

**MENNONITE COLLEGE OF NURSING  
AT ILLINOIS STATE UNIVERSITY**



**2010-2011**

**MASTER'S PROGRAM  
STUDENT HANDBOOK**

MENNONITE COLLEGE OF NURSING  
AT ILLINOIS STATE UNIVERSITY

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# MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

## **A. Introduction to the MCN Program**

### **Mission**

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service and practice with a focus on the vulnerable and underserved. We are 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 individuals.

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 and Advanced Practice Nursing Act serve 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 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 and 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, advanced nursing scholarship, and provides the foundation for doctoral study.

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**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. The outcomes abilities are: caring, critical thinking, communications, and professional practice. The relationship of the outcome abilities to the key concepts is shown in Figure 1.

<b><u>Outcome Abilities</u></b>	<b><u>Key Concepts</u></b>
<i>Caring</i>	Humankind Environment
<i>Critical Thinking</i>	Research Legal/Ethical/Political Dimensions
<i>Communication</i>	Information Processing Teaching-Learning
<i>Professional Practice</i>	Health Promotion Management

Figure 1: Conceptual Framework

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

**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 the ever-changing environment. Humankind moves through time along and developmental continuum beginning with conception and progressive 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

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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 process 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. The 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 provide 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 nurses with the information needed to serve as an advocate in the preservation of the 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 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 the positive health care outcomes.

### Teaching-Learning

Principles of the teaching-learning process are applied by the nurse to self, individuals, group, 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.

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## 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 professional practice of nursing fosters health promotion through the 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 theory 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.

## **Graduate Program**

### Purposes and Outcomes Objectives

The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced practice nursing roles. The program builds on the generalist base of a baccalaureate program which focuses on nursing practice with individuals, groups, and community systems.

#### **Purposes**

- Prepare nurses for advanced practice in health care;
- Prepare graduates to assume leadership roles within the health care system at the regional, state, and national levels;
- Prepare nurses who can identify researchable problems, participate in conducting research, and promote the use of research findings in practice; and
- Provide the foundation for doctoral study.

#### **Outcome Objectives**

The graduate of master's degree program will:

- Demonstrate advanced knowledge and skills in an area of nursing practice;
- Demonstrate excellence in nursing practice by utilizing the process of scientific inquiry;

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- Critically evaluate theories and models from nursing and related disciplines for application to nursing practice;
- Provide leadership which reflects an understanding of the health care delivery system;
- Demonstrate a commitment to compassionate, professional caring through collaborative endeavors with clients and other health care providers;
- Respond to the social, economic, political, ethical, and professional issues affecting nursing practice;
- Demonstrate the ability to communicate a level appropriate for teaching-learning, public speaking, and professional writing.

### **Academic Calendar**

To access important academic dates for students to remember, please go to:

<http://events.illinoisstate.edu/cal/main/showMain.rdo;jsessionid=4EFF14466955F6CA041C6678D4B953A5>

## **B. Academic Policies and Procedures**

### **Academic Progress: “B” Policy**

For the students enrolled in graduate coursework at Mennonite College of Nursing, a grade of a “B” is considered “minimum passing” work. Any student receiving a “C” or below in a course must repeat the course. Students are allowed to retake a maximum of 3 hours of a course work in each sequence in which they are enrolled. Students receiving a “C” or below in more than 3 hours will be terminated from the graduate program. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

### **Class Attendance**

Students are expected to be present at all scheduled discussions and class sessions. Frequent or prolonged absences from scheduled classes and/or co requisite clinical course experiences may necessitate that the student drop the practicum sequence courses. All matters pertaining to student health and illness are to be referred to the course instructor or the Graduate Program Coordinator, if appropriate. A student wishing to drop a practicum sequence course must discuss the matter with the instructor, the academic advisor, or the Graduate Program Coordinator.

### **Continuing Enrollment Policy**

When a student does not graduate from the Mennonite College of Nursing graduate program on schedule according to the Plan of Study creating lapse in clinical practice, the student must register for ongoing clinical practicum until the graduate degree is awarded. The practicum should consist of care consistent with the sequence and consist of a minimum of 120 clinical hours per academic session. This practicum will be handled as an Independent Study with the Graduate Program Coordinator. A contract specifying the clinical site, nature of supervision, number of clinical hours, and scheduling is developed between the Graduate Program Coordinator and the student and signed by both parties.

