

Coats/hats/scarves/gloves

Medical aids/devices

Food or drink, gum/candy

Lip balm

On the day of the test, students are required to store any of the items noted above in a bag which may be stored at the front of the classroom until the student leaves the classroom after taking the test.

Students are always encouraged to cover their answers throughout the test. Blank paper will be provided as well as calculators when necessary.

For RN to BSN Students:

Students are expected to follow the guidelines outlined by faculty in the course syllabi.

Test Reviews

For Traditional Prelicensure and Accelerated Students:

Faculty will provide test reviews following unit exams in a timely fashion. Students may review final exams the semester following course completion by scheduling a time to meet with the faculty member. During test reviews desk and tabletops must be clear of any items except for a single blank sheet of paper and pen or pencil. Students may not reproduce the test in any way, but they may write down concepts with which they are struggling. No cell phones and other electronic devices will be allowed during test reviews. Test reviews to prepare for the final exam are optional if designated as such by the course leader. If faculty allows students to review tests to prepare for the final exam, these review sessions must be directly monitored by course faculty. It is always expected that students and faculty remain civil during test reviews. Faculty may terminate the review at any time or ask disruptive students to leave the review. These students may be excluded from future test reviews at the discretion of the faculty.

Professional Image

Nurses are professionals. Appearance and behavior are as much a part of the professional nurse as are professional education, nursing skills, clear mind, abundant energy, empathy, and the intent to facilitate healing. Clothing, hygiene, and demeanor all communicate an attitude. It is expected that students, in consultation with faculty, choose grooming styles that do not interfere with patient care. When students dress and act like professionals, then their peers, other professionals, and the public will accept them on that basis.

It is the student's responsibility to develop and maintain a professional image. Such an image should be evident in all business and professional settings. Personal appearance and behavior are not only a reflection of the individual, but also on the College of Nursing and the profession as a whole.

Dress Code

For Traditional Prelicensure and Accelerated Students:

The Mennonite College of Nursing at Illinois State University student dress code is established to ensure high standards for professional appearance in conjunction with consideration for patient and personal safety.

The complete College uniform is to be worn whenever the student is participating in clinical experiences (including Lab Day); see individual course syllabi for modifications of the College uniform.

The College uniform must be worn only when participating in clinical and lab experiences, or when asked to do so for official college functions. The uniform may not be worn when functioning as an employee or attending social events.

Care should be taken to ensure that laundering results in professional maintenance of the uniform.

The COMPLETE uniform includes: the college-designated MCN white top (NO polo shirt), black scrub pants, MCN lab coat, white professional-looking shoes with closed heels and toes or tennis shoes (shoes should only have a small amount of red, black, or grey embellishment), socks, picture I.D. badge (purchased from the Redbird Card Office), and watch with second hand. The ISU picture

I.D. badge must be worn for identification purposes unless the clinical instructor directs students otherwise. Any changes to the uniform are determined by clinical faculty, are specific to a clinical site, and are reflected in the course syllabi.

Hair must be clean and groomed, pulled back and off the shoulder, and away from the face. Choice of hair color and style should not detract from the overall professional image. Unnatural colors include but are not limited to blue, purple, green, yellow, pink, magenta, and orange. No patches of color or end dipping. Hairstyles should not be extreme (e.g. mohawk) and must present a professional image. Facial hair should be clean and shaven; beards, mustaches, and goatees must be neatly trimmed. Necessary hair accessories should portray a professional image (no accessories with sequins). If in doubt, students should consult with the clinical instructor. Students in some patient care areas may be required to cover their hair with a cap to comply with Public Health regulations.

Jewelry, which may be worn with the uniform includes wedding band, watch that indicates seconds, and 2 pairs of conservative post style earrings. All other piercings need to be removed or covered. Skin tone “plugs” may be used if needed for visible facial piercings.

No perfume, cologne or strong fragrances should be used. Many patients, family members, and/or staff members are allergic to the scent of these items.

Fingernails should be ¼” or less in length (measured from the tip of the finger). Fingernail polish and/or nail enhancements are not allowed due to mandatory infection control policies in clinical agencies. Prohibited nail enhancements include shellacs, gels, acrylics, bonds, tips, wraps, and tapes.

Tattoos must be covered and not visible during clinical or lab. If the tattoo cannot be covered by clothing, it must be covered by a bandage.

When picking up patient assignments or traveling to clinical sites where the student will change into scrubs, clothing worn under the lab coat must be professional. Professional attire under lab coat includes blouse/shirt, dress pants, skirt or dress that is longer than the lab coat, and hosiery/socks. No jeans, shorts, t-shirts or sweat suits should be worn with the lab coat. For reasons of asepsis students should consider bringing a change of clothes when they must be involved in other activities before or after clinical.

Cell phones are NOT a part of the nursing uniform. They should not be used for personal communication be it conversation or texting while participating in any clinical activity in which students are representing the college, except when the student is on break or at lunch/supper. The phone should be kept in silent mode throughout the clinical experience. In cases of family emergency, the student should consult with the faculty member or preceptor regarding the most effective communication plan. Exception to this policy may be Leadership or Public Health clinicals when notification of clinical faculty not on the same unit may be necessary. All cell phone use must comply with clinical site stipulations. Use of camera or any other application is not permitted without faculty approval.

Current Updated License

For RN to BSN students:

Current students in the RN to BSN sequence should hold an unencumbered licensure in every state in which the student holds a license and are required to provide evidence of current RN licensure in their state of residence. It is the student's responsibility to ensure that the College has a copy on file of the license for the current licensure period. Mennonite College of Nursing reserves the right to verify licensure status.

Should a change in licensure, such as license suspension or revocation, occur, it is the responsibility of the student to provide this information to the RN to BSN Sequence Leader. Students without current licensure, but who are deemed educationally eligible for it, are prohibited from participating in any coursework. Failure to report licensure changes will result in disciplinary action, including possible dismissal from the academic program.

Student Employment

While the administration and faculty of Mennonite College of Nursing recognize the necessity for many students to be employed while attending the College, it is recommended that students be aware of the rigorous demands of full-time study. Students are encouraged to give deliberate consideration to the number of hours committed to employment and the scheduling of those hours so that maximum benefit is *obtained from the professional education*.

For Traditional Prelicensure and Accelerated Students:

When enrolled in a clinical course, there is increased need for the student to assume responsibility for scheduling employment hours that do not conflict with the clinical demands. It should be noted that clinical experiences may include weekend and 2nd shift placements. Clinical and class schedules will not be arranged around work or personal schedules. Students enrolled in the Accelerated Option are particularly discouraged from working due to the intensive demands of the accelerated format.

Transportation Requirements

For Traditional Prelicensure and Accelerated Students:

It is the student's responsibility to provide his/her own transportation to all classes and clinical sites. Carpooling is encouraged. Students who need to carpool outside of normal commuter lot hours can leave their cars at the Office of Parking and Transportation, 709 N. Main Street, Normal. To access this parking option without the risk of tickets, students should notify the Office of Parking and Transportation at the beginning of each semester of their status as nursing students and explain the need for early parking. Students are encouraged to go to the Office of Parking and Transportation in groups during office hours, Monday-Friday from 7:30 a.m. – 4:30 p.m., to upgrade their parking permits for this special accommodation. It may be necessary in some courses, such as Public Health Nursing, for students to provide independent transportation.

Student Access and Accommodation Services

Illinois State University provides a welcoming atmosphere for individuals with disabilities and/or medical/mental health conditions by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional, and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services (SAAS) is the designated office to provide approved accommodation services for students and guests with disabilities and/or medical/mental health conditions. Students who are pregnant, injured and/or need temporary accommodations, or are requesting religious accommodations should contact our office for assistance.

Student Access and Accommodation Services obtains and maintains documentation of disability and/or medical/mental health condition, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, and activities offered by Illinois State. Additional informant about SAAS can be found here <http://studentaccess.illinoisstate.edu/>.

Criminal Background Checks for Admission

At the time that students are reviewing this handbook an original criminal background check should have been completed by students. Students who do not give permission to conduct the criminal background check will be barred from enrollment in the nursing program at Mennonite College of Nursing. Students unable to participate due to criminal background check results cannot successfully complete the curriculum.

Policy:

Mennonite College of Nursing requires that all nursing students complete criminal background checks. The criminal background checks will be conducted through a company selected by Mennonite College of Nursing. The cost associated with the background check process is the responsibility of the student. It should be noted that students receiving a positive criminal background check, whose offense prohibits them from being hired at a health care employer under the Act, must obtain a waiver from the Illinois Department of Public Health (IDPH) to continue in the nursing program. Students who are dismissed from the program for this reason may reapply to the major with no guarantee for admission.

Procedure:

Upon acceptance to the nursing program, students will be provided detailed information regarding the procedure for completing this requirement.

Students will be required to sign a consent form (Authorization for Criminal Background Investigation and Disclosure/Consent Form) that allows the College to conduct the criminal background check and to release results of criminal background checks to clinical agencies upon their request. Failure to sign the consent form and provide all necessary information shall result in the student being unable to begin or progress in the nursing program.

The criminal background check must be completed by the company designated by the college no sooner than 90 days prior to enrollment in the nursing program. Students may NOT use similar reports on file at other agencies to satisfy this requirement.

Background checks must be completed by the dates specified. Additional checks may be required if: (1) clinical agencies require criminal background checks more frequently or (2) nursing students interrupt their program for one semester or longer. In such cases, the students will be required to obtain another criminal background check at the cost of the student. The College of Nursing reserves the right to require an additional background check during the program at the College's discretion.

Results of Criminal Background checks must be submitted to the College of Nursing. Results will be confidentially maintained by the College of Nursing separate from the academic record. Results will be maintained until the student graduates from the University.

The student is responsible for all fees for background checks. Costs may be subject to change and are beyond the control of the University or the College of Nursing.

Management of Results:

The Associate Dean for Academic Support or designee will access the electronic report from the selected company.

A student whose background check results in a status of “no record” may enroll in nursing courses and continue in the nursing program.

A student whose background check results in a positive history (i.e. a background check that results in a criminal history) will be notified by the Associate Dean for Academic Support or designee as soon as possible. Students may view their own results on the vendor website.

The Associate Dean for Academic Support or designee will meet with the student to verify whether the criminal record is valid or invalid.

If the student believes that a record or conviction is erroneous, the student may request a fingerprint-based background check. The student is responsible for the cost of fees for fingerprint checks. If the fingerprint check reveals no criminal convictions, the student may continue in the nursing program and enroll in nursing courses. Results must be received prior to the beginning of the semester for the student to remain enrolled.

If the conviction is found to be valid and the offense is on the “crimes that disqualify” list from IDPH, the student will be required to secure a waiver from IDPH.

The student is responsible for contacting IDPH (217-782-4911) for instructions and an application for waiver. The process for a waiver may take several weeks or longer. The student may not enroll in nursing courses prior to attaining the waiver.

The IDPH waiver must be submitted to the Associate Dean for Academic Support upon receipt.

