

North Central Michigan College

Nursing Student Handbook 2020-2021



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Attention: It is important that you refer to the Handbook throughout the nursing program. Students are responsible for the information contained in the NCMC Student Handbook and the Nursing Student Handbook.

Information in this handbook describes the NCMC Nursing Program at the time of publication. However, changes may be made in guidelines, clinical rotations, curriculum or costs. Such changes will be announced before their effective date.

Non-Discrimination Guidelines

North Central complies with Executive Order 11246, Titles VI and VII of the Civil Rights Act of 1964, as amended, Title II of the Americans With Disabilities Act of 1990 (ADA), as amended, Title IX of the Educational Amendments of 1972, as amended, Section 503 and 504 of the Rehabilitation Act of 1973, as amended, The Age Discrimination Act of 1975, as amended and all implementing regulations, the Age Discrimination in Employment Act of 1967 and all State of Michigan statutes prohibiting discrimination.

Any person who believes that he/she has been discriminated against by North Central or any of its departments or personnel in violation of this guidelines should immediately file a Complaint with the Vice President of Finance & Facilities and request a copy of the North Central Discrimination Grievance Procedures which provide for the prompt and equitable resolution of complaints alleging discrimination prohibited by federal, state and local statutes and ordinances. The Discrimination Grievance Procedures are also available on the North Central website: www.ncmich.edu.

Questions concerning the North Central non-discriminatory guidelines may be directed to the North Central Vice President of Finance & Facilities, 1515 Howard St., Petoskey, Michigan 49770; Telephone: 231-348-6603.

Questions regarding Title IX should be directed to the North Central Vice President of Student Affairs, 1515 Howard St., Petoskey, Michigan 49770; Telephone: 231-348-6618; Email: TitleIXCoordinator@ncmich.edu.

Inquiries by disabled students regarding academic support services should be directed to the Director of Learning Support Services at the same address as above or call 231-348-6817.

The Board of Trustees delegates the development and adherence to the “Discrimination Grievance Procedures” to the President.

Dear Student, Welcome!

On behalf of the nursing department, I would like to welcome you to the field of professional nursing. The Associate of Applied Science in Nursing degree includes both general education and nursing courses. The general education courses meet college requirements for graduation and provide a foundation to prepare you for nursing courses. Successful completion of the nursing program prepares you to work as a Graduate Nurse and sit for the NCLEX-RN examination. Upon successfully passing the NCLEX-RN you will be eligible to become a Registered Nurse (RN).

The organizing framework, philosophy and safe practice criteria found in this handbook serve as the foundation for the nursing curriculum. Expectations of the end of program student learning outcomes (EPSLOs) are leveled throughout the program and based on best practice guidelines of Quality and Safety Education for Nurses Association (QSEN) and the National League for Nursing (NLN). Carefully read each of these areas of the nursing handbook as they describe the behaviors expected from nursing students as they progress through the program.

To be a successful student prioritization is a key factor in meeting the program and student learning outcomes. Assuming responsibility for your actions, attendance, and participation is paramount to success as a student and later as a professional nurse.

Nursing courses provide classroom, laboratory and clinical experiences. These courses are leveled from introductory to advanced. In the classroom concepts of nursing are presented and discussed. These concepts are practiced in the laboratory and ultimately applied in clinical areas. Lecture and laboratory sessions are conducted on the college campus and clinical experiences occur in area hospitals as well as other healthcare settings. Student progress is continuously evaluated in each of these settings.

The nursing program is rigorous, and admission does not guarantee successful completion of the program. Because of the complexity of the program additional resources are provided to assist you. These resources are available by appointment and include Learning Support Services (LSS), nursing faculty, the Dean of Nursing, nursing tutors and advisors.

The information in the Nursing Handbook is provided in addition to the information found in the North Central Michigan College Student Handbook. You are required to read and understand both handbooks. You must also inform the Nursing Department of any changes in your contact information. I wish you well as you enter the nursing program.