### **Clinical Course Sequencing**

#### **Family Nurse Practitioner Sequence**

Five of the courses in the Family Nurse Practitioner Sequence are considered “clinical” courses. These are:

NUR431  
NUR471  
NUR473  
NUR475  
NUR477

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These courses are to be taken in this sequential order and in consecutive academic terms. Thus, the student will take 431 in fall semester, 471 in spring semester, 473 in summer session, and 475 in fall semester, and 477 in the spring semester. Family Nurse Practitioner IV 477 is the synthesis course in which the student applies what has been learned in all of the other clinical courses.

### **Nursing Systems Administration**

Two of the courses in the Nursing Systems Administration sequence are considered “clinical” capstone courses. These are:

NUR 481  
NUR 483

These courses are to be taken in this sequential order and in consecutive academic terms. Thus, the student will take NUR 481 in the fall semester and NUR 483 in the spring semester.

### **Clinical Nurse Leader Sequence**

Three of the courses in the Clinical Nurse Leader sequence are considered “clinical” courses. These are:

NUR431  
NUR491  
NUR492

These courses are to be taken in this sequential order and in consecutive academic terms. Thus, the student will take 431 and 491 in the fall semester and 492 in the spring semester.

### **Statement of Unsafe Practice and Attainment of Course Objectives in Clinical Courses**

A student may fail a clinical course on the basis of unsafe nursing care regardless of grades on course requirements or assignments. Unsafe nursing care shall be defined as any practice or behavior that deliberately or inadvertently endangers clients, families, institutional staff, faculty, or other students including but not limited to the following:

1. Failure to maintain confidentiality and/or ethical standards of nursing practice.
2. Failure to carry out nursing procedures in a safe manner.
3. Engaging in activities for which the student is not prepared.
4. Lying or deliberately giving inaccurate information.
5. Engaging in client care while a physical, mental, or emotional condition is a threat to others (e.g., communicable disease, intoxication, or emotional disorder).

### **Thesis Assistance**

Assistance with graduate student’s thesis work is provided by Illinois State University and is available online at the following link:

[www.grad.ilstu.edu/thesis/index.shtml](http://www.grad.ilstu.edu/thesis/index.shtml)

This website provides helpful links:

- Forms for Thesis
- Continuous Enrollment Requirements
- Single vs. Dual Format Approval
- Writing Format
- Research
- Copyright & Permissions
- Award

Information and advice to assist in successful completion of master’s thesis work is also available by contacting the Thesis/Dissertation Examiner:

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## **Sunny Portree**

309/438-2597, Fax: 309/438-7912

[sdportr@ilstu.edu](mailto:sdportr@ilstu.edu)

Illinois State University Graduate School

Campus Box 4040, 309 Hovey Hall

Normal, IL 61790-4040

## **Mennonite College of Nursing Student Grievance Policy**

Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined in the following website:

[http://www.deanofstudents.ilstu.edu/help/conflict\\_resolution/index.shtml](http://www.deanofstudents.ilstu.edu/help/conflict_resolution/index.shtml)

As outlined in the 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...”

What a student at Mennonite College of Nursing must do to file a grievance:

### **Informal Process**

1. If a student has a grievance or complaint, the student should attempt an informal resolution with the faculty or staff member in question.
2. If this proves unsuccessful, the student should seek informal resolution with the course coordinator (for clinical courses).

### **Formal Process**

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

1. 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:
  - 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 your attempts to reach & agreement through informal discussions with the instructor and/or course coordinators

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.

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

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3. The Graduate Program Coordinator will attempt to facilitate resolution of the grievance at the College level.
4. 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.
5. Information about the grievance process can be obtained through the Illinois State University Community Rights and Responsibilities website at: [http://www.deanofstudents.ilstu.edu/help/conflict\\_resolution/index.shtml](http://www.deanofstudents.ilstu.edu/help/conflict_resolution/index.shtml)

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.

If a student is not sure whether or not the action in question can be challenged through the grievance process, please contact Community Rights & Responsibilities at (309) 438-8621.

### **Denial of Admission Policy for Graduate Program**

Policy:

Denial of admission to the graduate program, including all master's sequences, certificates, and doctoral program, may be for any of the following reasons:

- a. There are limited opportunities for student enrollment;
- b. The student's expressed study interest area does not match with the faculty available for teaching;
- c. The materials presented by the student do not meet the criteria established by the program, sequences, or certificate.

Students who are denied admission may appeal the admissions decision.