The student may be allowed to continue in the program only after the IDPH waiver has been received by the Associate Dean for Academic Support. Enrollment will be based on program capacity and availability of courses. If a waiver is not granted, the student will be withdrawn from the nursing program.

The College is not responsible for any student being ineligible for coursework, continued enrollment in the program, or subsequent licensure as a registered nurse.

The student is responsible for keeping the College updated on all changes in his/her criminal background status. False information or failure to disclose correct information at any time may be basis for dismissal from the program.

Criminal Charges Following Admission

All students are required to disclose legal charges incurred following admission into the program and following the initial criminal background check screening process to assess continued eligibility for the program. Students must contact the Associate Dean for Academic Support for this purpose.

Criminal Background Checks for School Placements

For Traditional Prelicensure and Accelerated Students:

The College of Nursing utilizes clinical sites at various public schools within the State of Illinois. Students must comply with all criminal background fingerprint screening requirements mandated by school placement sites. Students are responsible for the cost of criminal background fingerprint screening which must be completed within 90 days of the first day of the clinical assignment. The screening must be conducted by state approved vendors utilized by the school district. The cost for the screening includes a charge ranging from \$52-\$68. Arrangements for collecting fingerprints and payment will be conveyed to students in the semester prior to their clinical assignment in the schools.

In the event a school rejects a student for placement because of a criminal background history the student may not be able to complete program requirements. The school is not obligated to find an alternative placement if a student is removed for background check or drug screening reasons.

Criminal Background Checks for Licensure

For Traditional Prelicensure and Accelerated Students:

Students will be required to undergo criminal background screenings, including fingerprinting, during enrollment in the Nursing program including during in the clinical and/or internship process and when applying to take the nursing licensure exam. Any unsatisfactory results could prevent the student from progressing in the program or prevent the student from obtaining a nursing license.

In addition to the fingerprint screening required for all graduates to apply for their nursing license, students will be asked a series of questions regarding personal history. It is possible that the criminal background check and/or response to these questions could prevent the student from being admitted to or continuing in Illinois State University’s nursing program and/or from being issued a nursing license from the State of Illinois Department of Financial and Professional Regulation.

Personal History Information
1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? <i>If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.</i>
2. Have you been convicted of a felony?
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? <i>If yes, attach a copy of the certificate.</i>
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? <i>If yes, attach a detailed statement, including an explanation whether you are currently under treatment.</i>

- | |
|--|
| 5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? <i>If yes, attach a detailed explanation.</i> |
| 6. Have you ever been discharged other than honorably from the armed service or from a city, county, state, or federal position? <i>If yes, attach a detailed explanation.</i> |

Although Illinois State University requires students to complete this questionnaire and a criminal history background check, a separate check is done by the State of Illinois Department of Financial and Professional Regulation. That agency has full authority and final determination regarding the issuance of an Illinois nursing license.

Drug Testing

At the time that students are reviewing this handbook student will have submitted a 10-panel drug screen through the College-designated agency. Students who do not provide a drug test or who provide a positive drug test will be removed from the nursing major. Students dismissed from the major for this reason may reapply with no guarantee of admission. Additionally, for students in the RN to BSN sequence, when a positive drug test is provided the governing body that oversees the student's RN license (i.e. Illinois Department of Professional Regulations) will be contacted. Students may need an additional criminal background check and drug testing for certain clinical experiences. Faculty will advise students of the process.

Family Exclusion Statement

In the interest of providing optimum learning experiences for students, the following points will be considered in scheduling theory and clinical course section assignments. When possible: 1) Students will not be placed in a theory course or clinical setting where a family member* serves as faculty for that course or in that clinical course section, and 2) Students will not be placed in a theory course or clinical course section in which another family member is enrolled as a student. A family member for this purpose includes a student's spouse, domestic partner, parents, brothers, sisters, and children.

Change of Address

All students need to notify the MCN academic advisement office regarding any changes in address or telephone numbers to ensure students receive proper mailings. Students must also update their contact information through the <https://My.Illinoisstate.edu> portal.

Computer Requirements

For Traditional Prelicensure and Accelerated Students:

Students are required to have a laptop capable of running current versions of Microsoft Windows or OS-X (desktop computers, smart phones, or tablet devices do not meet this requirement). Laptops may be used for course related activities and course exams. Laptops must be able to sustain a charge for a minimum of three hours. Students must provide a webcam. This may be integrated with their laptop or it may be a separate camera.

Recommendations for computer hardware/software are available from TechZone. Mennonite College of Nursing faculty and staff do not service student computers. TechZone Service Center repairs computers for the Illinois State University Community, regardless of where the computer was purchased or the brand of the computer.

If students are not familiar with PowerPoint or Word, they should develop some familiarity with these tools, as they are expectations for various nursing courses and can further assist students in their professional endeavors.

For RN to BSN Students:

RN to BSN Students are not required to purchase a laptop if the desktop computer meets the same standards as noted on the MCN website: <http://nursing.illinoisstate.edu/studentlife/>. Laptops with wireless capability are not required but are suggested for convenience.

Chapter 3: Advisement

Advising Meetings

For Traditional Prelicensure and Accelerated Students:

Prior to registration for each semester, students are required to meet with their assigned advisor either in a group advising meeting or individually in which advising, and registration policies are discussed. Students are responsible for reading all electronic information shared by the advisor related to registration and degree requirements. Following group advising, students are welcome to request an individual advising appointment if questions remain, or a topic too personal for this group setting needs to be discussed.

For RN to BSN Students:

Students are responsible for reading all electronic information shared by the academic advisor related to registration and degree requirements. Students should carefully review Academic Requirements in the Student Center of their portal to ensure they are on track to degree completion. The academic advisor will host group advising sessions once each semester through Zoom. Invitations to that virtual meeting are sent by email to the students' ISU email account. Students are welcome to request an individual advising appointment throughout the semester as needed.

Prescribed Plans of Study

Upon admission to the major, students are expected to follow the prescribed plan of study under which the students were admitted. Deviation from the plan requires prior approval from the academic advisor. The college will not be held responsible for issues relating to time to degree or course availability for students who choose to deviate from their prescribed plan independently.

Plans of Study for Traditional Prelicensure Students

Sample plans are listed on the next page.

Direct Admission to Nursing Program: Plan 1 or Plan 2 Determined by Student's Advisor

Nursing – Traditional BSN- Plan 1

First Year

Fall Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)

CHE 110/112 or 140 Chemistry* (4-5) GE-NS
PSY 110 Fundamentals of Psychology* (3) GE-SS
GE Math (4)

Spring Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)

HSC 105 Medical Terminology* (3)
BSC 181 or KNR 181 & KNR 183* Human
Physiology & Anatomy I (4)
FCS 102 Fundamentals of Human Nutrition* (3)
General Education Course 1 of 5 (3)**

Second Year

Fall Semester

NUR 224 Contemporary Professional
Nursing (1)
NUR 237 Cultural & Spiritual Dimensions in
Healthcare: Prelicensure (1)
BSC 160 Microbiology and Society* (4) GE-SMT
PSY 213 Lifespan Development* (3)
ECO/POL/PSY 138, MAT 150 or MQM 100*
Statistics (3-4) GE-QR
BSC 182 or KNR 182 & KNR 184* Human
Physiology & Anatomy II (4)

Spring Semester

NUR 239 Pathophysiology & Pharmaco-
cotherapeutics in Nursing I: Prelicensure (3)
NUR 222 Psychomotor Skills for Nursing (3)
NUR 225 Health Assessment of the Adult (4)
NUR 229 Adult Nursing I (6)

Third Year

Fall Semester

NUR 339 Pathophysiology & Pharmaco-
therapeutics in Nursing II: Prelicensure (3)
NUR 316 Maternal Infant Nursing (4)
NUR 231 Adult Nursing II (7)
NUR 336 Research & Theory for Evidence-Based
Practice (3)

Spring Semester

**NUR 314 Psychiatric & Mental Health
Nursing (6)**
General Education Course 2 of 5 (3)**
General Education Course 3 of 5 (3)**

Fourth Year

Fall Semester

NUR 325 Adult Nursing III (7)
NUR 326 Gerontological Nursing (3)
General Education Course 4 of 5 (3) **
General Education Course 5 of 5 (3)**

Spring Semester

**NUR 329 Public Health Nursing:
Prelicensure (5)**
NUR 317 Nursing Care of Children (4)
**NUR 327 Leadership Dimensions of
Nursing (6)**

Summer: study abroad/nursing transcultural (Optional)

Exempt from one Natural Science in General Education.

*Prerequisite course: must earn "C" or better

**one course must meet the AMALI Graduation Requirement

All nursing students will be assigned a plan upon entering ISU

All nursing majors must earn an overall GPA of 2.50 or higher on at least 24 completed hours and obtain a "C" or better in prerequisite courses to remain in the major

Nursing – Traditional BSN- Plan 2

First Year

Fall Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
HSC 105 Medical Terminology* (3)
PSY 110 Fundamentals of Psychology* (3) GE-SS
GE Math (4)
General Education Course 1 of 5 (3)**

Spring Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
BSC 160 Microbiology & Society* (4) GE-SMT
CHE 110/112 or 140 Chemistry* (4-5) GE-NS
General Education Course 2 of 5 (3)**

Second Year

Fall Semester

FCS 102 Fundamentals of Human Nutrition* (3)
BSC 181 or KNR 181 and KNR 183* Human
Physiology & Anatomy I (4)
ECO/POL/PSY 138, MAT 150 or MQM 100*
Statistics (3-4) GE-QR
General Education Course 3 of 5 (3)**

Spring Semester

NUR 224 Contemporary Professional
Nursing (1)
NUR 237 Cultural & Spiritual Dimensions in
Healthcare: Prelicensure (1)
BSC 182 or KNR 182 and KNR 184* Human
Physiology & Anatomy II (4)
PSY 213 Lifespan Development* (3)
General Education Course 4 of 5 (3) **
General Education Course 5 of 5 (3) **

Summer: Study Abroad (optional)

Third Year

Fall Semester

NUR 222 Psychomotor Skills for Nursing (3)
NUR 239 Pathophysiology & Pharmaco-
therapeutics in Nursing I: Prelicensure (3)
NUR 225 Health Assessment of the Adult (4)
NUR 229 Adult Nursing I (6)

Spring Semester

NUR 316 Maternal Infant Nursing (4)
NUR 339 Pathophysiology & Pharmaco-
therapeutics in Nursing II: Prelicensure (3)
NUR 231 Adult Nursing II (7)
NUR 336 Research & Theory for Evidence-Based Practice
(3)

Fourth Year

Fall Semester

NUR 317 Nursing Care of Children (4)
**NUR 314 Psychiatric & Mental Health
Nursing (6)**
NUR 329 Public Health Nursing: Prelicensure (5)

Spring Semester

NUR 325 Adult Nursing III (7)
**NUR 327 Leadership Dimensions
of Nursing (6)**
NUR 326 Gerontological Nursing (2)

Summer: study abroad/nursing transcultural (Optional)

Exempt from one Natural Science in General Education

*Prerequisite course: must earn "C" or better

**one course must meet the AMALI Graduation Requirement

All nursing majors will be assigned a plan upon entering ISU

All nursing majors must earn an overall GPA of 2.50 or higher on at least 24 completed hours and obtain a "C" or better in prerequisite courses to remain in the major.

