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1 - Introduction to MCN Undergraduate Program

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Mission

The mission of Mennonite College of Nursing is to educate undergraduate and graduate nursing students to serve the citizens of Illinois, the nation, and the global community. Mennonite College of Nursing acknowledges a particular responsibility to address the nursing and health care needs of urban and rural populations, including those who are vulnerable and underserved. The College of Nursing builds upon the educational foundation previously acquired by students. The College creates a dynamic community of learning in which reflective thinking and ethical decision-making are valued. The College is committed to the promotion of nursing scholarship at the national and international level through research, service, and practice. Mennonite College of Nursing is committed to being purposeful, open, just, caring, disciplined, and celebrative.

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 Nursing 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 believe 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 believe 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 value 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 graduate program leading to the Master of Science in Nursing. The College offers a Family Nurse Practitioner Sequence, Clinical Nurse Leader Sequence, Nurse Educator Certificate, and a Nursing Systems Administration Sequence, as well as a Post Master’s Family Nurse Practitioner (FNP) Certificate. A doctoral program in nursing with a focal area in aging is also offered.

### Conceptual Framework

The conceptual framework underlying the curriculum of Mennonite College of Nursing consists of a formulation of the faculty’s conceptualization of nursing. It incorporates concepts derived from numerous behavioral and nursing theories, including those developed by Betty Neuman, Dorothea Orem, Martha Rogers, Sister Callista Roy, Madeleine Leininger, and Sister M. Simone Roach. The curriculum is built upon the eight key concepts of humankind, environment, research, legal/ethical/political dimensions, information processing, teaching/learning, health promotion, and management. The development of these eight key concepts leads to four outcome abilities inherent to nursing practice. These outcome abilities are: caring, critical thinking, communication, and professional practice. The relationship of the outcome abilities to the key concepts is shown below.
<table>
<thead>
<tr>
<th>Outcome Abilities</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>Humankind</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Research</td>
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<td></td>
<td>Legal/Ethical/Political Dimensions</td>
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<tr>
<td>Communication</td>
<td>Information Processing</td>
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<td></td>
<td>Teaching-Learning</td>
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<tr>
<td>Professional Practice</td>
<td>Health Promotion &amp; Management</td>
</tr>
</tbody>
</table>

It is recognized that these designated outcome abilities and key concepts are closely inter-related. The conceptual framework is best understood through descriptions of and elaborations upon these components.

**Caring**

Caring is central to nursing. Caring encompasses those acts directed toward self and others, which improve the human condition. The capacity to care needs to be nurtured. This nurturing is dependent on the person being called upon to care for others. Nursing education professionalizes the human capacity to care through the acquisition of the knowledge and the skills needed to fulfill prescribed professional roles. Through the caring attributes of conscience, compassion, commitment, confidence, and competence, nursing positively influences interactions between humankind and the environment. Nursing uses these caring modalities to promote health, healing, and dignity across the lifespan.

**Humankind**

Human beings are adaptive systems with identifiable subsystems—the biological, the psychological, and the sociological. These subsystems are interdependent and continuously interacting in an ever-changing environment. Humankind moves through time along a developmental continuum beginning with conception and progressing through death. Human development and human fulfillment are achieved through the unfolding of the human capacity to care. People from diverse backgrounds have a caring need that is culture-specific. Nursing influences growth and development of humankind in its attainment of an optimal state of health.
Environment

Environment is the set of circumstances, objects or conditions external to human beings that positively or negatively affect their well-being. Environment encompasses the physical, biological, familial, and sociocultural systems that affect the development of each human being. Humankind has the ability to influence, and be influenced by, its continual interrelationship with the environment. Nursing focuses on positively influencing the humankind-environment relationship.

Critical Thinking

Critical thinking involves the rational examination of ideas. Critical thinking extends beyond the processes of both decision-making and problem solving. Its components include the qualities of insight, intuition, and empathy, along with the abilities to synthesize, reason, and act. The acquisition of critical thinking skills enables individuals to carry out inductive and deductive reasoning. Critical thinking skills are essential to the practice of nursing. Nursing maintains and promotes health of persons by practicing the nursing process—the problem solving methodology of the professional nurse. Critical thinking skills enable the nurse to facilitate optimal adaptive responses for human beings within their environment.

Research

The theoretical basis for nursing is derived from the humanities and sciences. Building on these disciplines, research in nursing establishes a theoretical and scientific foundation for nursing as a humanistic science. Nursing research contributes to professional practice by defining and expanding the knowledge base of nursing. Research aids in the identification and resolution of health problems and provides information vital to health promotion. The professional nurse uses critical thinking skills to analyze research and integrate findings into nursing practice.