Kind Regards,

Dr. Jamie Pagels DNP RN
Dean of Nursing, Allied Health and Science

Program Overview

The faculty of the Associate Degree Program in Nursing at North Central Michigan College believes that the educational program in nursing exists within the larger framework of the college's mission, vision and values.

Organizing Framework

The conceptual framework of nursing practice at North Central Michigan College is the basis for the curriculum in the nursing program. The conceptual framework is based on health, person, environment, and nursing. The nursing philosophy is threaded throughout the curriculum and rests on the foundation of the Institute of Medicine's Quality and Safety in Education for Nurses (QSEN) and the National League of Nursing's (NLN) Education Competencies Model for Graduates of Associates Degree Nursing programs. These six competencies are outlined in Table 1.1

Health is a concept that describes a state of wholeness or integrity, not merely the absence of disease. It includes the capacity to live as a human being within one's physical, biological and social environment. Health is a dynamic state in which the physical, psychological, interpersonal, and social aspects of health are inseparable. Nursing's concern is the highest level of health as a fundamental right of all persons and families regardless of age, sex, race, creed, national origin, orientation or socio- economic status.

A person within the health care system becomes a client when perceived by self or others as having a health problem. A person has a right to self-determine their health care needs, and activities.

Nursing is dynamic and draws upon the knowledge of the biological, physical, social, and nursing sciences as a basis for practice. The focus of nursing care is patients, families, and communities. It is a therapeutic process involving critical thinking along a wellness-illness continuum. Nursing is a human service that advocates for and assists individuals to sustain life and health, recover from disease or injury and cope with its effects. Nurses also promote health, wellness adaption, and self-care throughout the lifespan.

The environment is the context in which nursing care occurs and provides a framework for understanding those elements internal and external to the person. It includes one's culture and beliefs, as well as the resources within a home, family, or community.

Communication and human interaction are integral to the practice of nursing and the vehicle through which nurses convey care, empathy, and respect for the dignity of all. Care for patients, families, and communities are most relevant when it is culturally appropriate and based on the values of the profession of nursing. Nurses use communication skills to convey care to the client and these skills are integral to the teaching and collaborating with others. Each person has the right to information which will assist in making decisions and to achieve their highest level of wellness.

Nursing education at the associate degree level at North Central Michigan College is a process that allows for the acquisition of knowledge, skills, and attitudes necessary to function as an entry-level professional nurse. Adult learners are capable of self-directed behavioral change within these domains and within a variety of settings across the health care continuum. The curriculum is conceptually based and transitions from the simple to the complex in the application of nursing. Teaching and learning are the interactive processes and occur via multiple strategies. The goal of education is to instill a belief in the imperative for lifelong learning and spirit of inquiry as a member of the profession of nursing.

Upon completion of the North Central Michigan College Associate Degree in Nursing, graduates will be skilled critical thinkers who utilize the nursing process as a framework for clinical decision making. As entry level nurses, graduates will be responsive to changes in society, health care delivery, and the profession of nursing and therefore, prepared to deliver high-quality nursing care.

Philosophy Statement

- We believe that nursing involves caring for the whole person in various states of health across the lifespan through the application of nursing knowledge.
- We believe that nurses engage in critical thinking to enhance both decision making and problem solving.
- We believe that nurses acquire and use health information and resources in order to teach patients and families.
- We believe nurses acquire clinical competency through experiences in various health care settings so that best practices are maintained.
- We believe that nurses communicate with clients, health care professionals, and

other members of the community in a therapeutic and effective manner.

- We believe nurses participate in teamwork and partnerships by collaborating and empowering others.
- We believe nurses demonstrate professional values, professional development, and lifelong learning.