Plans of Study for RN to BSN Students

Full Time Plan of Study for Fall Admits:

Fall Semester, Year 1

NUR 223	Concepts of Professional Nursing I: RN to BSN	4 hrs	Fall only
NUR 236	Research for Professional Nursing Practice: RN to BSN	3 hrs	Fall only
NUR 227	Health Assessment Across the Lifespan: RN to BSN	3hrs	Fall only
NUR 240	Pathophysiology & Pharmacotherapeutics in Nursing I: RN to BSN	3 hrs	Fall only

Total = **13 hrs**

Spring Semester, Year 1

NUR 330	Public Health Nursing: RN to BSN	5 hrs	Spring only
NUR 238	Cultural & Spiritual Dimensions in Healthcare: RN to BSN	1 hr	Spring only
NUR 340	Pathophysiology & Pharmacotherapeutics in Nursing II: RN to BSN	3 hrs	Spring only
NUR 226	Concepts of Professional Nursing II: RN to BSN	3 hrs	Spring only

Total = **12 hrs**

Summer Semester, Year 1

NUR 341	Leadership Dimensions in Professional Nursing: RN to BSN	6 hrs	Summer only
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Total = **6 hrs**

This plan does not include any general education requirements that you have left to complete. You can discuss these requirements with your advisor. Listed below are requirements for graduation:

- 31 hours of nursing courses listed above
- AMALI Course
- General education courses left to complete
- Register to Graduate

Part Time Plan of Study for Fall admits:

Fall Semester, Year 1

NUR 223	Concepts of Professional Nursing I: RN to BSN	4 hrs	Fall only
NUR 236	Research for Professional Nursing Practice: RN to BSN	3 hrs	Fall only
			Total = 7 hrs

Spring Semester, Year 1

NUR 330	Public Health Nursing: RN/BSN	5 hrs	Spring only
NUR 238	Cultural & Spiritual Dimensions in Healthcare: RN to BSN	1 hr	Spring only
			Total = 6 hrs

Fall Semester, Year 2

NUR 227	Health Assessment Across the Lifespan: RN to BSN	3hrs	Fall only
NUR 240	Pathophysiology & Pharmacotherapeutics in Nursing I: RN to BSN	3 hrs	Fall only
			Total = 6 hrs

Spring Semester, Year 2

NUR 226	Concepts of Professional Nursing II: RN to BSN	3 hrs	Spring only
NUR 340	Pathophysiology & Pharmacotherapeutics in Nursing II: RN to BSN	3 hrs	Spring only
			Total = 6 hrs

Summer Semester, Year 2

NUR 341	Leadership Dimensions in Professional Nursing: RN to BSN	6 hrs	Summer only
			Total = 6 hrs

This plan does not include any general education requirements that you have left to complete. You can discuss these requirements with your advisor. Listed below are requirements for graduation:

- 31 hours of nursing courses listed above
- AMALI Course
- General education courses left to complete
- Register to Graduate

CNA Certification

For Traditional Prelicensure and Accelerated Students:

Students are eligible for their Nursing Assistant Certification after successfully completing NUR 229 Adult Nursing I. Southern Illinois University in Carbondale is the new repository for all Illinois CAN applications. Students must complete the nursing student application found on the Southern Illinois University Nurse Aide Testing website: www.nurseaidetesting.com. Completed forms must be first taken to the Office of Student Support in Edwards Hall 112. After verification of NUR 229 completion, information provided on the CAN application will be entered on an online roster and submitted to Southern Illinois University. Students will receive an email concerning scheduling the exam required for certification.

Honors Program

For Traditional Prelicensure Students

Students interested in pursuing Departmental Honors in Nursing should plan on completing an Honors Project in Adult Nursing I. In general, students must complete honors work in a variety of clinical courses and must maintain a college-designated GPA to remain in the Honors Program. Generally, current students are expected to have an Illinois State or Transfer cumulative GPA of 3.5 or higher. Application deadlines are July 1 for fall admission and December 15 for spring admission. Contact the honors website for more details (<http://honors.illinoisstate.edu/>).

Independent Study

Students may be eligible to complete an independent study if doing so fulfills graduation requirements for the major. Consultation with one's academic advisor will assist a student in clarifying independent study requirements. Approval from the Director of Undergraduate Programs is required when considering an independent study.

Career Preparation

Illinois State University offers students supportive resources in career preparation through the Illinois State University Career Center. Located in the Student Services Building on campus, the Career Center offers a variety of services including career fairs, job search, interview preparation, feedback on resumes and cover letters, mock interviewing, and job placement. Students may find additional information at <http://www.careercenter.ilstu.edu/>.

Career Seminar Series

For Traditional Prelicensure and Accelerated Students:

In addition to career preparation services provided by the broader University, the College also provides career seminar series in the fall and spring semesters to assist those students scheduled to graduate at the end of the semester. These seminar series include important information relating to resume preparation, interviewing, licensure application requirements, and fees associated with the pending Bachelor of Science in Nursing degree.

Request for Letters of Recommendation

There is a formal process for requesting a letter of recommendation from a faculty or staff member. To ensure that faculty/staff are following FERPA guidelines, it is necessary for students to sign a FERPA waiver when requesting any verbal or written recommendation (even after graduation). The attached guidelines are suggested steps for students to take so that faculty/staff members have informed information with which to provide a letter of reference. Please use this process when seeking out faculty/staff for a recommendation.

Letter of Recommendation Request Form

See next page for process.

Student Recommendation Request Form

Instructions for Students:

- Email faculty/ staff member a request to fill out a **Letter of Recommendation** on your behalf and specify why the student feels this individual is the best person to write this recommendation. Specify if the letter can be submitted on the standard Memnonite College of Nursing Student Recommendation Form (see next page), an alternative form, or if it needs to be a typed letter. If the faculty/staff member agrees to send a letter on your behalf, please proceed to the next steps.
- Complete the FERPA Waiver - Letter of Recommendation form found on the MCN's web page at <https://nursing.illinoisstate.edu/faculty-staff/FERPA%20Waiver.pdf> and send to faculty/staff member.
- Send the faculty/staff member the following information:

Student Name:

Nursing Sequence (i.e. Prelic, Accelerated, RN to BSN, etc...):

Year in School/Expected Graduation Date:

Today's Date (please allow 1 week minimum):

Date Requested by:

How many copies of the letter are being requested?

Position applying for?

Name and address of company (if not specified, the letter will be addressed "To Whom It May Concern"):

Is there any specific information you would like for the letter writer to know about you or this position (i.e. certain skills, proficiencies)?

Are there clinical instructors that the letter writer can contact about your clinical experience?

Does the position or externship have a link or flyer? If so, please include it.

Do you have a resume? If so, please send to letter writer.

Instructions for Faculty/ Staff:

- Forward the signed FERPA form to Denise Milewski at dmmilew@ilstu.edu (or fax it to 309-438-7711) to the MCN Office of Student Services. OSS will put a copy in the student's file and send the original FERPA form to the Registrar's Office.
- Upon receipt of the FERPA waiver complete the student's letter. Recommendations cannot be provided without a FERPA waiver completed.



Student Recommendation

Name of Student: _____ Recommender _____

Recommender's Title: _____

Address of Recommender: _____

I DO DO NOT waive my right to view this recommendation.

Date: _____ Student Signature _____

How well do you know the Candidate? Check one Slightly Fairly well Very well

Under what circumstances have you known the candidate?

Professional Qualities

Academic Achievements	Superior	Above average	Average	Below Averag	Have not observed
Compassionate Provider of Patient-Centered Care					
Student:					
Serves as a provider of compassionate patient-centered care					
Demonstrates a commitment to cultural and spiritual diversity					
Demonstrates a commitment to caring and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings					
Resource Management					
Student serves as a steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care					
Empathic Communication					
Student:					
• Demonstrates empathic communication					
• Effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes					
Collaboration					
Student coordinates care activities among inter-professional members of the healthcare team to impact health outcomes of individuals, families, and communities					
Critical Thinking					
Student is an evolving critical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities					
Generalist					
Student:					
• Demonstrates knowledge consistent with that of a generalist					
• Integrates knowledge and skills in applying evidence-based solutions to health issues					
• Promotes wellness for individuals, families, and communities					

Remarks:

Recommender's Signature _____

Date _____

Chapter 4: College Support and Organizations

Orientation

For Traditional Prelicensure and Accelerated Students:

New students are required to attend a day-long orientation on the Friday before classes are scheduled to begin. During this orientation students will learn more about academic plans of study, library resources, and other expectations of the nursing program. Transcript and health deficiencies are reviewed at this orientation session.

For RN to BSN Students:

New students are required to complete an on-line Orientation Program via the College's learning platform, Reggie Net. Students are provided with unlimited access before the start of the first semester in the program.

Peer Support Person (PSP) Program

For Traditional Prelicensure and Accelerated Students:

Each year several outstanding nursing students are selected to serve as PSPs. These PSPs are peer mentors for incoming students and assist them with integration into the college and campus culture. They play an active role in orientation activities and are provided with structured training sessions prior to serving in this role.

Effective communication, leadership skills, and knowledge of College policies make the PSPs an invaluable resource for new students in the nursing major. In addition to the mentoring role, the PSP position includes a paid tutoring role, providing group tutoring to assist students requesting specific help with nursing content. A PSP may serve during the fall, spring, or both semesters. This student leader supports the Mission of the College of Nursing.

Approximately one month before entering the program each PSP will contact his/her assigned group of students via mail inviting new students to respond with questions. This assigned Peer Mentor can and should be utilized throughout the first semester to help new students get acclimated to the college. In the spring semester, juniors can apply to become PSPs for the proceeding fall semester.

For Accelerated Students:

Due to the condensed scheduling format in the Accelerated Program and lack of overlap with other admission cohorts, current students are given contact information for past graduates of this program. These graduates also meet new students at an initial group advising session. New students are strongly encouraged to utilize these past graduates as a resource.

Tutoring services provided to Traditional BSN Program students can be provided to Accelerated students upon request.

Peer Tutoring

For Traditional Prelicensure and Accelerated Students:

Tutoring for the undergraduate nursing program began in Fall 2012. Tutoring is offered for most of the core courses in the nursing program and is dependent upon the number of tutors available each semester. All tutors assist with Pathophysiology and Pharmacotherapeutics I & II and are assigned a second specialty course. Tutors receive instruction regarding "how to tutor" at the beginning of each semester. This instruction is conducted by a faculty member. Tutors are available 4 hours per week and a schedule of their availability is posted each semester in ReggieNet with the courses they are

assigned. Instructions for how to contact the tutors is outlined in the individual courses. No tutoring is available for final semester seniors in Adult Nursing III or Leadership Dimensions. These needs are handled by the faculty teaching those courses.