Legal/Ethical/Political Dimensions

The legal, ethical, and political dimensions of society contribute to the structure and function of the health care system. The legal dimension of professional nursing practice deals with the analysis of situations in relationship to their conformity with laws, while the ethical dimension analyzes conformity with accepted standards of behavior. The political dimension of professional nursing practice deals with the analysis of situations in relationship to their impact upon the nursing profession and determination of means in which nurses can impact political situations. Critical analysis of these issues provides the nurse with the information needed to serve as an advocate in the preservation of individual, group, and community integrity.
Communication

Communication is the meaningful interpersonal exchange of information and ideas. Humankind engages in continuous and dynamic interactions. These interactions may involve verbal, nonverbal, or written forms of communication. Such interactions may be social in nature or of therapeutic value. Regardless of its form or type, effective communication is essential in nursing for the development of a helping relationship. Nursing can then have a positive influence on health through the use of goal-directed communication with patients, families, and members of the health care delivery team.

Information Processing

The ability of human beings to send and receive information extends beyond verbal, nonverbal, and written communication. Information processing involves the use of technological systems to obtain the information needed to solve problems encountered in professional nursing practice. Information obtained in this manner is evaluated by the nurse through the use of critical thinking skills. Use of this information results in nursing actions vital to the promotion of positive health care outcomes.

Teaching-Learning

Principles of the teaching-learning process are applied by the nurse to self, individuals, groups, and health team members. Teaching-learning is an individualized, goal-directed process resulting in a change in knowledge, attitudes, and skills which enhance human development. Essential to the teaching-learning process is the development of mutual trust and respect between the teacher and the learner. Teaching-learning transactions are designed to positively influence the nurse-patient relationship.

Professional Practice

Professional practice in nursing is essential to the health care system. The primary focus of professional practitioners is the bio-psycho-social responses of human beings to actual or potential health problems. The professional practitioner assists humankind in the establishment of responsible self-care behaviors for the achievement, restoration, and maintenance of optimal functioning throughout the lifespan. Knowledge of health promotion and management theories characterize the professional practice of nursing.
Health Promotion

The essence of professional nursing practice is the interaction with human beings throughout the health-illness continuum. Health promotion activities assist the individual in attaining, maintaining, or enhancing a state of well-being. Nursing recognizes that the defining characteristics of a state of well-being vary among human beings. The professional practice of nursing fosters health promotion through use of the nursing process. This process consists of five interrelated steps, including assessment, diagnosis, planning, intervention, and evaluation.

Management

Management is an interpersonal, goal-directed process based on selected theories and concepts. The professional nurse uses management principles to plan, organize, direct, and control resources. These principles are applied in the management of self, individuals, and groups. An understanding of management functions and leadership roles is essential for professional nursing practice.

Summary

The conceptual framework describes inter-related outcome abilities and key concepts upon which the nursing curriculum is based. The eight key concepts of humankind, environment, research, legal/ethical/political dimensions, information processing, teaching/learning, health promotion, and management constitute the basis of the Mennonite College of Nursing curriculum. These key concepts are organized within four outcome abilities of caring, critical thinking, communication, and professional practice. These outcome abilities serve as measures of the student’s progression through the curriculum.

Terminal Outcome Abilities

Upon completion of the baccalaureate nursing program, the graduate will possess the following terminal outcome abilities.

Caring: The student will use a variety of caring modalities that promote health, healing, and dignity throughout the life span.

Key Concept: Humankind

a. Demonstrates nursing care that is person-centered, protective, physically comforting and emotionally supportive.
b. Demonstrates the attributes of professional caring including compassion, competence, conscience, commitment and confidence.

c. Assesses the biological, psychological, spiritual, social and cultural needs of individuals, families and groups across the lifespan developmental continuum.

d. Demonstrates cultural sensitivity by implementing the nursing process with individuals, families and groups that reflects cultural competence.

Key Concept: Environment

a. Assesses environments that influence the health of individuals and families.

b. Manages a safe environment to promote health and safety of individuals, groups and self.

c. Takes an active role in designing solutions for dealing with environmental problems that affect health.

Critical Thinking: The student will use critical thinking to make judgments and develop therapeutic nursing interventions for optimal health.

Key Concept: Research

a. Demonstrates, evaluates nursing research principles and applies to nursing practice.