Safe Practice Criteria

I. Professionalism

a. Ethics

- i. Adheres to accepted standards of professional ethics
- ii. Practices with integrity
- iii. Reports errors promptly

II. Accountability and Responsibility

a. General Attitude

- i. Ability to recognize errors and assume responsibility for own actions and mistakes
- ii. Able to maintain composure during nursing care
- iii. Able to separate professional and personal responsibilities and set client's/patient's needs above those of self while in the clinical setting
- iv. Attend clinical in a state of optimal mental and physical health
- v. Seeks assistance and supervision when performing procedures for the first time or when in doubt
- vi. Collaborates regularly with instructor, agency staff, and peers regarding client/patient information and nursing care
- vii. Follows through on instructions from the clinical instructor, hospital staff, and health care providers
- viii. Turns in all assignments, written and electronic on time, fully complete and accurate
- ix. Complies with dress code during clinical and laboratory assignments

b. Clinical Preparation

- i. Uses sufficient time to assess client/patient before the assigned clinical time, whereby assigned paperwork is complete
- ii. Able to answer pertinent questions regarding client's medical condition posed by the instructor on repeated occasions

III. Communication

- a. Able to professionally communicate essential information to others verbally
- b. Reports significant changes in clients' physical and psychological condition in a timely manner
- c. Recognizes the effect of one's behavior on clients/patients and how clients'/patients' behavior might affect students' responses
- d. Able to relay pertinent client/patient information through documentation

IV. Application of Theory

- a.** Demonstrates in written assignments and verbal discussion with instructor adequate knowledge of:
 - i.** Individual disease conditions and related pathophysiology
 - ii.** Diagnostic tests
 - iii.** Medications
 - 1.** Relation to diagnosis
 - 2.** Precautions to take with giving
 - 3.** Evaluation of therapeutic effect
 - 4.** Side effect and adverse reactions
 - 5.** Usual dose
 - 6.** Ability to compute dosages accurately
 - iv.** Treatments and procedures
 - 1.** Relate to diagnosis and pathology
 - 2.** Able to determine priority areas of nursing care, including and appropriate plan of action with rationales

V. Clinical Procedure and Practice

- a.** Able to use appropriate nursing judgment when carrying out nursing interventions
- b.** Consistently performs nursing treatments or procedures correctly and accurately
- c.** Able to recognize and implement independent nursing functions: e.g. turning and positioning bedridden clients/patients every two hours, hand washing, etc.
- d.** Able to identify or provide appropriate client teaching
- e.** Able to initiate appropriate nursing interventions
- f.** Administer medications following the “6 rights”
- g.** Does not function beyond level of preparation
- h.** Performs dependent functions only with a doctor’s orders
- i.** Consistently able to manage client’s/patient’s care assignment within the constraints of the assigned clinical time
- j.** Consistently provides complete and thorough nursing care. An instructor (or RN designated by the instructor) will supervise all procedures performed by the student until the student is evaluated as a competent and independent in that particular procedure. Before performing procedures, it is the responsibility of the student to check the original doctor’s orders. Students will be supervised by clinical faculty rather than staff whenever possible.

Table 1.1 Practical Application

QSEN	NLN – Educational Competencies for Associate Degree	End-of-program Student Learning Outcomes EPSLOs
Patient Centered Care	<u>Human Flourishing</u>	<u>Competency 1</u> Patient Centered Care: The student will demonstrate nursing practices that acknowledge the dignity and worth of the individual and family through the use of caring interventions within the interpersonal relationship.
Safety	<u>Nursing Judgment</u>	<u>Competency 2</u> Safe Patient Care: The student will integrate critical thinking and evidence-based practice in providing safe competent care to clients.
Multidisciplinary Care and Teamwork	<u>Professional Identity</u>	<u>Competency 3</u> Multidisciplinary Care and Teamwork: The student will participate in nursing and multidisciplinary teams to work collaboratively in the contemporary health care setting to achieve quality care.
Patient Teaching	<u>Human Flourishing</u>	<u>Competency 4</u> Patient Teaching: The student will demonstrate a teaching relationship with clients which requires continuous learning, refining and integrating professional behaviors and values.
Accessing Information and Evaluating Outcomes	<u>Spirit of Inquiry</u>	<u>Competency 5</u> Accessing Information and Evaluating Outcomes: The student will demonstrate the ability to use informatics as a method of evaluating patient outcomes and to continuously improve patient care.
Accountability and Responsibility	<u>Professional Identity</u>	<u>Competency 6</u> Accountability and Responsibility: The student will demonstrate evidence of preparation for clinical and direct patient care experiences.