Student Nurses Association

All undergraduate students are invited to be a part of one of Illinois State's Registered Student Organizations (i.e., SNA is the Student Nurses Association).

All members of the Student Nurses Association must pay a small fee at the beginning of the academic school year. This nominal fee will be collected by SNA officers to cover expenses of the organization. The amount of the fee is determined by the SNA officers and advisors. With a strong commitment to community service and outreach, this group focuses on professional development, good citizenship, unified bonds with faculty, and feedback to the college regarding all aspects of undergraduate programming.

SNA meetings typically fall over the lunch hour every other Tuesday on campus. Minutes and agenda items get circulated via the college listserv, so those unable to attend can still receive information about how to get involved in scheduled events.

Sigma Theta Tau

The Mennonite College of Nursing Honor Society was established in 1988 and became a recognized chapter of Sigma Theta Tau International (STTI). STTI is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. Membership to the Xi Pi Chapter of Sigma Theta Tau is limited to students who meet the following honor society guidelines: 1) Completed at least one-half of the required upper-division curriculum, 2) Earned a cumulative (MCN) upper-division grade point average of at least 3.5, and 3) Rank in the top 35% of the class.

Induction ceremonies will vary by sequence in the fall and spring semesters.

See the Sigma Theta Tau website for more information. <http://www.nursingsociety.org/>.

Transcultural Nursing Experiences

The College of Nursing has a history of association with groups who care for and serve people in need throughout the world. This tradition continues in a formalized academic manner through the Transcultural Nursing Experience. This opportunity involves participation in a 1-2 week transcultural trip, typically during the summer months, that encompasses provision of nursing care in collaboration with local communities, health care facilities, and academic institutions worldwide, thereby granting our students with immersive global nursing experiences.

The opportunity to examine nursing care in a location that is culturally different from central Illinois provides an avenue for students' personal and professional growth beyond the traditional boundaries of classroom and clinical practicums, granting our students with an immersive global nursing experience. As part of this experience, students will register for appropriate coursework corresponding with the experience (Hours may be applied towards coursework). Please refer to the Transcultural Experience website to learn about the valuable experiences MCN students have gained through various transcultural nursing travels:

[https://nursing.illinoisstate.edu/studentlife/transcultural/Examples of national and international sites include:](https://nursing.illinoisstate.edu/studentlife/transcultural/Examples%20of%20national%20and%20international%20sites%20include)

Vladimir, Russia

Universidade Federal de São João del Rei – UFSJ, Minas Gerais, Brazil

University of Panama , Panama City, Panama

Questions about transcultural nursing experiences may be directed to: Dr. Susana J. Calderon, Transcultural Faculty Advisor, sjcalde@ilstu.edu

Milner Library Services

Milner Library is a student's best resource for research materials and assistance. The Library collection consists of a wide variety of print, multimedia, and electronic collections on nursing and general health. Students can access the library 24/7 by using the library website:

<http://library.illinoisstate.edu/>

As an active partner in teaching and learning, the Nursing Librarian, Sue Franzen, provides research assistance and library instruction customized to meet the needs of faculty and students. Students may contact her at srf Franz@ilstu.edu or (309) 438-8336.

The library subscribes to over 240 databases including CINAHL, PubMed (includes all Medline records), Health and Psychosocial Instruments, Cochrane, Joanna Briggs, Health Source Nursing/Academic Edition, PsycINFO, and Web of Science. For easy access to databases and other online resources, see the Nursing subject guide: <http://guides.library.illinoisstate.edu/nursing>

Articles and books not available through Milner Library can be requested electronically by submitting a request for an interlibrary loan. Journal articles are normally received within 3-4 days, often within 48 hours, and emailed to the requestor in PDF format through the interlibrary loan service.

Mennonite M.E.N. Group

The Mennonite M.E.N. Group includes an acronym to impress that Mennonite Men are Excellent Nurses. Men in nursing stand out as a minority but are an important part of the nursing profession. The Mennonite M.E.N. group is open to all students interested and associated with the nursing profession. The group meets once a month during the fall and spring semesters. Participants are exposed to social networking, including interactions with male students, alumni, and professionals. M.E.N. explores the history of men in history and invokes discussion about clinical and social issues men encounter as a minority in the profession.

Chapter 5: Evaluations

Faculty/Course Evaluations

Toward the end of each semester, students will be asked to complete written and/or online faculty, course, and clinical evaluation forms. If two or more instructors are teaching a class, an evaluation form will be completed for each. These evaluations are held until after semester grades are submitted to appropriate University personnel. Once the semester grades have been submitted, faculty are given the evaluation data for review. Constructive feedback is expected and will be used to improve learning in the classroom and clinical experiences.

Undergraduate Grading and Clinical Evaluation Policies

The following grading scale will be used in all undergraduate nursing courses:

Grade	Scale	Grade Point
A	90-100%	4
B	82-89%	3
C	74-81%	2
D	66-73%	1
F	65% & under	0

For Traditional Prelicensure and Accelerated Students:

Combined unit and final exam scores must be 74% or higher for students to receive a passing grade in the course. If the student does not accrue 74% on the combined unit and final exam, the student will fail the course with a “D” or “F,” depending on the number of points accrued. The student will fail the course and the exam average will be the final grade. No exams will be rounded.

After 74% is accrued on unit and final exams, grades received on other assignments are added in to determine the final grade for the course. Students should consult individual course syllabi for clarification. If a student fails clinical, the grade is automatically an F in any connected course regardless of points accrued in the course.

In a clinical course, the clinical experience is evaluated as satisfactory or unsatisfactory by the clinical faculty. There is no separate grade for clinical. If the student’s clinical performance is satisfactory, the grade for the course is the theory (lecture-discussion) grade. A student will receive a grade of F in any related course if clinical is unsatisfactory despite passing the theory portion of the course.

For Nursing 327 *Leadership Dimensions*, an alternative grading option is being utilized. Please refer to the Nursing 327 *Leadership Dimensions* syllabus.

For RN to BSN Students:

In NUR 330 Public Health Nursing, the clinical experience is evaluated as satisfactory or unsatisfactory by the faculty. There is no separate grade for clinical. An unsatisfactory performance in the clinical setting results in a grade of “F” for the course. A grade of “C” (2.00) must be attained to pass any nursing course.

Chapter 6: Student Performance in the Major

Progress in the Major

If a student does not pass a course with a grade of C or higher yet has not met any of the criteria for automatic dismissal (see MCN Dismissal Policy), the student’s graduation date will be delayed. When this occurs the student still has the opportunity to complete the degree program, but additional measures are required to ensure success. All students in this scenario must meet one-on-one with the academic advisor each semester prior to registration. Additionally, students in the

Traditional Prelicensure and Accelerated Sequences will be prescribed a course schedule each semester.

Students who are out of sequence should be aware that, due to course schedules and prerequisite restrictions, graduation will be delayed by at least one semester, and in some cases by one year. Additionally, requests to complete nursing clinical courses that are major-blocked for other MCN nursing sequences will not be accommodated. However, consideration will be given to students requesting to complete a nursing theory course in an alternative nursing sequence. In this instance, prior approval from the Undergraduate Director is required to assess available resources and space in the requested course.

Progress Reports for Clinical and Theory

Course faculty and clinical faculty are available to discuss student progress in nursing courses. Students will receive a Course/Clinical Progress Report if there is any indication that successful progress in a course or clinical is not being made. Indication of a performance deficiency can include but is not limited to:

At any time during the semester when the teaching faculty determines that the student is in academic jeopardy;

Receiving less than a combined unit and final exam score of 74%;

Demonstrating unsatisfactory clinical performance and a pattern of behavior not consistent with clinical expectations;

Suspension from clinical for dangerous or unsafe behavior.

Course/ Clinical Progress Reports are helpful for students to understand the seriousness of their academic situation and clinical progress to identify strategies for improving their grades and clinical progress. Students who receive notice of performance deficiencies are responsible for arranging a conference with the instructor within one week of receiving the report. After meeting with the student, the faculty member will provide a copy for the student and retain a copy for his/her own file. A copy will also be provided to the Undergraduate Director and Undergraduate Program Academic Advisor (for placement in student's file).

Course/Clinical Progress Report Implementation:

Faculty, supervisors and instructors who observe concerns with a student's clinical or course progress shall first address the concern directly with the student. The student should be made aware of the concern(s), be advised regarding appropriate ways to improve the concern(s) and be notified that a written record will be filed with the Undergraduate Director (See attached Course/ Clinical Progress Report).

The student will meet with faculty outside of class or clinical to review and sign the Course/Clinical Progress Report.

Consequences:

Progress reports could have a negative impact on course and clinical grades. They may also cause removal from or delayed admission into required courses and clinical experiences.

Copies of all Course/ Clinical Progress Reports will be available for review by appropriate instructors, faculty and supervisors working for or on behalf of the Mennonite College Nursing.

Concerns regarding the dispositions and critical functions of individual students may be discussed with appropriate faculty and/or supervisors as needed.

ANY progress report that is the result of a Clinical Suspension and/or is based on conduct that is serious may result in dismissal from the program.

(Please see Course/Clinical Progress Report on the following page.)



Course/Clinical Progress Report

<u>Student Responsibilities</u>	<u>Faculty Responsibilities</u>
<p>1. Read, respond, and sign form at scheduled appointment.</p> <p>2. If you received this report via email, schedule appointment with faculty within one week. You will sign the report at that time.</p>	<p>1. Provide a copy for the student.</p> <p>2. Scan or take a picture of the signed document and electronically send it to the Assistant to the Associate Dean for Academics and Program Directors, Janis Hollins, at jhollin1@ilstu.edu and other identified faculty/staff within the Recommended Actions.</p> <p>3. Submit the original document to the Assistant to the Associate Dean to file in the student's file. Mennonite College of Nursing 312 Edwards Hall Campus Box 5810 Normal, Illinois 61790-5810 Office: 309-438-2176</p>

This report is relating to:

Course Progress

Clinical Progress

Clinical and Course Progress

Does this report relate to a clinical suspension?

