

This Month

March 2007

Johnson County Community College

Hi-Tech Conferencing





Knudson Makes a Conference Call

Dr. Lin Knudson has developed a three-year business plan for the Regnier Center's conference center.

As part of the new Regnier Center dedicated to business and technology, the first-floor conference center will be able to

offer customers a 5,000-square-foot technology-infused room for multimedia presentations, exhibitions, special events and banquets.

With space for exhibits in surrounding hallways, the Shull Foyer serving as a meet-and-greet lobby and information center, breakout rooms and a full-service kitchen nearby, the conference center offers all the amenities of a full-service meeting facility.

Use

The first priority for the conference center's use is Continuing Education and Community Services classes, seminars and events, according to Dr. Lin Knudson, dean, Continuing Education and Community Services.

The conference room can be used as one large room or divided into halves (lengthwise or crosswise) or fourths by partitions that go into place with a flick of a switch. The room is designed with multiple floor outlets for exhibits and computers. Tables can be configured to create a conference room, classroom or lecture hall. The kitchen will provide food for coffee breaks, sit-down dinners or informal buffets. Because of the conference room's proximity to the glass

atrium and the 250-seat Nerman's M.R. and Evelyn Hudson Auditorium, events can overlap between the two buildings.

"I think it's going to be a very versatile space," Knudson said.

The Center for Business and Technology has a more than 20-year history of providing continuing education units, licensure and certification to professional groups so it would follow that the conference center could manage an organization's conferences and transcribe CEUs.

Campus events are the second priority for the conference room – events for groups like Staff and Organizational Development, Student Activities and the Foundation. Community rental events will be given third priority, including weddings, bar mitzvahs and family reunions.

Knudson has developed a three-year business plan with pricing, description of services, menus, floor layouts, stationery and staffing. Staffing calls for a full-time person to manage the conference center and a dedicated Media Production and Services staff member, both housed in the Regnier Center scheduling office.



Technology

“There is so much technology in the Regnier Center that it warrants a person who knows how to use the equipment,” Knudson said.

That equipment includes 50 podiums designed for the Regnier Center and Nerman Museum engineered with a user-friendly touch screen to control a computer, LCD projection screen, plug-in for laptop, DVD/VCR/CD player, digital visual presenter and microphone. Each quadrant in the conference room can have its own set of controls or the entire room can interact simultaneously. The Regnier Center will have digital signage throughout the building and a very bright (11,500 lumen) projector to display art or messages in the “flash cube,” the Regnier Center’s two-story glass box.

Each Regnier Center room has its own processor that can feed into the campus network, according to Kam Wagner, media services technician. The gee-whiz factor is that all of the electronics in the Regnier and Nerman rooms can be monitored from a single computer. The computer can schedule rooms’ electronics to turn off and on at certain times, and receive e-mails when a piece of equipment malfunctions.

While all the technology for the new buildings sounds daunting, Wagner says the idea is to make the control centers easy to use and

standardized, looking toward retrofitting the entire campus with the same equipment.

During fall 2007 professional development days, anyone using the new podiums will receive training.

“We have needed a space like the conference center for a long time,” Knudson said. “The Center for Business and Technology and the entire branch is envisioning the different kinds of things we can do in this beautiful space.”

Adrian Swan and Kam Wagner, media services technicians, stand next to a podium prototype designed for the Regnier Center and Nerman Museum.



Drawings of Regnier Center’s conference center are courtesy of Gould Evans Associates, LLC

Student Returns from Iraq

JCCC student Jacob McDaniel is nothing if not ambitious. After 11 months and 26 days in Iraq, the Kansas National Guard E-5

Sergeant was eager to return to JCCC, where he is enrolled in 18 hours for the spring 2007 semester. His educational goal is to complete a degree in graphic design and certificates in desktop publishing and Web design.

After his tour in Iraq, McDaniel says he has learned not to take so much for granted.

“You learn to appreciate the little things – like being able to drive your car and not be shot at,” McDaniel said.

McDaniel first attended JCCC from August 2003 to August 2005, during which time he had a full time job at Target and part-time job as a graphic designer for the Campus Ledger in spring semester 2005. In September 2005, his 2/137th Infantry, Charlie Company, was deployed to Iraq.