Procedure:

Appeal of the admission decision involves submission to the Graduate Program Coordinator a written statement by the student stating reasons for appealing the decision. After the Graduate Program Coordinator receives the written statement, an informal discussion with the Graduate Program Coordinator will be held to review the letter. If the student is not satisfied with the outcome of the meeting discussion, a review of the decision and procedures is conducted by the Dean or Associate Dean. The final step in the procedure is a procedural review by the Illinois State University Graduate School. The last review is limited to confirming that established procedures were followed in the academic unit and does not extend to a review of the student's application materials.

## **C. Preceptor Information**

### **Preceptor Planning Process**

Each student who engages in a clinical practice requirement for any given course that requires a preceptor must secure a preceptor(s) for the clinical experience. This process is initiated by the student at the beginning of the semester prior to the semester in which the clinical practicum will take place. Since preceptors are often in high demand, it is important not to delay.

Download and complete the "Preceptor Planning Form" from the MCN website and turn into the graduate program office to notify the College of your plans for preceptorships in the clinical course sequence. Note that this is a **planning** form which is used in the development of a contract between the preceptor and Mennonite College of Nursing at Illinois State University. **This form is not the**

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**contract.** Only when the signed contract has been returned by the preceptor can the student participate in clinical experiences with the preceptor. Please follow these steps:

1. Use a separate “Preceptor Planning Form” for each preceptor for each of your clinical courses
2. Obtain the signature of the preceptor indicating his/her willingness to serve as your preceptor.
3. Obtain the name and approval signature of the preceptor’s supervisor, if applicable.
4. Obtain the information from the preceptor or the office manager about the practice site, including the address, agency contact person to receive communications, phone numbers, and **very importantly**, the name of the person who can sign a contract for this preceptor placement.
5. Obtain the correct name of the affiliating agency for the preceptor.
6. **Double check** that all of the information is complete, legible, and has correct spelling.
7. Mail or return the complete form to:

Mennonite College of Nursing  
Campus Box 5810  
Illinois State University  
Normal, IL 61790-5810  
Attention: Graduate Program Office Support Associate

**It is the student’s responsibility to verify that a signed contract with the practicum site has been returned to the College.**

**YOU MAY NOT PARTICIPATE IN ANY CLINICAL EXPERIENCE WITH THE PRECEPTOR UNTIL THE SIGNED CONTRACT IS RETURNED.**

It is best if you obtain all of your preceptors as soon as possible. Remember that it can take several months to establish a contract for preceptors. The following are the absolute deadlines for submission of the forms.

Deadlines for Submission of Course Semester Preceptor Planning Forms

Spring	<b>October 15</b> before spring semester
Summer	<b>March 15</b> before summer session
Fall	<b>May 15</b> before fall semester

**Family Nurse Practitioner Sequence:** Listed below are the types of preceptors needed for each course.

### Course Preceptorship

- FNP I Primarily family practice sites which include pediatric clientele, pediatric practices (primary emphasis of course is pediatrics with some beginning adult content)
- FNP II OB/GYN sites
- FNP III Family practice or internal medicine primary care sites, geriatric specialty sites (emphasis of course is adult/geriatric)
- FNP IV Family practice or internal medicine primary care sites (encompassing clients across the lifespan)

Note: You may need more than one preceptor during a course in order to obtain the experiences required in the course. For example, for FNP II, you may need one site for OB experiences and another for GYN experience or you may be able to see both types of clients within a women’s health practice.

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**Clinical Nurse Leader Sequence**

If you need assistance in locating a preceptor site, please feel free to contact your course instructors or the Graduate Program Coordinator.

**Nursing Systems Administration Sequence**

If you need assistance in locating a preceptor site, please feel free to contact your course instructors or the Graduate Program Coordinator.

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<p><b><u>Deadlines for Form Completion</u></b>          Fall Semester – Due May 15th          Spring Semester – Due October 15th          Summer Session – Due March 15th          Summer Extension Program – Due May 1st</p>	<p><b><u>Questions?</u></b>          Clinical site/contract &amp; Preceptor information: (309) 438-2463          (Michelle Hopkins)</p>
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**MENNONITE COLLEGE OF NURSING  
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PRECEPTOR AGREEMENT FORM**