Yes

No

Student Name:	
Student UID:	
Faculty/Staff Initiating Report:	
Date of Report:	
Course:	
Current Grade:	
Area of Concern:	

Student Initials _____

Meeting with Student:

Date:	
Time:	
Faculty/Staff Member:	
Student Name:	

Explanation of Concerning or Unsatisfactory Behavior(s)/Progress:

Required Actions for Improving Concerning or Unsatisfactory Behavior(s)/Progress:

Student Initials _____

Recommended Action(s) for Improving Concerning or Unsatisfactory Behavior(s): *Check all that apply*

	Prepare for class by reading text, completing homework prior to class, and reviewing notes after class.		Meet with Undergraduate Academic Advisor to address career options, plans of study, coaching through educational decisions/career options, personal problem solving, and//or need for other helpful services. (Kileigh Guido; kjguid1@ilstu.edu ; (309) 438-7131)
	Find study group/partner with similar study styles.		Seek outside services to appropriately handle the concerning or unsatisfactory behavior.
	Participate in test reviews and/or see faculty to review tests.		Attend skills workshops offered by the Julia N. Visor Center.
	Meet with Success Plan Coordinator to review test-taking strategies/discuss responsibilities for own learning. (Becky LaMont; rdlamon@ilstu.edu ; (309)-438-2203)		Meet with designated NSL staff member for Skills remediation.
	Work with Peer Support Person (PSP) to develop more effective time management skills.		Consult with librarian (ISU/MCN librarian preferred).
	Participate in MCN peer tutoring.		Meet with Director of Undergraduate Program to address course/clinical behaviors and/or course/clinical progression concerns. (309) 438-2176
Other:			

Student Initials _____

Can the issue be resolved?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, rationale
Date/Time for Expected Resolution of Unsatisfactory Behavior:	
Consequence if Expected Resolution of Unsatisfactory Behavior is not met by the date listed above:	
Faculty Input:	
Student Input:	

This Progress Report has been discussed with the student. My signature verifies that I am aware of the document's contents and existence and I understand that a copy of this report will be filed with the Director of Undergraduate Programs, Academic Advisor and in my MCN student file.

Student Initials _____

Print Name of Faculty Member:	
Signature of Faculty Member:	
Date:	
Print Name of Student:	
Signature of Student:	
Date:	

Student Initials _____

Dismissal Policy

Students will be dismissed from the major when a student receives a grade of less than a C in any two nursing courses or twice for the same course. Additionally, Direct Admit freshmen students must maintain a 2.5 cumulative ISU GPA once they earn 24 credit hours and a 2.0 cumulative ISU GPA once they begin NUR 222, NUR 225, NUR 229, NUR 239. External transfer students and Accelerated students must maintain a 2.0 cumulative ISU GPA once they begin NUR 222, NUR 224, NUR 225, NUR 229, NUR 237, NUR 239. RN to BSN students must maintain a 2.0 cumulative ISU GPA upon enrollment in any nursing course.

Students dismissed for the reasons indicated above may apply for readmission to the major with no guarantee for readmission (see Readmission section of the handbook). Dismissal may also be based on serious conduct and or clinical suspension. In the event of this type of dismissal, the student's academic advisor will work with the student to identify alternate educational majors.

For Traditional Prelicensure and Accelerated Students:

When students are concurrently enrolled in both NUR 317 *Care of Children* and NUR 329 *Public Health Nursing*, they share a clinical experience. If a student receives a grade of less than a C in NUR 317 *Nursing Care of Children* theory or NUR 329 *Public Health Nursing* theory or if the student receives an unsatisfactory in the shared clinical that results in course failure, the student is required to retake NUR 317 theory, NUR 329 theory, and the clinical, but it will only count as one course failure for purposes of the dismissal policy. In this case, students must still repeat both courses and the clinical when first offered and based on space availability.

Readmission to the Nursing Major:

Traditional students and RN to BSN students are expected to maintain consecutive fall-spring enrollment in nursing courses upon enrollment in the major. All Accelerated BSN students must maintain full-time enrollment in the sequence upon summer admission. Any student who has not been enrolled in nursing coursework for more than one semester or who has been dismissed from the major/university must reapply to the college with no guarantee for readmission. Application timeframes and processes are available from the nursing academic advisor.

For Traditional Prelicensure and Accelerated Students:

Students who have completed NUR 231, NUR 316, NUR 339, and NUR 336 will have greater likelihood though no guarantee of readmission consideration than those who have not successfully completed these courses.

Students who are readmitted will be required to complete a criminal background check and drug test within a designated timeframe from a college-approved vendor with satisfactory results obtained prior to enrollment in nursing courses. The costs of these are the responsibility of the student. Students may be required to complete Success Plan testing and lab proficiency testing prior to readmission. If readmitted, failure to adhere to any recommended course of action by designated dates will result in an inability to enroll in coursework and the rescinding of the readmission status.

A formal interview and two letters of faculty support will be required for readmission consideration. One letter must be obtained from a theory-based nursing course and the other may be obtained from either a theory-based nursing course or a clinical faculty member. Additionally, students will be expected to submit responses to the following questions in essay format: 1) What specific events or situations contributed to lack of progression in the major? 2) What evidence can you provide to

substantiate past success in the major? 3) Reflecting back on your involvement with the college and feedback obtained from faculty/staff, what would have you done differently to be successful, and what specific action plan do you have to move forward and be successful in the major if readmitted? Upon submission of the essays and letters of support, students will be contacted within 10 business days to arrange for an interview. Readmission timeframes vary by semester and it is the responsibility of the student to contact the college for specifics. Students are required to meet with their academic advisor to outline the steps in the readmission application before submission to the Readmission Committee.

The Readmission Committee will review the application for readmission and make a determination about the student's potential to be successful if readmitted. The student must be in good standing with the university to be readmitted to the major. The following information will be considered by the committee in rendering a readmission decision: prerequisite course grades; nursing course grades; clinical performance; patterns and/or severity of course/clinical progress reports; CPET reports; ATI scores, utilization, and patterns of testing compliance; letters of faculty support; university sanctions; and student interview. Students dismissed for ethical violations inconsistent with the values of professional nursing or for reasons that may disqualify them from obtaining a nursing license as a registered nurse, will not be readmitted. In the event of non-consensus, the readmission application will be reviewed with a broader college committee. The decision of the Readmission Committee is final. Students may only submit a Readmission application one time to the sequence associated with the application. In the event of non-readmission, students may submit admission applications to alternate nursing sequences for which they qualify during designated time frames with no guarantee of admission.

Readmission to the major will be granted on a selective basis. Upon readmission, the Dismissal Policy is modified as follows: Dismissal from the nursing major results when a student receives a grade of less than C in anyone nursing course.

For RN to BSN Students:

Upon admission to the RN to BSN sequence, all students are expected to maintain consecutive fall-spring enrollment in nursing courses. Any student who has not been enrolled in nursing coursework for more than one fall or spring semester or who has been academically dismissed from the major must reapply to the college. Readmission timeframes vary by semester. It is the responsibility of the student to contact their academic advisor to outline the steps in the readmission application before submission to the Readmission Committee.

Students will be expected to respond to the following questions in essay format: 1) What specific events or situations contributed to lack of progression in the major? 2) Reflecting back on your involvement with the college and feedback obtained from faculty/staff, what would have you done differently to be successful? 3) What specific action plan do you have to move forward and be successful in the major if readmitted? A professional and/or faculty letter of support will be required for readmission consideration. Upon submission of the essays and letter of support, students will be contacted within 10 business days to arrange for an interview. The Readmission Committee reviewing the application will be comprised of the Associate Dean for Student Services, the Undergraduate Program Director, and the RN to BSN Committee Chair or designate. In the event of non-consensus, the readmission application will be reviewed with a broader college committee.

The following points will guide the committee in making a readmission decision:

Readmission Application Following Academic Dismissal from the Major	Readmission Application Following Non-Academic Dismissal from the University	Readmission Application Following Withdrawal from the Major or University
Application must include student's accurate self-appraisal of factors that contributed to academic dismissal.	Application must include student's accurate self-appraisal of factors that contributed to non-academic dismissal.	Application must include student's accurate self-appraisal of factors that contributed to separation from the major and/or university.
<p>Committee will only consider substantive external reasons that impacted ability to be successful (i.e. family crisis or medical issue, etc...).</p> <p>The student must identify a specific and quantified plan to address factors that contributed to dismissal from the major.</p>	<p>The student must identify a specific and quantified plan to address factors that contributed to dismissal from the university.</p> <p>Students dismissed for ethical violations inconsistent with the values of professional nursing or for reasons that may disqualify them from maintaining licensure as a registered nurse will not be readmitted to the major.</p>	The application must include a thorough summary of factors that contributed to a decision to return to the major.
The student must be in good standing with the university to be readmitted to the major.	The student must be in good standing with the university to be readmitted to the major.	The student must be in good standing with the university to be readmitted to the major.
The student must be held accountable to participate in college support services (i.e. faculty consultation)	The student must identify any resources needed to be successful in the major if readmitted.	The student must identify any resources needed to be successful in the major if readmitted.

Readmission to the major will be granted on a selective basis. Students who are readmitted will be required to complete a criminal background check and drug test within a designated timeframe from a college-approved vendor with satisfactory results obtained prior to enrollment in nursing courses. The costs of these are the responsibility of the student.

Clinical Performance Evaluation Tool

For Traditional Prelicensure and Accelerated Students:

In each clinical course, students will be evaluated at midterm and at the end of the semester in an individual conference format according to the course objectives. The Clinical Performance Evaluation Tool (CPET) is in essence a progress report that reflects student ability, knowledge, skills, and attitude (KSA). This tool may be used to make students aware of deficits in these KSAs and to identify how students must act to improve their deficient behavior during the second portion of the semester in order to continue to progress on to the next course in the curriculum. The Undergraduate Director should be notified of any student who is deficient in performance in a way that puts them at risk for clinical failure as soon as possible using the Course/Clinical Progress Report if necessary. This notification is initiated by clinical faculty.

Each Clinical Performance Evaluation Tool is course specific and students will be oriented to the clinical evaluation process at the beginning of each clinical course. Faculty make certain that students receive copies of the Clinical Performance Evaluation Tool at the end of the semester, at which time a copy is also sent to the student's academic file in the Office of Student and Faculty Services (OSFS). Based on the structure of this course no midterm evaluations will be conducted in NUR 316 *Maternal Infant Nursing*. For this course faculty will keep students individually apprised of their progress. Students who receive ANY unsatisfactory progress on the CPET will receive a Course/Clinical Performance Report, (see following pages).

Clinical Performance Evaluation Tool

Student Name: _____ ULID: _____ Semester/Year: _____

Clinical Site(s): _____ Nursing Simulation Lab (NSL) Date: _____

Patient-Centered
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (QSEN, 2014)

Course Objective 1: Develop a culturally sensitive, patient-centered plan of care to meet the unique needs of adults and their families in episodic care settings to promote restorative health in a safe, quality manner.

Course Objective 2: Apply principles of teaching-learning in therapeutic patient-centered nursing interventions with adults and their families in episodic care settings.

Specific Knowledge, Skills, & Attitudes (KSAs)	Student Midterm S/N/I/U	Faculty Midterm S/N/I/U	Student Final S/U	Faculty Final S/U
A. Select appropriate tools and resources for gathering health history and assessment data				
B. State nursing diagnoses using appropriate terminology and format.				
C. Prioritize nursing diagnoses accurately, according to patient status.				
D. Formulate realistic, specific, and measurable goals related to the nursing diagnosis.				
E. Plan appropriate individualized independent and collaborative nursing interventions based on patients' values, preferences, and needs.				
F. Evaluate effectiveness of interventions and alter patient care appropriately.				
G. Demonstrate understanding of pathology underlying patient's condition: relate s/s to pathology; interpret lab and diagnostic test results correctly; explain impact of medications; explain impact of invasive treatments.				
H. Identify patient/family learning needs (i.e., knowledge deficits related to care and preferred method of learning) and readiness for teaching.				