End of Program Student Learning Outcomes

End-of-program Student Learning Outcomes (EPSLOs)	Level 1 NUR 103/NUR 111	Level 2 NUR151/NUR 171 AH 220	Level 3 NUR 203 NUR 211/NUR 231	Level 4 NUR 250/270
Student Competency 1 Patient Centered Care The student will demonstrate nursing practice that acknowledge the dignity and worth of the individual and family through the use of caring interventions within the interpersonal relationship.	The student will describe the value of therapeutic communication with individuals while providing individual nursing care.	The student will demonstrate knowledge of therapeutic communication when establishing nurse-client relations	The student will analyze the use of effective therapeutic communication and anticipatory guidance with women, children, and families throughout the lifespan.	The student will evaluate correlations between the interrelationship of complex pathophysiology and the clinical course of individual patients and families.
Student Competency 2 Safety The student will integrate critical thinking and evidence-based practice in providing safe competent care to clients.	The student will accurately calculate drug dosages in the classroom and laboratory setting.	The student will demonstrate the use of evidence-based practice research into clinical practice to provide safe care for patients with health alterations.	The student will analyze effective safety measures and evidence-based practices to the care of individuals and families in a variety of acute and community settings.	The student will evaluate the organization and provision of delivery of care optimizing resources and integrating safe practice.
Student Competency 3 Multidisciplinary Care and Teamwork The student will participate in nursing and multidisciplinary teams to work collaboratively in the contemporary health care setting to achieve quality care.	The student will describe ways to use technology as a tool for safe patient care and error prevention as well as a component of clinical decision making and care coordination and collaboration.	The student will demonstrate effective communication skills in engaging in therapeutic relations with patient, families and the interdisciplinary team.	The student will analyze effective communication and collaboration with colleagues and multidisciplinary teams.	The student will evaluate the effectiveness professional communication with patients and family members as well as collaborate with the health care team in coordinating care.
Student Competency 4 Patient Teaching The student will demonstrate a teaching relationship with clients which requires continuous learning, refining and integrating professional behaviors and values.	The student will describe the nurses' responsibility with regards to patient education about medication management.	The student will demonstrate the ability to provide education to clients about nutrition and maintenance of healthy weight.	The student will analyze educational plans utilizing the nursing process when caring for populations.	The student will evaluate assimilation of the knowledge of the basic concepts of nursing care of individuals with complex health problems, and the interplay of these concepts in the promotion of health, wellness, and illness within the health care system.
Student Competency 5 Assessing Information and Evaluating Outcomes	The student will describe ways to use technology to gather	The student will demonstrate appropriate	The student will analyze appropriate safety measures,	The student will evaluate integration of technology in the

The student will demonstrate the ability to use informatics as a method of evaluating patient outcomes and to continuously improve patient care.	data in the provision of individual patient care.	technology use to gather information regarding the patient's disease process, as well as plan and document caring interventions.	evidence-based practice, and technology in decision making and care coordination (or planning) and collaboration to meet optimum patient outcomes.	use of evidence-based practice in the care of patients with complex health issues and the health care system.
Student Competency 6 Accountability and Responsibility The student will demonstrate evidence of preparation for clinical and direct patient care experiences	The student will describe the legal and regulatory issues regarding prescription medications, as they relate to the practice of nursing.	The student will demonstrate the use of evidence-based practice in formulating interventions with clients with various stressors.	The student will analyze the role of the nurse that reflects an understanding of the legal and ethical issues that impact care of the childbearing, women's health and pediatric family.	The student will evaluate the assimilation of concepts within the domains of nursing to practice professional nursing behaviors and provide safe, therapeutic nursing care to those with complex health care issues

Curriculum and Course Descriptions

The curriculum plan is arranged to build on previous learning. Knowledge and skills are presented throughout the curriculum and progress from the simple to complex. The admission criteria are intended to provide a common starting point for all students.