Key Concept: Legal/Ethical/Political Dimensions

a. Describes the legal, ethical and political role dimensions of the professional nurse in planning, implementing and evaluating care for individuals, families and groups.

b. Evaluates the effects of legal and ethical decisions in facilitating optimal outcomes for individuals, families and groups.

c. Evaluates the impact of legal, ethical, and political decision-making on professional nursing and the healthcare delivery system.

Communication: The student will communicate effectively with individuals, families, and groups.

Key Concept: Information Processing

a. Consistently demonstrates knowledge of effective communication principles and applies this knowledge during professional interactions with individuals, families and other health care professionals.
b. Demonstrates knowledge of legal and ethical issues in accessing and using information technology in academic and professional nursing practice.

Key Concept: Teaching/Learning

a. Develops, implements and evaluates teaching/learning plans for individuals, families and groups.

Professional Practice: The student will assume accountability for professional practice in contemporary society through the application of theory-based knowledge.

Key Concept: Health Promotion

a. Demonstrates effective use of the nursing process in providing therapeutic nursing interventions for individuals and families.

b. Demonstrates effective use of therapeutic nursing interventions in assisting individuals, families, and groups to progress toward their optimal level of health.

Key Concept: Management

a. Assists individuals to use organizational structures within their environment to meet health needs.

b. Demonstrates organizational skills and priority setting in the delivery of nursing care to individuals and their families.

c. Evaluates effectiveness of organizational structures within the health care system to meet the needs of individuals and their families.

d. Uses management and leadership theories; assumes responsibility for the delivery of nursing care to individuals, families and groups.

2 - Academic Policies and Procedures

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Clinical Suspension for NUR 330 Community Health Nursing: RN-BSN

Clinical suspension may be imposed on a student if the clinical instructor judges the student to be unsafe due to performance deficiencies or health problems. During the time of a suspension, health permitting, the student may participate in theory discussions but not clinical sessions.
In the event that the student is judged to be unsafe to practice due to performance deficiencies, the clinical instructor has the right and responsibility to impose a one-day clinical suspension. The Undergraduate Program Director will be notified of such action. Should additional clinical suspensions be imposed in the course of a semester, the Associate Dean will review the facts of the case to determine if continued clinical suspension is warranted. The clinical suspension remains in effect until the situation is resolved.

In keeping with the academic policies of the College, the outcome of a clinical suspension is determined by:

a. The nature and severity of the problem necessitating the suspension

b. The duration of the suspension

c. The student's academic standing at the time of the suspension

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 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 on the individual, but also on the College of Nursing and the profession as a whole.

Dress Code

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.

a. The mandated College uniform for the student participating in a Community Health Nursing clinical will conform to the assigned agency's guidelines for the clinical uniform (i.e. street clothes, white tops and navy pants, lab coats, or scrubs). The College uniform must be worn only when participating in clinical 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.
b. Students are required to wear the MCN nametags. Although some agencies do not want students to wear the MCN nametag in the clinical area, students must still display the nametag to gain access to the clinical site.

c. Hair must be clean and groomed, pulled back and off the shoulder, and away from the face. Facial hair should be clean and trimmed. Necessary hair accessories should portray a professional image. If in doubt, consult with the clinical instructor.

d. Jewelry, which may be worn with the uniform, includes: wedding band, watch that indicates seconds, and 1 pair of non decorative earlobe posts. No other jewelry is acceptable.

e. 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.

f. Fingernails are to be clean, neatly manicured and of reasonable length (less than ¼ inch beyond the fingertip). Nail polish may be worn. Nail polish is to be free of chipping. Artificial nails or enhancements are not allowed. Anything applied to natural nails other than nail polish is considered an enhancement.

g. Tattoos must be covered and not visible during clinical

Code of Conduct

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.

The faculty and staff of Mennonite College of Nursing adhere to the Illinois State University code of student conduct as outlined in www.studentaffairs.ilstu.edu/downloads/code_of_student_conduct.pdf

The values included

a. Character

b. Conscience

c. Civility

d. Citizenship

e. An Appreciation of Diversity

f. Individual and Social Responsibility
Confidentiality

Confidentiality of patient information is expected. Only relevant information obtained from or about a patient may be disclosed to the health care personnel, faculty, and peers involved in the individual’s care. Breach of Confidentiality can lead to dismissal from the College of Nursing.

Attendance

Based on the assumption that academic success is the student’s primary goal, students are expected to participate in online class discussions, complete assignments, take required examinations, and attend clinical experiences. Following are the policies and procedures for the make up of missed examinations and clinical experiences.