I. Plan teaching based on identified learning needs, readiness, and patient/family abilities/disabilities.				
J. Implement teaching plan based on respect for patient/family preferences, values, and needs.				
K. Evaluate teaching and make appropriate changes if needed (e.g., communicate needs with healthcare provider; provide additional resources).				
Comments:				

Teamwork and Collaboration

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN, 2014)

Course Objective 4: Practices effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement nursing care.

Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Demonstrate awareness of own strengths and limitations as a team member.				
B. Function with assistance and direction as a member of the health care team.				
C. Use appropriate goal-oriented verbal, non-verbal, and written communication skills.				
D. Demonstrate effective group process skills. Engaged and active participant in providing quality patient-centered care in an interprofessional team setting.				
E. Assess the clinical environment to determine when peers and other personnel require assistance in providing care.				
Comments:				

Evidence based Practice				
<i>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014)</i>				
Course Objective 5: Integrates principles, theories, and evidence from nursing, biological, psychological, and social sciences to guide clinical decision making.				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Use research as evidence for nursing practice as demonstrated in health history, physical assessment, and nursing care plan, as well as through EBP project.				
B. Demonstrate knowledge of basic scientific methods and processes in basic nursing skills (e.g. infection prevention, body mechanics).				
C. Base individualized plan of care on patient values, clinical experience, and scientific evidence.				
D. Describe reliable sources for locating evidence reports and clinical practice guidelines.				
Comments:				
SAMPLE				
Quality Improvement				
<i>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2014)</i>				
Course Objective 3: Relate discussion of economic, regulatory, and ethical issues to care of adults in episodic care settings				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Describe strategies for identifying outcomes of care in the acute care setting				
B. Identify appropriate use of resources (i.e. human, material, and fiscal).				
Comments:				

Safety				
<i>Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014)</i>				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Implement nursing interventions safely and effectively.				
B. Recognize self-limitations and seek help when necessary.				
C. Base clinical judgments on assessment data and patient's needs consistent with standards of practice.				
D. Demonstrate professional accountability (e.g., report errors to faculty and staff).				
Comments:				
SAMPLE				
Informatics				
<i>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2014)</i>				
Course Objective 4: Practice effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement nursing care.				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Use information technology effectively in patient care situations. Access computer resources including patient data for application to the nursing process.				
B. Explain why information and technology skills are essential for safe patient care.				
C. Document patient care in an electronic health record.				
D. Utilize references and resources in the Clinical setting such as policy and procedure manuals and assigned texts.				
Comments:				

Professionalism <i>Demonstrates a commitment to professional nursing.</i>				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Maintain patient confidentiality.				
B. Adhere to college policies and agency policies, including dress code.				
C. Report to clinical on time.				
D. Submit written assignments on time.				
E. Accept responsibility for own preparation, learning, and behavior.				
F. Demonstrate a commitment to professional nursing; for example, by putting forth a good effort in carrying out the nursing process.				
G. Demonstrate awareness of how personal and professional values impact nursing care.				
H. Identify strengths and goals for self-improvement related to clinical performance.				
Comments:				

PET MIDTERM STUDENT GOALS (minimum 3 goals mutually decided upon by student and faculty)

Student Response: I agree and will work with my faculty in meeting these goals.

Student Signature: _____ Date: _____

Faculty Response: I agree and will work with the student in support of this growth.

Faculty Signature: _____ Date: _____

NSL Remediation/Date: _____ Absences: _____ Make-up: _____

*Faculty: please provide a copy of this Final Assessment for the student after completion.

Final Assessment

CPET Final Student Assessment: (strengths, attainment of goals and opportunities for improvement next semester) What areas or opportunities are needed to continue or improve for next semester?

CPET Final Faculty Assessment: (strengths, attainment of goals and opportunities for improvement next semester) What areas or opportunities are needed to continue or improve for next semester?

Final Student Signature: _____ Date: _____

Final Faculty Signature: _____ Date: _____

*Students: Please retain a copy of this Final Assessment and share with your clinical faculty next semester.

Clinical Suspension

For Traditional Prelicensure and Accelerated Students:

Any individual must be competent, safe, respectful, and ethical and prepared to meet patient care needs. Patient safety, as noted with Quality Safety Education for Nurses (QSEN) competencies is vital in all areas of practice. The ANA Code of Ethics for Nurses states “the nurse acts to safeguard the client”.

The clinical instructor/faculty member has the responsibility to suspend a student from clinical at any time, if, in the supervisor or faculty member’s professional judgment, the student’s behavior is determined to be dangerous or potentially dangerous to patients and/or others. Faculty will notify the course leader and the Undergraduate Director of the Clinical Suspension. If clinical performance is unsatisfactory but not dangerous or unsafe, faculty will follow the Course/Clinical Progress Report process.

During the time of a suspension, the student may not work or be present at the clinical site until the issue has been resolved utilizing the Clinical Suspension Procedure outline below:

Unsafe or dangerous behavior, however, is always unsatisfactory and requires immediate intervention.

Unsafe or dangerous behaviors include but are not limited to:

Performing any procedure, administering medication, or practicing beyond your level of competency;

Not following guidelines set forth by the clinical instructor or site;

Lacking knowledge needed to assume care of assigned patients;

Failing to perform care consistent with clinical guidelines, institutional policies and standards of patient care for hospital and college;

Demonstrating patterns of repeated errors, despite remediation as recommended by faculty;

Failing to provide accurate, relevant and timely documentation and not reporting changing patient conditions to faculty/team leader;

Practicing with impaired cognition;

Errors in administering, ordering, or prescribing medication.

Procedure

If a student is suspended for unsafe or dangerous behavior the following procedure will be followed:

Clinical Instructor/Faculty Member will make a professional decision based on behavior and observation that Clinical Suspension is necessary.

Clinical Instructor/Faculty Member will inform the student of the Clinical Suspension.

Clinical Instructor/Faculty Member will complete a Course/ Clinical Progress Report within three (3) days of the incident. The student will then be responsible for setting up a follow up meeting with the faculty member to identify what corrective actions the student must take and discuss the deadline for completing the corrective actions.

If corrective action cannot be taken, dismissal from the major will be recommended.

The clinical suspension that results in a dismissal recommendation may be appealed as outlined below.

Appeals Process for Dismissal Recommendations

For Traditional Prelicensure and Accelerated Students:

If a clinical suspension leads to a recommendation of dismissal from the program the student may appeal for the following reasons: the dismissal recommendation was indicative of an arbitrary or capricious decision; the student was treated differently from other students; or the student was evaluated in a manner inconsistent with the standards outlined for the clinical.

The process for the appeal is as follows:

After receiving a decision that the clinical suspension cannot be remediated and thus dismissal is recommended the student must fill out the "Appeals Process Request Packet" form. This form must be turned in to the Undergraduate Director within 7 days from the date that dismissal was recommended as a result of the clinical suspension. The Undergraduate Director will send a copy of the form to the Prelicensure Program Committee when received. The student will be asked to identify the grounds for the appeal, including but not limited to: how the dismissal recommendation was indicative of an arbitrary or capricious decision, how the student was treated differently from other students, or how the student was evaluated in a manner inconsistent with the standards outlined in the course.

The Undergraduate Director shall forward a copy of the Appeal Request to the faculty member who issued the dismissal recommendation. The faculty member then has 10 business days from receipt of the challenge to provide a written response. The student will receive a copy of the faculty member's response; however, any information that would violate the privacy rights of other individuals will not be released to the student.

Upon receipt of the faculty member's response, the Appeals Committee composed of the Undergraduate Director and subcommittee members of the Prelicensure Program Committee will meet during standard university operating hours within 10 business days following receipt of the faculty member's response. This team will investigate to determine if the student's challenge is founded. The committee may decide to hear additional statements from both parties if deemed necessary.

Once the subcommittee has reached a decision results will be sent to the faculty member and student via US postal service and ISU email within one week of the hearing.

The decision of the Appeals Committee is final without further appeal.



APPEALS PROCESS REQUEST PACKET

The appeals process serves to ensure students with an impartial review of any dismissal recommendations. The burden is on the student to make a compelling case that the dismissal recommendations was indicative of an arbitrary or capricious decision; the student was treated differently from other students; or the student was evaluated in a manner inconsistent with the standards outlined for the clinical.

This packet can be emailed to Janis Hollins, Assistant to the Associate Dean of Academics and Program Directors at jhollin1@ilstu.edu, Edwards Hall Room 112; or mailed to Illinois State University, Mennonite College of Nursing, Attention: Janis Hollins - Appeals Process, Campus Box 5810, Normal, IL 61790.

The Undergraduate Program Office will route your appeal packet to the designated Prelicensure Program Committee Chair. You must fill out all information for your request to be considered.

APPEALS INFORMATION

Your Name

Your UID

Local Address

City, State, Zip

Permanent Address

City, State, Zip

Local Phone

Course(s) Associated with Clinical Suspension

Instructor(s) Issuing Clinical Suspension

Effective Date of Dismissal Recommendation

Please check the area(s) associated with your decision to Appeal the dismissal recommendation, noting that evidence to support your appeal rations will be required.

- Unsupported Conclusion: With an endorsement of “Unsupported Conclusion” the student is contending that the decision to suspend from clinical is arbitrary and capricious and is unsupported by substantial information.
- Unfair Treatment: With an endorsement of “Unfair Treatment” the student is contending that he/she was treated differently than other students and that different expectations have been imposed on the student.
- Inconsistent Standards: With an endorsement of “Inconsistent Standards” the student is contending that the outcomes expected for clinical performance were not clearly stated or do not reflect those outlined by the faculty in written, verbal, or electronic communication.

SUPPORTING DOCUMENTATION

Please attach a typed or hand-written explanation to include evidence for your above conclusions noting that each endorsement requires a separate explanation.

Signature

Printed Name

Date

By signing above, I hereby acknowledge that the information provided in this appeal is complete and true to the best of my knowledge.

Final Course Grade Challenge Policy

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade. The full policy can be found at <http://policy.illinoisstate.edu/academic/4-1-20.shtml>

Chapter 7: Conflict Resolution- Appeals Process

Student Grievance-Faculty Issues

Mennonite College of Nursing endorses services provided by Student Conduct and Conflict Resolution, a division of the Dean of Student's Office. Information regarding their services can be found at <https://deanofstudents.illinoisstate.edu/conduct/report/>

As outlined in this policy, "A grievance is defined as a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the University community which in any way that adversely affects the status, rights, or privileges of any student in a substantive way."

Should a conflict arise that requires intervention, the Office of Student Conduct and Conflict Resolution can be contacted at 309-438-8621.