First Semester Courses, Fall Semester -Year One

Students within the first semester are introduced to the concepts, principles and techniques necessary to administer safe, basic nursing care to clients with common, well defined nursing diagnoses. The application of these concepts begins in the campus laboratory setting and progresses to care of clients in area hospitals and/or long-term care facilities. It is expected that the student has current knowledge of the natural sciences through coursework in anatomy and physiology.

NUR 103 Introduction to Pharmacology for Nurses- An introduction to the general principles of pharmacotherapeutic agents and how they are used in the treatment, maintenance and restoration of wellness among diverse individuals across the lifespan. Instruction focuses on the effect of specific drugs on body systems. Special emphasis is on the principles of pharmacokinetics and pharmacodynamics in the treatment of selected illnesses with respect to the practice of nursing. Concepts of safe administration including drug dosage calculation and monitoring the effects and side effects of pharmacotherapeutic agents are addressed.

NUR 111 Introduction to Health Concepts- In this course, emphasis is placed upon concepts of medication administration, assessment, nutrition, hemodynamics, tissue integrity, mobility, comfort, acid base balance, communication, interdisciplinary teams, informatics, evidence-based practice, individual centered care, safety and quality improvement. Upon completion of this course, students will be able to provide safe basic care to individual clients while incorporating the concepts in this course.

Second Semester Courses-Winter Semester -Year One

During the second semester, the student is expected to build upon the basic knowledge learned the first semester as concepts and principles related to care of the adult with medical and surgical conditions is emphasized. A continuation of therapeutic communication skills is emphasized, as well as the holistic care of the individual patient.

NUR 151 Health-Illness Concepts- This course introduces the concepts of health within the three domains of knowledge, skill and attitude. Emphasis is placed on the concepts within the three domains including cellular regulation, oxygenation, infection, stress/coping, health-wellness, illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Priority areas of care include evidence-based cancer screening, appropriate management of diabetes, nosocomial infection prevention, surveillance and perioperative care. Students will be assigned to local acute care hospitals for the clinical component of this course.

NUR 171 Holistic Health Concepts- This course is designed to further develop the concepts within the three domains of knowledge, skill, and attitude. Emphasis is placed on the concepts of sensory perception, stress-coping, sexuality, mood-affect- cognition, self-concept, violence, health-wellness-illness, professional behaviors, caring interventions and safety. Priority areas of care will include dependencies, screening and treatment of major depression, and treatment of severe and persistent mental illness. Students will be assigned to community care sites and long-term care facilities throughout the area for clinical experiences.

AH 220 Nutrition- This course covers the nutrient composition of food; functions of nutrients in the body, recommended amounts of nutrients to promote health throughout the life cycle; digestion, metabolism, and absorption of nutrients in the healthy individual; selections of foods to meet the body's normal nutrient requirements; the meaning of foods to people in religious, cultural, and social, psychological, and economics contexts; and the relation of food and nutrition to health.

Third Semester Courses-Fall Semester -Year Two

NUR 203 Advanced Pharmacology for Nurses- This course is an advanced study of The principles of pharmacotherapeutic agents and how they are used in the treatment, maintenance and restoration of wellness among diverse individuals across the lifespan. Continued instruction focuses on the effect of specific drugs on body systems and builds on introductory information provided in NUR 103. Special emphasis is on the principles of pharmacokinetics and pharmacodynamics in the treatment of a widening scope of illnesses with respect to practice of nursing. Concepts of safe medication administration including drug dosage calculation and monitoring the effects and side effects of pharmacotherapeutic agents are advanced in this course.