Attend all required clinical days as arranged with the preceptor. Students are required to make up all excused clinical days as determined by the clinical instructor and the preceptor. These make-up hours must be clinical hours arranged between the student and faculty member. Three options that might be considered include the following:

a. The student will arrange to make clinical time up with permission of another clinical instructor, on a different day, at a clinical site to which they are oriented.

b. The student will make clinical time up with their instructor, at their designated facility, on an arranged date and time.

c. If none of the above is possible, the course leader may offer another alternative in consultation with the Undergraduate Program Director.

If the student misses three or more clinicals, the faculty member may grant permission for one clinical day to be made up by attending a conference or workshop that is deemed appropriate to the course/clinical content, but all other clinical days must be completed at a clinical site to meet the minimum 96 hours of clinical practicum.

In the event of multiple excused absences, or the timing or the excused absences, faculty and administration will review the situation regarding progression in the program.

Final Exams

Students may refer to individual course schedules for a list of respective final exam dates.
Missed Exams

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

a. 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.

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

c. Depending on the length and reason for the absence, the exam must be made up within one week after returning.

It is the faculty's decision whether or not an alternate exam will be offered. Faculty will make every effort to accommodate; however, patterns of absences will be monitored. Verification for absences may be required.

Transportation Requirements

It is the students' responsibility to provide his/her own transportation to all clinical sites.

Disability Concerns

Illinois State University's Division of Student Affairs maintains a unit on Disability Concerns at 350 Fell Hall. According to their website: “Illinois State University provides a welcoming atmosphere for individuals with disabilities 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, Disability Concerns is the designated office to provide approved accommodation services for students, faculty, staff, and guests with disabilities. Disability Concerns obtains and maintains documentation of disability, 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, activities and employment offered by Illinois State.”

Students may learn more about the office of Disability Concerns at www.disabilityconcerns.ilstu.edu
Student Grievance

Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined in the following website: http://www.deanofstudents.ilstu.edu/about_us/crr.shtml

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 adversely affects the status, rights, or privileges of any student. Typically, grievances are a response to an action that has been taken against a student by a faculty or staff member that is without justification or basic fairness. Most often, grievances arise based on a student’s belief that a grade awarded in a class was unfair and not in accordance with the work performed. In other cases, students might be deprived of their status, rights, or privileges based on an arbitrary and/or capricious action.”

Students can determine if an action can be challenged through the grievance process by contacting Community Rights & Responsibilities at 309-438-8621.

Student Grievance Procedure:

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

b. If this proves unsuccessful, the student should seek informal resolution with the course leader (for clinical courses).

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

b. To initiate the formal process, the student must file a written formal complaint within 30 working days of the alleged grievance. The written complaint must:
   i. Be word processed
   ii. Be signed and dated
   iii. Include student’s current address and phone number
   iv. Be concise and specific, with names and dates wherever relevant and possible
   v. Clearly state the act or decision being challenged
   vi. Clearly state why the act or decision is unauthorized or unjust
vii. Briefly describe attempts to reach an agreement through informal discussions with the instructor and/or course leaders.

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

d. The Program Director will review the formal complaint and meet with the student and/or faculty/staff member within 10 working days of receipt of the complaint.

e. The Program Director will attempt to facilitate resolution of the grievance at the College level. Community Rights & Responsibilities is available to provide a 3rd party mediator for internal grievance meetings. When this service is requested, the student should contact Community Rights & Responsibilities a minimum of 3 days prior to the scheduled meeting with the Program Director to arrange for a mediator to be present.

f. If a resolution is not achieved within the College, a grievance request may be filed by the student with the University Community Rights and Responsibilities Office or the Office of Diversity and Affirmative Action as appropriate. Community Rights & Responsibilities is responsible for coordinating the formal student grievance process at the university level. This process exists to provide students an opportunity to request that the University review actions or decisions of University faculty and staff members. The Student Grievance Committee is responsible for reviewing student complaints and investigating cases it deems necessary of investigation.

g. Information about the grievance process can be obtained through the Illinois State University Community Rights and Responsibilities website at
http://www.deanofstudents.ilstu.edu/about_us/crr.shtml

Dismissal

Students must maintain a cumulative GPA of 2.00 and obtain a C or better in all required nursing courses to remain in the nursing major. When a student fails to maintain a cumulative GPA of 2.00 or a grade of C in any course in the nursing major, the student is placed on major academic alert. This status alerts the student to the danger of dismissal from the Nursing Major.