Student Complaint Procedure

Informal Process:

If a student has a complaint, the student should attempt an informal resolution with the faculty or staff member in question.

If this proves unsuccessful, the student should seek informal resolution with the course leader for clinical courses or the Undergraduate Director in non-clinical courses.

Formal Process:

If an informal resolution is not successful, the student may proceed to initiating a formal complaint.

To initiate the formal process, the student must file a written formal complaint within 30 working days of the alleged complaint. The written complaint must:

- Be word processed;
- Be signed and dated;
- Include student's current address and phone number;
- Be concise and specific, with names and dates wherever relevant and possible;
- Clearly state the act or decision being challenged;
- Clearly state why the act or decision is unauthorized or unjust;
- Briefly describe attempts to reach an agreement through informal discussions with the instructor and/or course leaders.

Failure to include all required information will result in a delay of the complaint process. Written complaints will not be reviewed until all information is provided.

The Associate Dean for Academics will review the formal complaint and meet with the student and/or faculty/staff member within 10 working days of receipt of the complaint.

The Associate Dean for Academics will attempt to facilitate resolution of the complaint at the College level. If a resolution is not achieved within the College, the Office of Student Conduct and Conflict Resolution Office and/or the Office of Equal Opportunity, Ethics, and Access may be contacted to determine possible next steps in resolving the complaint as appropriate.

Information about the conflict resolution, and social/academic conduct can be obtained through the Illinois State University Student Conduct and Conflict Resolution Office website at <https://deanofstudents.illinoisstate.edu/conduct/resolution/>

Chapter 8: Health & Safety Compliance

Health Insurance Requirements

All full time and part time Mennonite College of Nursing students are required to carry adequate health/ accident insurance during the entire period of participation in the nursing program. For Traditional and Accelerated students, coverage must be either privately procured or obtained through the University's Group Health Insurance Plan. For RN to BSN students, coverage must be privately procured, as students in this on-line sequence are not eligible for the University's Group Health Insurance Plan.

Proof of student health insurance will be verified at the beginning of each academic year. Preventative health issues, injuries, illnesses, and/or other conditions associated with being a nursing student are the sole responsibility of the student. Financial obligations relating to the health of the student should be processed through the student's health insurance policy. Any remaining financial obligations are the responsibility of the student. If a student cannot verify proof of insurance, the student will not be allowed to engage in any clinical activities. Changes in health insurance plans should be immediately reported to the student's academic advisor.

Blood Borne Pathogens Requirement

For Traditional Prelicensure and Accelerated Students:

All undergraduate students at Mennonite College of Nursing receive annual information on Blood Borne Pathogens. Awareness of this information outlined below is particularly critical prior to the start of NUR 222 *Psychomotor Skills* and/or NUR 229 *Adult Nursing I*.

Students are required to sign a Blood Borne Pathogens Form, which is kept on file in the Office of Student and Faculty Services.

Students and faculty of Mennonite College of Nursing follow the Illinois State University Blood Borne Pathogens/Infectious Waste Exposure Control Plan prepared by the Environmental Health and Safety Office. This plan can be found at <https://ehs.illinoisstate.edu/safety/occupational/blood/> Students and faculty also follow standard precautions and recommendations set forth by the Centers for Disease Control and Prevention and can be accessed at www.cdc.gov

For RN to BSN Students:

Students in the RN to BSN Sequence provide evidence of having completed Blood Borne pathogens, HIPPA, and OSHA training prior to clinical placement.

Student Exposure to Blood/Body Fluids or Student Injury

Upon significant exposure to blood/bodily fluids during clinical experience or in the clinical nursing Lab the following actions are implemented:

The student immediately reports the exposure or injury to the instructor or lab staff.

The clinical agency's protocol for exposure/injury is followed immediately. Should the incident occur in the lab the lab personnel will dispose of the contaminated needle and communicate the event to the Simulation Lab Coordinator or Director.

Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to "The Bloodborne Pathogen/Infectious Exposure Control Plan" at:

<https://ehs.illinoisstate.edu/downloads/bpp/BBP%20Exposure%20Control%20Plan%202-12-21.pdf>

The student and faculty complete an Incident Report available on the ISU Environment Health and Safety website at <https://ehs.illinoisstate.edu/safety/accident/employee/>. After downloading and completing the form, the original should be sent to the Environmental Health and Safety address on the form. A copy of the completed form should be delivered to the Mennonite College of Nursing the Associate Dean's Office by the student.

The student is solely responsible for all healthcare expenses (i.e. treatment, evaluation, etc.) that may be incurred as a result of injury exposure to blood/bodily fluids.

Health and Safety Compliance Requirements

All students entering the Nursing Program are expected to be in compliance with all Health Requirements of the broader university and Mennonite College of Nursing. These requirements include, but are not limited to the following: immunizations, blood titers, TB skin test, influenza vaccination, criminal background check, and a drug test. Although compliance with these requirements is tracked by the College, clinical sites may require students to provide verification to them directly. Therefore, it is vital that students always keep a copy of ALL immunization records in a secure file for easy access when enrolled in nursing courses.

The university must contractually verify with nursing clinical agencies that the results of student background checks, drug screens, and immunization requirements are clear and do not prohibit their participation in clinical rotations. It is the facility's right to deny access to any student whose background check or drug test is in noncompliance with agency standards. The college will attempt to find a replacement clinical site for students with a criminal background check or drug test result that is in noncompliance but cannot guarantee that one will be found. Failure to complete clinical experiences for this reason would result in a student's inability to complete the requirements of the program and obtain a Bachelor of Science in Nursing degree. Should students proceed to graduate, the College cannot guarantee that students will be allowed to sit for examination with a certification body or that any Board of Nursing will grant a Registered Nurse license for those not currently holding a license.

Note that these requirements are subject to change at any time during the academic year as dictated by clinical placements. Compliance with all health requirements is expected. Those students not in compliance with these requirements by specified timeframes may NOT register for courses, participate in courses and/or clinical until deficiencies are completed.

For Traditional Prelicensure and Accelerated Students:

Some clinical experiences may require additional criminal background checks and finger printing to participate at their clinical site. College compliance staff will advise when this is necessary.

Absence due to Illness or Injury

The College expects regular attendance to class, clinical, and other required events from students. If a student needs, be to absent from class due to illness or injury, it is their responsibility to contact the appropriate person as soon as possible to inform them of the absence.

Notification of absence:

Notify the appropriate person (i.e. theory faculty, clinical faculty, NSL staff) of absence due to illness or injury.

The Undergraduate Program needs to be contacted if the absence is faculty related.

Students missing class for 3 or more days should contact the Dean of Students' Office.

For Traditional Prelicensure and Accelerated Students:

Students should check the syllabus for the notification process for missing a clinical day.

Chapter 9: Nursing Simulation Lab

All of Chapter 9 - For Traditional Prelicensure and Accelerated Students:

Purpose

The purpose of the Nursing Simulation Lab is to provide our undergraduate and graduate students an exceptional educational experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence.

Goals

Experience in the Nursing Simulation Lab will prepare students to:

Adapt care to meet the needs of a variety of patients in a range of settings.

Utilize available resources and standard practices to provide safe patient care.

Communicate in a professional manner with patients, family members, and the healthcare team.

Collaborate with an inter and interprofessional team.

Demonstrate clinical competence through repeated and deliberate practice.

Integrate theory and practice to prioritize and implement evidence-based care.

Use reflection to self-analyze performance.

MCN Nursing Simulation Lab Student Guidelines

Dress Code

Students are expected to comply with the dress code provided in the student handbook:

Simulation days- clinical uniform and name badge

Skills Lab- clinical uniform and name badge

Guided Practice- lab coat and name badge

Psychomotor Skills Guided Practice Procedures

Guided practices are staffed by the Lab Assistants for guided practice of skills.

Students may use the online signup address provided on the Psychomotor Skills for Nursing ReggieNet course site to schedule a practice time. An appointment is required.

If no students are scheduled for guided practice, the lab assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

Health Assessment Practice Session Procedures

Practice sessions are staffed by the Graduate Assistants for guided practice of health assessment skills.

Students may use the online signup address provided on the Health Assessment ReggieNet course site to schedule a practice time. An appointment is required.

Skills Blitz

The purpose of the Skills Blitz is to allow students the opportunity to refresh selected skills.

At the beginning of every fall semester, all students enrolled in Adult Nursing II (except Accelerated students), Adult Nursing III, and Psychiatric and Mental Health Nursing are required to schedule a skills guided practice session.

At the beginning of every spring semester, all students enrolled in Adult Nursing III are required to schedule a skills guided practice session. At the end of spring semester or beginning of summer semester, accelerated students enrolling in Adult Nursing III in the summer semester are required to schedule a skills guided practice session.

Guided practice sessions are staffed by the Lab Assistants for review of selected skills.

Students may use the online signup address provided on the relevant ReggieNet course sites to schedule a guided practice session. An email will also be sent from the Clinical Lab Coordinator containing the online signup address.

If no students are scheduled for practice sessions, the Lab Assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

Equipment Use

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.

Do not use betadine on the manikins or task trainers.

Do not use ink pens or markers near the manikins or task trainers.

Use of Lab Equipment Outside of the Nursing Simulation Lab

Students may request the use of nursing lab equipment for presentation or teaching activities outside of the Nursing Simulation Lab.

To facilitate the check-out of any lab equipment, please call (309) 438-6040 or email the Clinical Lab Coordinator at least one week in advance of the date requested.

All equipment must be checked out by a lab staff member and the Nursing Simulation Lab Equipment Sign Out Form must be completed.

Return of all equipment must be checked by a lab staff member and marked as “returned” on the Nursing Simulation Lab Equipment Sign Out Form.

Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.

Universal Precautions

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab.

All sharps must be disposed of in an appropriately labeled sharps container.

Under no circumstances may sharps be removed from the Nursing Simulation Lab.

All injuries, including “clean” needle sticks, should be reported to the faculty and Nursing Simulation Lab staff. An Illinois State University Non-Employee Accident Report form should be completed.

Simulation Days

Attendance

Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.

Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.

Makeup for simulation day absence will be arranged by the clinical instructor, course leader, and the Director of Nursing Simulation.

Preparation

Two weeks prior to the scheduled simulation day, a required “ticket in” will be posted on the corresponding ReggieNet course site.

The “ticket in” must be typed and may be used as a resource during the simulation day.

Completion of the assigned “ticket in” is required for participation in the simulation day

Conduct

Professional conduct and communication are always expected in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.

The Nursing Simulation Hospital should always be treated as a real clinical setting. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.

Cellular phones are not to be used during your simulation day and should be off or silenced.

Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality

All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.

All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations

Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete.

Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

Chapter 10: NCLEX Preparation/Success Plan

All of Chapter 10 - For Traditional Prelicensure and Accelerated Students:

The NCLEX-RN (National Council Licensure Examination-Registered Nurse) is an exam developed by the National Council of State Boards of Nursing, Inc. (NCSBN). Passing the NCLEX-RN is required of a candidate for licensure as a Registered Nurse (RN) by all U.S. jurisdiction (state or territory) boards of nursing.