**Student Name** \_\_\_\_\_ **Course Name & Number** \_\_\_\_\_

**Starting Date for Clinical Experience** \_\_\_\_\_ **End Date for Clinical Experience** \_\_\_\_\_

**Preceptor Printed Name** \_\_\_\_\_ **Credentials** \_\_\_\_\_

**Preceptor Title/Position** \_\_\_\_\_ **Email Address** \_\_\_\_\_

**Practice Site: Name** \_\_\_\_\_

**Address** \_\_\_\_\_ **City** \_\_\_\_\_

**State** \_\_\_\_\_ **Zip** \_\_\_\_\_ **Phone (work)** \_\_\_\_\_ **Phone (home)** \_\_\_\_\_ **Fax** \_\_\_\_\_

**Professional License: #** \_\_\_\_\_ **State** \_\_\_\_\_ **Expiration Date** \_\_\_\_\_

**Total Number of Years Experience at Current Level of Licensure** \_\_\_\_\_

**Board Certification: No Yes If yes, Certifying Board** \_\_\_\_\_

**Area(s) of certification** \_\_\_\_\_ **Date Certified:** \_\_\_\_\_

**I agree to serve as a preceptor as noted above:** \_\_\_\_\_ **(Signature)**

**Has the Preceptor previously precepted for Mennonite College of Nursing students?**      **Yes**      **No**

**If no, please complete this section. If yes, then this section may be left blank.**

1. \_\_\_\_\_  
 Legal Name of Agency to Appear on Contract between MCN and Clinical Agency

2. \_\_\_\_\_ Phone: \_\_\_\_\_  
 Name and Title of Contact Person for Contract between MCN and Clinical Agency

3. \_\_\_\_\_  
 Name and Title of Person Legally Authorized to Sign Contract for Clinical Agency (if different then #2 above)

4. \_\_\_\_\_  
 Phone Number and Clinical Agency of Person listed on Line #3 above (if different then #2 above)

5. \_\_\_\_\_  
 Name of Person to Whom the Clinical Agency Contract should be mailed (e.g., Office Manager, Administrative Assistant)

\_\_\_\_\_  
 Mailing Address, City, State, Zip Code

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### 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 admitted to Illinois State University's health requirements. Copies of student immunization records on file with Student Health Service are available with a signed consent form 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 to show evidence of having has 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 April 30 for those students entering in the fall. Completion of a three-dose injection series for Hepatitis B is also required. The first two doses must be administered prior to being allowed to participate in clinical activities. The second dose should be administered one month after the first dose had been given. The third dose should be administered five months after the second dose has been administered. Students will not be able to participate in clinical activities at the beginning of their second semester at Mennonite College of Nursing if the third dose has not been scheduled to be administered. The physical examination with supporting documentation is due July 1, 2010 for students with a fall entry point.

All Graduate 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.

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**Procedure for Reporting Student Exposure to  
Blood/Body Fluids**

Upon significant exposure to blood/body fluids during clinical experience or lab,

The following actions are implemented:

1. The student immediately reports the exposure to the instructor or lab staff
2. The clinical agency's protocol for exposure/injury is followed immediately.
3. Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to Employee Post-Exposure Plan.  
(<http://oehs.ilstu.edu/Bloodbor97.html>)
4. The student and faculty complete an accident report, which can be obtained from the Associate Dean's Secretary.
5. As with all healthcare expenses, payment for evaluation and treatment is the responsibility of the student.

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### D. Student Organizations

#### a) **MGSO**

MGSO is composed of all master's degree and certificate students enrolled in the Mennonite College of Nursing graduate program. The organization provides a vehicle for coordination and communication among graduate students at the College and provides an avenue for access to information and activities that contribute to the graduate students' professional development.

#### b) **Student Organizations (ISU)**

Illinois State University has a variety of registered student organizations. You can find these different organizations at the following link:

<http://www.deanofstudents.ilstu.edu/involved/rso/>

#### c) **Sigma Theta Tau International, Honor Society of Nursing, Xi Pi Chapter**

Sigma Theta Tau International is the Honors Society for Mennonite College of Nursing. To learn more about this prestigious organization, please go to: <https://secure.ilstu.edu/colleges/mcn/content/xipi/>

### E. Other Information

#### 1. **Nametags**

Graduate Students are expected to wear proper identification when participating in clinical practicum experiences. A Mennonite College of Nursing photo identification nametag can be obtained through the Redbird Card office located on the second floor of the Bone Student Center.

#### 2. **Graduation**

Graduation information from Illinois State University can be found on <http://www.commencement.ilstu.edu>  
This website will answer all your graduation questions.

#### 3. **Technology Requirements**

Students can find the most up to date computer requirements on the MCN web page under "Graduate Resources, Technology." [http://mcn.illinoisstate.edu/graduate/grad\\_resources/technology/](http://mcn.illinoisstate.edu/graduate/grad_resources/technology/)