Dismissal from the RN/BSN Sequence results when a student receives a grade of less than C in any 2 nursing courses.
Readmission

Students in the RN/BSN Sequence are expected to follow the approved plan of study developed in consultation with the student at the time of admission. Any student who does not adhere to an approved plan of study must reapply to the college. Readmission applications must be received before April 1 for fall readmission and before October 1 for spring readmission. When applicable students must first be readmitted to the University before submitting a readmission application to the college. Readmission will be granted on a selective basis and based on course availability. Students interested in applying for readmission should contact a College of Nursing academic advisor.

Students interested in applying for readmission to the sequence following academic dismissal are encouraged to contact a College of Nursing academic advisor to review the specific procedures associated with applying. Readmission applications must be received before April 1 for fall readmission and before October 1 for spring readmission. When applicable students must first be readmitted to the University before submitting a readmission application to the college. Readmission will be granted on a selective basis.

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:

a. 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.

b. Students will not be placed in a theory course or clinical course section in which another family member* is enrolled as a student.

*Family member includes a student’s spouse, domestic partner, parents, brothers, sisters, and children.
3 - Advisement

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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 information through the ICampus Portal, “Update My Address.”

Application for Graduation

Students must apply for graduation 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.

Commencement Ceremony

Students graduating from Mennonite College of Nursing are invited to attend Commencement ceremonies at the time designated by the University. RN/BSN students graduating in August may participate in the May Commencement ceremonies. Students are invited to purchase commemorative nursing pins through 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.
## Advising Plan of Study

Sample: RN/BSN Full Time Plan of Study

### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 223</td>
<td>Concepts and Practice of Professional Nursing</td>
<td>4 hrs</td>
<td>Fall only</td>
<td>Discuss nursing theories &amp; legal-political-ethical issues</td>
</tr>
<tr>
<td>NUR 227</td>
<td>Health Assessment Across the Lifespan</td>
<td>3 hrs</td>
<td>Fall only</td>
<td>Expand on knowledge and health assessment skills with clients across the lifespan</td>
</tr>
<tr>
<td>NUR 240</td>
<td>Pathophysiology &amp; Pharmacotherapeutics I</td>
<td>3 hrs</td>
<td>Fall only</td>
<td>Explore health deviations and pharmacodynamic effect of therapeutic drugs on the body</td>
</tr>
<tr>
<td>NUR 236</td>
<td>Research/Applied for Professional Nursing Practice</td>
<td>3 hrs</td>
<td>Fall only</td>
<td>Develop skills necessary to critically evaluate research for nursing practice</td>
</tr>
<tr>
<td>NUR 238</td>
<td>Cultural &amp; Spiritual Dimensions in Healthcare</td>
<td>1 hr</td>
<td>Fall only</td>
<td>Discuss health attitudes, beliefs, and practices of culturally diverse populations</td>
</tr>
</tbody>
</table>

**Fall Total = 14 hrs**

### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 340</td>
<td>Pathophysiology &amp; Pharmacotherapeutics II</td>
<td>2 hrs</td>
<td>Spring only</td>
<td>Examine mechanisms related to the development of disease and the pharmacodynamic effects of therapeutic drugs on the body</td>
</tr>
<tr>
<td>NUR 330</td>
<td>Community Health Nursing*</td>
<td>7 hrs</td>
<td>Spring only</td>
<td>Review prevention strategies in the management of family healthcare needs. Involves clinical component.</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
<td>Semester</td>
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<tr>
<td>NUR 331</td>
<td>Nursing Therapeutics Across the Lifespan</td>
<td>4 hrs</td>
<td>Spring only</td>
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<td><em>Discuss alternative therapies to prevent, promote, and restore client health. Involves practicum component.</em></td>
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<td>Spring Total = 13 hrs</td>
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<tr>
<td></td>
<td><strong>Summer Semester</strong></td>
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<td></td>
</tr>
<tr>
<td>NUR 341</td>
<td>Professional Nursing Leadership Dimensions:</td>
<td>4 hrs</td>
<td>Summer only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone Experience</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>Synthesize and apply leadership concepts in professional nursing roles. Involves practicum component.</em></td>
<td></td>
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<tr>
<td></td>
<td>Summer Total = 4 hrs</td>
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<tr>
<td></td>
<td>Plan of Study, cont.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Portfolio process available for this course.</em></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>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:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 31 hours of nursing courses listed above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ General education courses left to complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Constitution Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Global Studies Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Register to Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 - Career

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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/](http://www.careercenter.ilstu.edu/).
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 one’s professional education. 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 educational demands.