In November 2005, McDaniel was stationed in Baghdad on a secret mission. After his initial eight weeks, he was moved south of Baghdad, working 12 hours a day, seven days a week out of a palace that had belonged to one of Saddam Hussein’s wives. He was then assigned to “presence patrol” in an effort to make Iraqi residents feel secure by searching for bombs, weapons and

terrorists. His work also included humanitarian efforts like repairing bridges and helping locals with crops.

But in the midst of conflict, McDaniel had what he calls his “getaway point” – two university classes. McDaniel didn’t have the software to take the JCCC advanced Photoshop class he wanted, so he enrolled in *Introduction to Business Management* and *Introduction to Marketing* through Grantham University’s online degree program, recognized by the U.S. military. McDaniel says he was the only soldier in his company to take a class during deployment. Other soldiers used their time for computer games and magazines

“Classes kept my mind off my job,” McDaniel said.

McDaniel remained physically fit wearing 75 pounds of gear on patrol and mentally fit earning A grades in both classes.

At times when McDaniel was studying, explosions and gun fire detonated around his barrack.

“It wasn’t friendly fire,” he said.

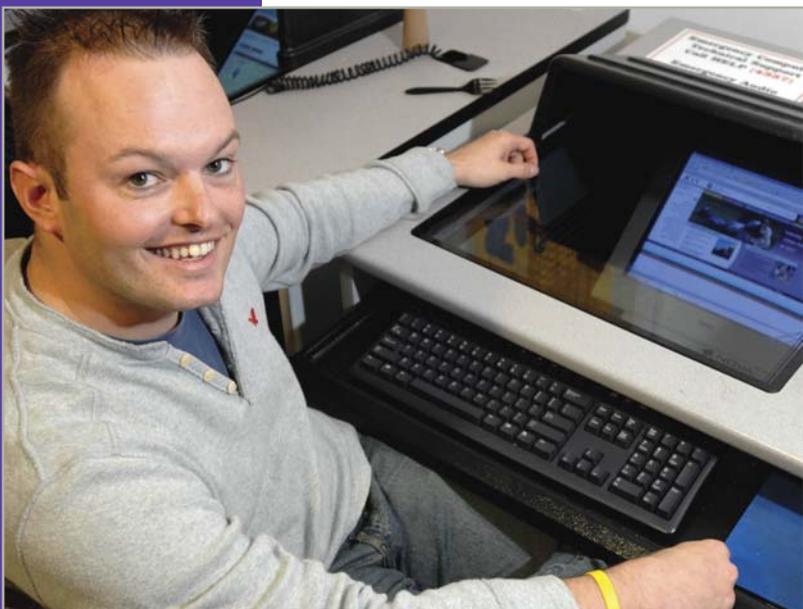
McDaniel maximized his free time in Iraq. Besides studying for classes, he researched the idea of creating his own clothing company and instructed himself on Macromedia Flash software. He even had a part-time job for a U.S. company creating flash animation for use as an interactive teaching tool for insurance companies.

“It’s a chore,” McDaniel said of taking classes while stationed in Iraq. “You have to be self-motivated.”

And McDaniel is motivated. His goal is to work for a design firm and still have time to work on free-lance projects. He likes the versatility that being a graphic designer offers and wants to do it all – print, Web, clothes, etc.

“I don’t wish my experience in Iraq on anybody. What can I say? It’s war,” McDaniel said.

McDaniel, however, does tout his experience with the Kansas National Guard and recommends enlistment as a way to pay for school and achieve career goals.



Dodge Offers Help for Test Anxiety

The average student walks into a test carrying a sharpened #2 pencil and an eraser. But students with test anxiety often carry

more – headaches, nausea, diarrhea or a myriad of physical, emotional, behavioral and cognitive symptoms.

“It is common for college students to be anxious about tests, and a little nervousness can help to motivate us,” said Carla Dodge, access adviser, Access Services for Students with Disabilities. “But when test anxiety gets to the point that it affects the grades of studied and prepared students, it is time for them to seek help.”

So Dodge wrote a brochure, *Managing Test Anxiety*, published in October 2006, with practical tips on how to stem the flow of test trepidation before, during and after the exam.

Before the test, Dodge offers suggestions from making and taking practice tests to avoiding too much caffeine. During the test, the anxious student is coached to organize test-taking time, control fear with positive statements, and breathe deeply and slowly for physical relaxation. After the test, students are advised not to dwell on mistakes and review strategies that worked and didn't work. These are just a few of the gems from the six-page easy-to-read brochure, available in JCCC Counseling Services.