NUR 211 Family Health Concepts- This course is designed to further develop the concepts within the three domains of knowledge, skill, and attitude. Emphasis on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety and advocacy. Priority areas of care include appropriate treatment of asthma in children and adolescents, children with special needs who may be at risk for chronic physical and developmental conditions, immunizations in children and adults, pregnancy and childbirth, and disease prevention in healthy populations. Students will be assigned to acute care settings at McLaren Northern Michigan Hospital and community agencies throughout the area.

NUR 231 Acute Care Concepts- This course further develops the concepts within the three domains of knowledge, skill, and attitude. Emphasis is placed on the concepts of grief - loss,

violence, health-illness-wellness, collaboration, managing care, safety, advocacy and evidence-based practice. Priority areas of care will include well to frail elder management, sensory perception, maximizing mobility, and developing advanced care plans related to end of life and chronic care conditions. Obesity as an emerging area which affects a broad range of individuals will be emphasized. Upon completion of this experience, students will be able to provide advanced holistic care to individuals and their families in a variety of acute care settings. Students will be assigned to clinical at area hospitals and are expected to conduct research on clients at clinical sites before attending clinical.

Fourth Semester Course-winter semester -Year Two

NUR 250 Management of Care Concepts- This course focuses on health care management within the three domains of knowledge, skill, and attitude. Emphasis is placed on the concepts of managing patient centered care, advocacy, legal issues, collaboration, resource management, and quality improvement within the context of the health care environment. Upon completion of this course, students will demonstrate the ability to provide holistic care as part of a multidisciplinary team to groups of individual patients and families while incorporating the concepts of this course.

NUR 270 Complex Health Concepts- This course is designed to assimilate the concepts within three domains of knowledge, skill, and attitude. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care healthcare systems, and quality improvement. Upon completion students will demonstrate the knowledge, skills, and attitudes necessary to provide quality individualized entry level nursing care to multiple patients. Students will be assigned to clinical rotations which include medical-surgical nursing, critical care nursing, emergency nursing, obstetrical nursing, home care nursing and leadership in acute care facilities. Students will be expected to conduct research on clinical assignments before attending clinical.

- NORTH CENTRAL MICHIGAN COLLEGE RESERVES THE RIGHT TO CHANGE CLINICAL SITES. CLINICAL SITES AND SHIFTS ARE ASSIGNED AT THE BEGINNING OF EACH ROTATION.
- STUDENTS WILL BE ASSIGNED TO CLINICAL ROTATIONS IN CHARLEVOIX, EAST JORDAN, GAYLORD, PETOSKEY, and ST. IGNACE.
- CLINICAL ROTATIONS ARE HELD DURING DAY, EVENING, NIGHT SHIFTS AND ALL DAYS OF THE WEEK.

Grading Scale for Nursing Theory Courses

Percent %	Letter Grade
93-100	A
90-92	A-
87-89	B+
85-86	B
83-84	B-
81-82	C+
80	C
76-79	C-
73-75	D
72	E

A grade of C (80 percent) or better is required in all nursing (NUR) courses. Depending on the course this may be a numerical value and that number will be indicated in the syllabus for the course. Nursing requires higher standards than general education courses to protect the safety and wellbeing of clients. **Grades are not rounded in the nursing program.**