5 - College Support and Organizations

(Student Nurses Association

All students are invited to be a part of one of Illinois State’s Registered Student Organizations (RSO): 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 programs.

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:

a. Completed at least one-half of the required upper-division curriculum;
b. Earned a cumulative (MCN) upper-division grade point average of at least 3.5.
6 - Computer Lab

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Computer Lab

The MCN Computer Lab is located on the 3rd floor in Edwards Hall, Room 305. Computer lab hours are posted each semester. To utilize the computer lab printer, students must have credit on their Redbird ID card.

Computer Requirements

Technology requirements are regularly updated as technology advances. The current requirements were last reviewed in April 2009. Students entering the Mennonite College of Nursing in Fall of 2009 must have a computer that meets the requirements listed below. Laptops with wireless capability are not required but are suggested for convenience.

Students wanting to utilize or purchase a PC must make certain it meets the following criteria:

- Intel Core 2 Duo or AMD (Phenom or Opteron) dual core processor or quad core processor
- 100GB Hard Drive
- 2GB RAM strongly recommended for Windows Vista
- Windows XP or Windows Vista (can be purchased through the Techzone)
- MS OFFICE 2007 (can be purchased through the Techzone)
- **Special note on Netbooks**: Netbooks are not recommended for MCN students as their primary computing device. The schedule and tasks of a nursing student frequently require multi-tasking with lots of windows open... Netbooks are not suited for this. Consider netbooks as a note-taking or email device not a primary machine.

Students wanting to utilize or purchase a Mac OSX computer must meet the following criteria:

- Intel Core 2 Duo dual core processor
- 100GB Hard Drive
- 2GB RAM
- Mac OSX 10.5
- Windows XP or Windows Vista (can be purchased through the Techzone)
- Bootcamp or Parallels (both recommended, can be purchased through the Techzone)
- MAC OFFICE 2008 (can be purchased through the Techzone)
- [Flip for Mac](#) (free download)
Students wanting to purchase a new computer (Mac or PC) should contact the Techzone to compare software and hardware pricing. Techzone offers significant discounts on computers from Apple, Dell, and IBM. Also, numerous software titles like Microsoft Office, Adobe Photoshop, and Parallels are available at academic discounts. RAM and Operating system upgrades can also be purchases through Techzone if one’s computer should require updating to meet the specifications listed above.

Before purchasing a security suite or security software package that contains antivirus and/or firewall and spam filtering, please be aware that Illinois State University offers these tools to students and employees free of charge via the Help Desk and has very specific requirements about which security packages are supported and approved for use on campus.

Nursing courses require students to have the most recent version of Microsoft Office (MS Office 2007), which includes PowerPoint, Word, Excel, Access, Outlook and Publisher. The entire Office package can be purchased at a student rate at TechZone, 205 Bone Student Center, with a student or employee ID card. Students unfamiliar with PowerPoint or Word, you should develop some familiarity with these tools, as they are expectations for various nursing courses.

7 - Evaluations

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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 used to improving learning in classroom and clinical experience.
Undergraduate Grading and Clinical Evaluation Policies

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>82-89%</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>74-81%</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>66-73%</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>65% &amp; under</td>
<td>0</td>
</tr>
</tbody>
</table>

Combined unit and final exam scores must be 74% or higher in order 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.

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.

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. An unsatisfactory performance in the clinical setting results in a grade of “F” for the course. There is no separate grade for clinical. A grade of “C” (2.00) must be attained to pass any nursing course.

Academic Progress Reports

Students will receive a Course Progress Report to indicate a performance deficiency if they:

a. Receive a grade less than “C” on a test or major course project.

b. Receive a theory grade less than “C” at any point during the course.

c. Demonstrate unsatisfactory clinical performance.
Students who receive notice of performance deficiencies are responsible for arranging a conference with the instructor within one week of receiving the Progress Report in order to clarify the problem and identify methods to remedy the situation.

Clinical Evaluation Tool

In each clinical course, students will be evaluated at midterm and at the end of the semester according to the terminal outcome abilities of the college curriculum. Each Clinical Evaluation Tool is course specific and students will be oriented to the clinical evaluation process at the beginning of each clinical course. The Clinical Evaluation Tool will be filed in the student's academic file at the end of the semester.