Dodge says test anxiety is part of a generalized performance anxiety – the same feeling one has when performing a solo, stepping up to the batter's box or interviewing for a new job. This anxiety may manifest itself only while taking a test and sometimes only a test in one subject like math.

“We find there are good students who are absolutely familiar with the material but get frustrated because they can't demonstrate that knowledge in an anxiety-producing test situation,” Dodge said. “It is hard to be evaluated by others.”

Anxiety can be compounded – worrying about how anxiety will affect the test performance can be as debilitating as the anxiety itself. Dodge says students need to remember that a test is only a test and perfection is not always realistic.



An access adviser for seven years at JCCC, Dodge was inspired to write the *Managing Test Anxiety* brochure for students who have test anxiety but don't have documented disabilities. Access Services can only provide testing accommodations for students with documented disabilities.

“I had to tell students, ‘I know test anxiety is real and I know it's affecting your grade, but I can't set up testing services for you without disability documentation.’ At least the brochure is something to provide them with encouragement that things can get better,” said Dodge, who has a bachelor's degree in education with an emphasis in special education from the University of Kansas and a master's degree in educational psychology from Wichita State University.

About 300 copies of *Managing Test Anxiety* were published in the fall, and a re-order of 600 copies was made for the spring semester to meet the demand. Students with test anxiety are encouraged to meet with a JCCC counselor.

“Feeling ready to meet the challenge can keep test anxiety at a manageable level,” Dodge said.

Carla Dodge, access adviser, Access Services for Students with Disabilities, is seen here in front of the Testing Center.

Carver Named to JCCC's First Endowed Chair

In the early 1980s, Kathy Carver, RN, was working as a staff nurse in the Shawnee Mission Medical Center emergency room and assisted



Kathy Carver, nursing professor, is shown here in the patient simulation lab.

David Zamierowski, M.D., a plastic surgeon, on a car accident victim with multiple lacerations.

Twenty-five years later, their paths would cross again.

In 2004, Zamierowski, now retired, began volunteering to teach JCCC nursing students and assist Carver, now a nursing professor, in the patient simulation lab.

In honor of Carver's teaching and leadership in the human simulation project, Drs. David and Mary Zamierowski, Overland Park, have designated Carver to be the first person to hold the Zamierowski Family Endowed Professorship for Nursing and Medical Simulation, which is also the first endowed chair in JCCC's history. The \$750,000 gift will allow Carver to concentrate

full time on simulation teaching, research and evaluation and allow the nursing program to hire another full-time faculty, increasing the total number of full-time nursing faculty from 13 to 14.

"I am honored to be recognized with this new title and humbled to have the Zamierowski family name associated with my teaching and nursing practice," Carver said. "I am really excited that JCCC students will be afforded more simulation experience and for the program to have another faculty member."

JCCC received its first simulator in November 2001. Currently the college has three sophisticated patient simulators – two adults and one pediatric – that can be programmed with hundreds of patient scenarios and respond physiologically to treatment.

With the new patient simulation lab being planned for the first floor of the Classroom Laboratory Building, there will be a total of four to eight patient simulators, including simulators representing medical specialties such as labor and delivery. The new simulation lab will include four to eight multifunctional bed bays that can be configured as rooms in the ICU, emergency room, post-operative unit or medical-surgery unit. A larger area will be set up as an operating room or labor/delivery room. The expanded simulation lab will enable students to triage and care for multiple "patients" at one time and work in teams, replicating real-world nursing practice.

"The simulators make our students good practitioners by building their skills and confidence," Carver said. "Students feel more prepared to deal with critical kinds of care and less frequently seen medical conditions after practice in the lab."

Carver says that with more simulators and more space, JCCC can serve a larger number of JCCC students in RN, LPN, EMT, respiratory care and RN refresher courses and students from other schools.

Carver earned a bachelor's degree in nursing from Washburn University and a master's degree in nursing from the University of Kansas. She started teaching at JCCC in 1983 and has taught all nursing courses. In 2001, she was trained to program and maintain the complex computerized human simulators by its manufacturer, Medical Education Technologies Inc. Since then, she has been a presenter at many state and national conferences on the use of simulation and the development of critical thinking in nurse education.