NURSING PROGRAM SEQUENCE OF COURSES BY SEMESTER

PRE-ENTRY FALL	HRS	CREDIT	CONTACT
BIO 235 GENERAL ANATOMY & PHYSIOLOGY	3-2-0	4	5
COM111 PUBLIC SPEAKING OR COM 170 INTERPERSONAL COMMUNICATION	3-0-0	3	3
ENG 111 ENGLISH COMPOSITION 1	3-0-0	3	3
PSY 161 INTRODUCTION TO PSYCHOLOGY	3-0-0	3	3
SEMESTER TOTAL		13	14
PRE-ENTRY WINTER			
BIO 236 GENERAL ANATOMY & PHYSIOLOGY II	3-2-0	4	5
AH 231 HEALTH SYSTEMS CONCEPTS	2-0-0	2	2
PSY 261 DEVELOPMENTAL PSYCHOLOGY	3-0-0	3	3
SEMESTER TOTAL		9	10
TOTALS		22	24
NURSING PROGRAM SEMESTER 1 FALL (LEVEL 1)			
NUR 111 INTRODUCTION TO HEALTH CONCEPTS	6-4-6	10	16
NUR 103 INTRODUCTION TO PHARMACOLOGY FOR NURSES	2-0-0	2	2
SEMESTER TOTALS		12	18
NURSING PROGRAM SEMESTER 2 WINTER (LEVEL1)			
NUR 151 HEALTH-ILLNESS CONCEPTS	3-0-9	6	12
NUR 171 HOLISTIC HEALTH CONCEPTS	3-0-3	4	6
AH 220 NUTRITION	3-0-0	3	3
SEMESTER TOTALS		13	21
NURSING PROGRAM SEMESTER 3 FALL (LEVEL2)			
NUR 211 FAMILY HEALTH CONCEPTS	4-0-3	5	7
NUR 231 ACUTE CARE CONCEPTS	3-0-9	6	12
NUR 203 ADVANCED PHARMACOLOGY FOR NURSES	2-0-0	2	2
SEMESTER TOTALS		13	21
NURSING PROGRAM SEMESTER 4 WINTER (LEVEL 2)			
NUR 270 COMPLEX CARE CONCEPTS	6-0-15	11	21
NUR 250 MANAGEMENT OF CARE CONCEPTS	1-0-0	1	1
SEMESTER TOTALS		12	22
NURSING COURSE TOTALS		50	82
PROGRAM TOTALS		72	106

Study Habits

Blocks to Learning

- Failure to attend lecture
- Failure to learn information initially
- Inability to organize for recall
- Trying to work at a job while in school

Four Important Aids

- Association
- Organization
- Intent to memorize
- Rehearsal Student Tips
- There are NO shortcuts. Using other student's notes, missing classes and omitting reading will be reflected in your grades.
- Use your textbooks - annotate! Highlight, underline, make notes in the margins and draw a picture or a diagram in the margin.
- Learn what works for you - if you are very visual, use different colors or draw pictures. If you are auditory, read out loud to yourself- devise rhymes, acronyms, or word associations.
- Plan study time in the library. Scheduling gaps between classes are helpful and a "forced" study time which could be very productive if spent in the library. ***For every hour of class or clinical time, it is expected that you will spend two hours in study.***
- Plan time off. Look forward to a day or evening scheduled off from studying.
- Remember that your instructors are dedicated to your success. Go to them with questions and concerns as they arise.
- Consider a study group and tutoring.
- Look into books on "successful test taking."
- Use available resources, especially test remediation, videos, outlines.
- Utilize faculty approved practice tests and resources.
- Utilize library resources on campus and online.
- Trying to work at a job, even part time, can be very difficult while in nursing school. Nursing courses are rigorous and working may reduce needed study time.

Tips for Successful Learning

- Rapidly read the text before class (15-20 min., for 30-page item).
- Reread notes from last class (3-5 min.) to tune into material. Read notes from today (3-5 min.). 90% of what we forget is forgotten immediately.
- Reduce notes (10-20 min.). Cross out unnecessary items.
- Initially memorize notes (15 min.). Key concepts.
- Build in 20-minute reviews for each course multiple times throughout the week.
- Find out what style of learning works for you and use it. For example, if you are a visual learner find videos on the topic you are studying and watch them.

American Psychological Association (APA) Format

All formal written reports and papers will be written using APA format. The following links are recommended for APA formatting:

www.apastyle.org www.owl.english.purdue.edu/ http://cctc.commnet.edu/apa/apa_index.htm

NCMC librarians are also available to help you with APA resources.