8 - Health

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Health Insurance Requirements

All full time and part time Mennonite College of Nursing RN-BSN students are required to carry adequate health/accident insurance during the entire period of participation in the RN-BSN sequence. Coverage must be privately procured as students in the RN-BSN 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.

HIPPA, OSHA & Blood Borne Pathogens Requirement

All RN-BSN students at Mennonite College of Nursing (MCN) are required to have completed HIPPA, OSHA & Blood Borne Pathogens training prior to enrollment in Community Health Nursing (NUR 330).

Students have two options for this requirement:
a. Provide certificate of completion from employer-provided HIPPA, OSHA & Blood Borne Pathogens training, which must have been completed after May 1st of the year submitting.

b. Students may alternately choose to complete MCN training modules via the Clinical Simulation Lab Blackboard homepage. The due date for this training is September 15th.

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: Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to “The Bloodborne Pathogen/Infectious Exposure Control Plan” at:  www.ehs.ilstu.edu/safety-health/documents/bloodBornePathogenPolicy.pdf

Student Exposure to Blood/Body Fluids

Upon exposure to blood/body fluids during clinical experience or in the nursing lab, the following actions are implemented:

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

b. The clinical agency’s protocol for exposure/injury is followed immediately.

c. Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to Employee Post-Exposure Plan.

d. The student and faculty will complete an Incident Report available on the ISU Environmental Health and Safety website at http://www.ehs.ilstu.edu/downloads/Non-employee.pdf. 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 Associate Dean’s Office by the student.

e. As with all healthcare expenses, payment for evaluation and treatment is the responsibility of the student.

Student Health 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.

Immunization/Health Requirements
All students are expected to comply with Illinois State University’s health requirements. Copies of student immunization records on file with Student Health Services are available with a signed consent for release and payment of a copy fee.

In addition to the immunization requirements referenced above all nursing students are expected to receive a physical examination by a physician or nurse practitioner on the Mennonite College of Nursing at Illinois State University Physical Examination Form provided by the college. This form requires students to provide the physician/nurse practitioner with information regarding any physical limitations. Awareness of one’s physical limitations will help us enable you to succeed in the program and ensure patient safety. Nursing is a rigorous profession requiring physical flexibility and mobility (i.e. lifting patients, moving equipment, and responding quickly in emergencies). Honest disclosure to the physician/nurse practitioner conducting one’s physical examination regarding any mobility issues (i.e. such as a history of back injury with lifting limitations and knee injuries) is a necessity for safe nursing practice.

As part of the physical examination process students will be expected to obtain blood titres to provide proof of immunity from rubella and varicella. Even if a student has been immunized or shows evidence of having had these diseases, he/she will need to obtain these titres, no exceptions. A two-step tuberculosis skin test must be completed by all students no earlier than May 14, 2009. Completion of a three- dose injection series for Hepatitis B is also required. The first two doses must be administered prior to the beginning of the Fall 2009 semester. The second dose should be administered one month after the first dose has been given. The third dose should be administered five months after the second dose has been administered. Regarding the Hepatitis series, providing a positive Hepatitis B titre will be as sufficient as receiving the series of three shots. The physical examination with supporting documentation is due July 1, 2009.

All RN-BSN nursing students are required to complete a CPR course every two years. The CPR course must be one of the following courses, with no exceptions: American Heart Association’s “Healthcare Provider” course or “CPR for the Professional Rescuer” offered by the American Red Cross.

All students entering the Nursing Program are sent information about these health requirements upon acceptance into the program.

9 - Independent Study/Guidelines/Forms

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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 students in clarifying independent
Independent Study Guidelines

Independent Nursing Study (INS) is an opportunity for in depth exploration of a topic of professional interest. The focus of study may be categorized as follows:

a. A research project
b. A clinical experience
c. A non-clinical professional experience
d. A community service project
e. A transcultural placement

Prerequisites include:

a. Successful completion of basic coursework that supports the area of interest
b. Good academic standing

Procedure

a. Prior to registration the student makes an appointment with the faculty member he or she wishes to have as an INS advisor. The purpose of the meeting is to discuss the student’s proposed topic, to determine whether appropriate prerequisites are met, and to determine the appropriateness and availability of the faculty member to serve as the INS advisor.

   i. If the faculty member agrees to serve as the INS advisor, a Permission to Register form is completed by the advisor and the student. Students must have written approval to register for an Independent Study.

   ii. If the faculty member is unable to serve as the INS advisor, the faculty member directs the student to other potential advisors.