"It is our family's hope that by enhancing the teaching of the faculty and the learning of the students, this program of medical simulations will further improve the quality of our graduates and benefit the entire community," said David Zamierowski.

Wilson Heeds Call of the Wild

Staff

Dressed in a suit and chatting in her campus office, LeAnna Wilson, director, Community Services, has an appearance of

propriety that disguises her alter ego – that of the adventurer.

Within three months, Wilson visited the largest denning area in the world for polar bears in the Arctic and the frozen ice caps of Antarctica for penguins.

“I like to see animals in their habitat,” Wilson said.

In addition to polar bears, her trip to Churchill, Canada, on the Arctic waters of Hudson Bay, bagged Wilson a sighting of an Arctic fox, snow hare and snowy owl. She also photographed a mother polar bear nursing her cubs.

“There is only about four weeks in the year when people can see polar bears. The bears are in hibernation waiting for the tundra and waters of the Hudson Bay to freeze so they can cross solid surface to hunt seals,” Wilson said.

To reassure environmentalists, Wilson says that tours and the community are careful to protect the ecosystem. No one is allowed to walk on the tundra, and polar bears that do wander into Churchill are anesthetized and relocated to the Arctic environment.

“Polar bears are at the top of the food chain,” Wilson said. “Children in Churchill are taught to climb trees or gather at a public site for safety.”

Wilson describes Churchill as a town of 800 people and 1,200 polar bears. About 15,000 people visit the area, 1,040 miles north of Winnipeg, in the fall when the bears make their showing. Wilson was there Oct. 21-28, 2006.

On the other end of the world, Wilson explored the world of Antarctic penguins living in rookeries on glacier ice Dec. 20, 2006-Jan. 7, 2007. She also encountered seals, whales and albatrosses. Wilson flew into Punta Arenas, Chile, where she boarded a Norwegian boat for Antarctica. Small “Polar Circle” boats and gear were issued for excursions to glaciers and small harbors, where once again rules protect animals from tourists. Because temperatures were unusually mild (12 to 44 degrees) and winds light, Wilson and travel mates were able to take 11, rather than the usual five, excursions.



“Antarctica is like no other place in the world,” she said. “The crew stopped the boat in a place called downtown Antarctica, where one can turn 360 degrees and see nothing but icebergs – some as tall as skyscrapers.”

Wilson’s return trip took her through Drake Passage, where she endured a 35-hour raging storm, then on to Buenos Aires, Argentina, where she departed for the United States.

“This was not a trip for sissies,” Wilson said. “It was a real expedition.”

With this trip, Wilson crossed two more continents off her list to visit – Antarctica and South America.

“I had no desire to leave the United States until 1995 when a friend asked me to go to London,” Wilson said. “I haven’t stopped traveling since.”

The only continent left for her to visit is Australia.

Wilson said, “Visiting another culture, trying different food and seeing different terrains give you insight and expands your personal viewpoint” – an *apropos* statement for a director in JCCC’s branch devoted to continuing education.

LeAnna Wilson smiles as Gentoo penguins scurry on rocks in Antarctica.





TXTJCCC

FYI – PM for JCCC PPL

Beginning in the spring semester, students, faculty, staff and community members can sign up to receive the latest information from Johnson County Community College sent as text messages or e-mail to their cell phone, wireless PDA or pager. They can receive campus alerts about emergencies and weather closings and reminders of deadlines for students (both sent as needed).

They can also take advantage of great deals through:

- Thinking Thursday: A mindbender question is sent once a week on Thursday. Participants text or e-mail the answer; a winner drawn at random wins a prize.
- JCCC Deals: Participants receive a daily (Monday-Friday) special offer from area restaurants and entertainment venues.

Participants sign up for these messages through a new “Text Message” link listed on the left side of the college’s main Web page. Participants must opt in to receive messages in the categories that interest them.

This is a free service provided by JCCC in collaboration with The Olathe News. It is a spam-free application – participants opt in and personal information is kept private. Participants may unsubscribe or change message preferences anytime through the “Text Message” link. Additional message categories may also be added at any time. The service is provided through Textcaster.com, a local company that provides similar services for the Shawnee Mission School District, University of Notre Dame Athletics and Arizona State University, among others.

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Editor: Peggy Graham
Photographer: Bret Gustafson
Designer: Randy Breiden

When planning your estate, remember Johnson County Community College. For more information, call Emily Fowler, JCCC Foundation, 913-469-3835.