In the final semester of the nursing program, students will receive information about the process to apply to take the NCLEX-RN exam and then the application for licensure in the state in which a student intends to practice nursing.

For those who plan to practice in the state of Illinois, the Illinois Department of Professional Regulation requires students applying for licensure in the State of Illinois to be fingerprinted by a designated vendor approved by the state. Detailed information about this process will also be provided during the last semester of the nursing program.

Students who plan to practice nursing in a state other than Illinois will need to access information about licensure requirements by going to the intended State Board of Nursing website. To contact the Board of Nursing, go to the following website: <https://www.ncsbn.org>, click on “Board of Nursing,” then click on “Contact Board of Nursing,” and then finally choose your state.

College Success Plan

Purpose is to provide:

An assessment of each student's ability to understand and apply theoretical and clinical knowledge related to clinical courses as they progress through the curriculum;

intervention guidelines and strategies that address any deficiencies a student may demonstrate in understanding and applying theoretical and clinical knowledge related to clinical courses;

an assessment of each students' preparedness to be successful on the NCLEX-RN.

Assumptions:

Mastery exams given prior to the completion of each semester help determine acquisition of knowledge and application of content area. Exams given during a students' final academic semester help determine a students' readiness to take the NCLEX-RN and function as a registered nurse.

To facilitate success, it is imperative that faculty create an academic culture that is both challenging and caring.

Standardized tests are useful to students by providing them with information about their own knowledge and how their knowledge compares to other students. Mastery testing throughout the curriculum is a valid way to assist students in preparing to take the NCLEX-RN and function as registered nurses.

Students benefit from a clear understanding of the value of a serious approach to mastery and readiness testing.

Student Success Strategies

The Julia N. Visor Academic Center is a division of University College that provides services and programs designed to assist students in their pursuit of academic excellence at Illinois State University.

Workshops for success can be found from the workshop tab at the home page for the Julia N. Visor Academic Center. <https://universitycollege.illinoisstate.edu/help/>

You can also find additional tools and resources under the Academic Coaching tab. The Academic Coaching topic is recommended, especially for time management resources and developing good study habits. <https://universitycollege.illinoisstate.edu/help/academic-coaching/>

Evaluation Criteria

The Success Plan is to be evaluated by the Prelicensure Curriculum Committee (PCC) at the end of each semester. A report should be completed by the committee and available to all faculty members. Items to consider in the evaluation process will include:

NCLEX-RN pass/fail rates

Appropriateness of Mastery exams/Nurse Predictor

Alternative approaches to conducting exams

Faculty use of suggested classroom/clinical interventions

Data analysis by Success Office at the end of each semester

Success Plan Requirements

All Students enrolled in MCN prelicensure nursing programs will participate in Success Plan and its associated testing requirements within specified courses. Requirements include completing specified prerequisites and/or interventions prior to taking a required proctored test and taking the specified proctored tests while meeting specified due dates.

Mastery exams are secured/proctored exams and only administered in the computer lab under the supervision of a trained exam proctor. Unsecured exams are non-proctored and can be taken from any computer with the appropriate specifications. Non-proctored exams can be taken an unlimited number of times.

Students are required to take each mastery exam as scheduled for the academic year. Exams are administered during scheduled computer lab hours. The required hours for testing will vary.

Students are strongly encouraged to only take 1 mastery level exam per day.

All students will follow the identified Earn Back plan as identified by their course faculty. Students will attempt the practice assessment for their course content area achieving an 85% prior to taking the proctored assessment in the lab. The Earn Back tool used in each course serves as a rubric for scoring and necessary review work based on proctored assessment scoring.

The Comprehensive Predictor assessment is given twice in the final term of the program. The first attempt is near midterm and the second attempt is near the last weeks of the course. This allows time for review of identified content areas to strengthen at risk areas prior to NCLEX.

Students are required to comply with all Success Plan guidelines to progress from semester to semester at the College. All students are required to maintain academic integrity for all Success Plan testing. Failure to do so will result in a referral to the Office of Student Conduct and Conflict Resolution at the University.

In the second clinical semester and beyond, each proctored assessment given will account for 5% of the course grade. Students may refer to the Earn Back rubric for course specific grading.

Nutrition will be given in NUR 325 for the following cohorts 2020 plan 2, 2021 plan 1, 2021 plan 2 and will follow the 5% course grade model.

In the first clinical semester, the Nutrition assessment will be introduced and graded as a course assignment. Refer to the NUR 229 course syllabi for grading specifics.

Tests to be completed:

Assessment	Items	Course
Community Health	50 items	NUR 329 Public Health Nursing Prelicensure
Fundamentals	60 items	NUR 231 Adult II
Leadership	60 items	NUR 327 Leadership Dimensions of Nursing
Maternal Newborn	60 items	NUR 316 Maternal Infant Nursing
Medical Surgical	90 items	NUR 325 Adult Nursing III
Mental Health	60 items	NUR 314 Psychiatric & Mental Health Nursing
Nursing Care of Children	60 items	NUR 317 Nursing Care of Children
Nutrition	60 items	NUR 229 Adult I
Pharmacology	60 items	Pathophysiology & Pharmacotherapeutics in Nursing II
RN Comprehensive Predictor	150 items	NUR 327 Leadership Dimensions of Nursing

Nutrition will be given in Adult III for the following cohorts 2019 plan 1, 2019 plan 2 and 2020 plan 1.

The RN Comprehensive Predictor has 30 pretest items that are not included in the item totals listed above. All remaining proctored assessment have 10 pretest items. The pretest items are not counted toward the student's overall score.

All assessments contain alternate items. Expected time limit is 1 minute per question.

Chapter 11: Graduation

Application for Graduation

Students must apply for graduation by submitting the online application for graduation and paying the required fee prior to specified deadlines. In general, students should apply to graduate no later than four months prior to their anticipated graduation date. Students should refer to the Graduation Services website <http://www.graduationservices.ilstu.edu/> for specific information about graduation. Students intending to participate in the commencement ceremony must indicate so on the application for graduation

University Degrees with Distinction

A student must have completed at least 50 semesters hours at Illinois State University to be eligible for a degree with distinction. Students who have an accumulated GPA of 3.90 through 4.00 are graduated summa cum laude; those with a GPA 3.80 through 3.89 are graduated magna cum laude; and those with a GPA of 3.65 through 3.79 are graduated cum laude. Transcript notations of

graduating cum laude, magna cum laude, and summa cum laude are based on the cumulative GPA after the student's final semester.

To be recognized with honors at the commencement ceremonies, students must have completed at least 30* hours at ISU and have qualifying GPA, both based on the semester prior to commencement. For example, students graduating in May or August must have both hours and GPA completed in the previous fall semester. Students meeting these requirements wear a neck cord as part of their academic regalia at Commencement, and their names will appear in the Commencement program.

For RN to BSN Students:

An exception to the 30 completed hour requirement is in place for the RN to BSN students due to the timeframe in which those sequence program hours are earned. Despite not meeting the 30-hour requirement at the time honors are calculated, these students will receive honors recognition at the May commencement ceremony if they have the qualifying GPA as noted above. Additional information can be found at <https://graduationservices.illinoisstate.edu/students/student-honors.php>.

Honors and Awards at Graduation

Those students who have completed the requirements for the University Honors Program will be recognized at their respective Commencement Ceremony.

Students inducted into the Sigma Theta Tau Honors Society will also be recognized at Commencement Ceremonies by wearing a purple and white neck cord.

College-specific student and faculty awards are presented at an annual Candlelighting Ceremony. Traditional student awards include the Dr. Herman Tiedeman Memorial Award, Senior Excellence Award, and the Alumni Award for Clinical Excellence. Accelerated students are eligible for Accelerated Graduate Achievement Award. RN to BSN students are eligible for the RN to BSN Achievement Award. Faculty receives awards such as the Kathleen A. Hogan Teaching Excellence Award and the Graduate Program Teaching Excellence Award.

Ceremonies

All students graduating from Mennonite College of Nursing are invited to attend Commencement Ceremonies at the time designated by the University. Students are invited to purchase commemorative nursing pins from the College which will be handed to them at their Commencement Ceremony. Information about nursing pins will be provided to students several months prior to Commencement Ceremonies.

Traditional BSN Program Students graduating at the end of the spring semester will participate in the college-specific Commencement Ceremony in May.

Traditional BSN Program Students graduating at the end of the fall semester will participate in a Commencement Ceremony in December that will include multiple colleges across campus.

RN to BSN students graduating in August may participate in the May Commencement ceremonies.

Accelerated Students graduating at the end of the summer semester will also participate in the May college-specific Commencement Ceremony that precedes the final semester of coursework.

Chapter 12: Addendum to MCN Student Handbook Summer 2021

This addendum will coincide with the University Policy & Procedures 2.1.30 Excused Student Absences Due to Communicable Disease and will remain in effect during Summer 2021.

For Traditional Prelicensure and Accelerated Students:

Clinical Absences

Students should notify clinical faculty of only the absences. The faculty member should not ask the reason or ask for any medical information. Clinical faculty will notify the course leader and the sequence leader of student absences.

Clinical makeup will be as follows:

1st absence: Scheduled clinical makeup day

2nd absence: Online assignment assigned/evaluated by the sequence leader. Course/Clinical Progress Report (CPR) will be completed between the student and the clinical instructor as per current practice.

Each subsequent (series of) absences will initiate a meeting between the clinical instructor, course leader, and sequence leader to review currently existing CPR and to create a plan (in consultation with the student) to assist the student and course faculty to make up course content and to assess the student's ability to successfully meet the competencies of the course.

The clinical instructor, course leader, and sequence leader will collaborate to determine the additional clinical makeup day or alternative assignment equivalent to the missed clinical day. Evaluation will be completed by clinical faculty and included on Clinical Performance Evaluation Tool (CPET).

A plan will be documented and submitted to the Assistant to the Associate Dean, who will forward them to appropriate Directors (Director of Undergraduate/ Graduate Programs, Director of Nursing Simulation, Director of Students Success and Engagement), Sequence Leaders, advisors, and other identified faculty/staff within the Recommended Actions.

For an absence covered under Policy 2.1.30, students may ONLY return to clinical per The Dean of Students Office's notice to each instructor.

If a student is ill related to communicable disease or has symptoms that mimic these diseases, the student should NOT report to clinical and follow the guidance of student health services. Under either circumstance, the student is **responsible** for all the material and make-up work. In a clinical setting, the faculty will do their best to provide make-up opportunities that are equivalent. At some point, this may not be possible and other options may need to be discussed (i.e. incomplete, withdrawal, leave of absence).

All students will be graded according to competencies. In Nursing, it may be difficult to meet competencies if you cannot attend clinical. The safety of patients, faculty and students is our primary goal and we do not want you attending class, simulation lab, or clinical if you are ill or suspect you have been exposed.