   iii. During the initial meeting or at a subsequent meeting, the student and INS advisor discuss the INS guidelines, identify a topic and focus of study and clarify course requirements. In general, guidelines for use of INS credit are:
1. 1 credit hour (used for theory) = 48 hours of work (based on 1 hour class per week plus 2 hours of preparation = 3 hours per week X 16 weeks = 48 hours)

2. 1 credit hour (used for clinical) = 32 hours of work

b. Following registration, the student makes an appointment with the designated INS advisor. The purpose of the meeting is to discuss course objectives, learning activities, and evaluation methods. The Independent Study Contract is negotiated and will be finalized no later that the first week of the specified semester. Students who do not comply with this deadline will be required to drop the course.

c. All research projects must first be submitted to the College Research Coordinator for review and students must obtain IRB approval.

d. For observation and/or hands-on clinical experiences, a minimum of one month should be allowed for establishment of institutional contracts. The Undergraduate Program Director is to be contacted by the INS advisor to initiate agency contract development following the student’s initial registration for the INS. Clinical preceptors must meet criteria established by the College.

Roles and Responsibilities

a. The Undergraduate Program Director is responsible for giving final approval for the Independent Study Contract, establishing institutional contracts when needed, providing guidance to all parties involved, and maintaining the Independent Study contract within the student’s academic file.

b. The student is responsible for being a self-directed learner. This involves making initial contact with the potential Independent Study advisor prior to registration and the completion of the course objectives and learning methods sections of the Independent Study contract by the first week of the semester. The student also schedules bi-weekly conferences with the Independent Study advisor in order to assess progress in meeting course objectives. Students who have the privilege of working in clinical, community, and transcultural settings are responsible for being positive professional role models.

c. The Independent Study Advisor is responsible for academic counseling related to course objectives, learning activities, and evaluation methods. The advisor assumes responsibility for forwarding the completed Independent Study contract to the Undergraduate Program Director for final approval. Advisors also monitor progress, evaluate course achievement and assign a course grade. When appropriate, feedback is sought from agency preceptors regarding student performance using the Preceptor Evaluation Tool.
MENNONITE COLLEGE OF NURSING
AT ILLINOIS STATE UNIVERSITY
INDEPENDENT STUDY CONTRACT

NAME: ________________________________

SEMESTER: ________________ YEAR: _____________

TITLE OF INDEPENDENT STUDY: ____________________________

COURSE OBJECTIVES:

LEARNING METHODS:

EVALUATION METHODS WITH TIMELINE:
COURSE CREDIT ALLOCATION:

By signing below, the Independent Study advisor agrees to be available for guidance, to monitor the progress and to evaluate the experience by means of a final grade.

__________________________________  _____________________
Independent Study Advisor            Date

__________________________________  _____________________
Student                               Date

__________________________________  _____________________
Undergraduate Program Director        Date

Copies to:

Independent Study Advisor
Student
Undergraduate Program Director
10 - Clinical Simulation Lab

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Use of Lab Equipment

All students requesting the use of nursing lab equipment for presentation or teaching activities outside of normal lab hours must utilize the “Clinical Nursing Lab Equipment Sign-out form”. This form can be found in the Lab Coordinator’s office (Edwards Hall 100) and must be signed by both the student and a lab staff member before equipment will be released. To facilitate the check-out of any lab equipment, please call (309-438-7844) or email the Clinical Lab Coordinator at least one week in advance of the date requested.

Additionally, when any lab equipment is returned, both the student and a lab staff member must initial the sign-out form again.

Failure to comply with sign out procedures and/or loss or damage to lab equipment will result in the assessment of replacement fees (see form for details).

11 - Orientation

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Orientation

The Mennonite College of Nursing Orientation is scheduled for Friday August 14th from 8:30 am – 4:30 pm. Attendance at this orientation is required. The schedule of events for the day will be emailed to students.

Library Orientation
During the scheduled RN-BSN Fall Orientation, students are required to attend a library orientation. They will be given an opportunity to meet the nursing librarian and become familiar with the titles and location of selected sources that will support their studies at Mennonite College of Nursing.

12 – Graduation

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University Degrees with Distinction

A student must have completed at least 50 semester 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 of 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. Although students may earn degrees with distinction, they will only be awarded at the end of the summer term. Respective cords will also be mailed at the end of the summer term and will not be available for May ceremonies.

College Awards

Each year students and faculty are recognized with college-specific honors and awards at the May Commencement ceremony. Students will be given the opportunity to vote for these student and faculty awards in late April or Early May.

Updated 2/3/10