Code of Conduct

Nurses are trusted and respected by the public they serve. The nursing profession protects this trust and respect by requiring its members to adhere to the Code for Nurses (ANA, 1976). Nurses are expected to be honest, responsible citizens in all aspects of their lives: professional, academic and personal. Entering the nursing program is the first step toward entering the nursing profession, and students are expected to uphold all of the following expectations.

Professional Expectations

The Code for Nurses will be studied and is the foundation for professional behavior. General clinical guidelines and rules are listed in a separate section of this handbook. Specific practice guidelines will be presented during each clinical nursing course and must be followed to ensure safe client care and nursing practice. Honest and responsible behavior are expected in all areas.

Practicing nursing in any unlicensed way may result in serious liability for the college and the nursing program. Students who hold licenses or certifications in any allied health specialties may not practice under that license while in the role of a nursing student.

Academic Expectations

Students are expected to put forth their best effort in the classroom as well as in the clinical setting. Academic achievement requires consistent study and effort to learn complex material. Some students are tempted to lapse into academic dishonesty when other pressures limit their time or ability to study. The faculty of the nursing program believe that academic dishonesty jeopardizes a student's theoretical foundation for safe practice and therefore any academic dishonesty is unacceptable.

Students are expected to uphold the following academic standards:

- Submit only their own work (papers, homework, computer assignments, quizzes and tests). All graded course assignments and examinations represent an individual effort unless otherwise explicitly stated in the course syllabus that it is a group assignment or exam.
- Provide accurate data without falsification or fabrication.
- Do not falsely represent yourself or your work in an online environment.
- Do not post content regarding course assignments, examinations, simulations or lab assignment from NCMC courses for other students.

- Cheating on any assignment, quiz, or exam is prohibited. Cheating includes but is not limited to use of notes, unauthorized collaboration with another student, securing an unauthorized copy of exam or exam key, learning an exam question(s) from another student before taking the examination, and unauthorized use of calculators, cell phones, electronic watches or other electronic devices. Also prohibited is consultation or use of an unauthorized source, including electronic sources, paper sources or human sources (including, but not limited to, misrepresentation of self, attempting to access, accessing, possessing, copying, distributing, and/or using unauthorized materials such as testing materials, instructor resources, and/or test banks). During an exam a student may only have a pencil at their desk. All bags, purses, cell phones, computers, outerwear, must be placed at the front of the room. You may not leave the room during an exam. If you find you must leave the room during an exam you must turn in your exam and it will be graded based on what you have finished up to that point. You may not come back into the room after leaving during a test. You may wait in the hall, quietly, until the exam is completed and then re-enter the classroom.
- Submitting part or all of another individual's work while representing it as your own is considered cheating, as is sharing your work with other students via any form of communication.
- We ask that you refuse to assist another student in any form of academic dishonesty.
- Students are encouraged to report to the instructor any observed academic dishonesty.

For the nursing program, academic honesty is integral to professional behavior, and therefore, academic dishonesty is considered to be unprofessional conduct. Students who plagiarize, cheat on assignments, quizzes, exams, or take credit for work that is not their own will face a variety of consequences including having points deducted from the score, a grade of zero on the assignment, quiz, or exam. Cheating can result in course failure and dismissal from the nursing program.

Dishonesty, Academic

For the purpose of any written work completed while in the nursing program, academic dishonesty is plagiarism or the submission of work or materials that are in part or whole done by another person. In other words, copying another student's paper or any portion of it or copying any portion of published material such as books or journals without adequate documentation is plagiarism. **If five or more words in sequence are taken from a source, those words must be placed in quotations and the source properly referenced. If an author's idea is rephrased or expressed using different words, the idea must be properly referenced to include the author. If the author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph.** Authors whose words or ideas have been used to write a paper or any other written assignment must be listed in the "References Cited" portion of the paper as defined in the most recent edition of the APA guidelines. To ensure student honesty, faculty may opt to randomly video-tape students during testing.

Professional Communication

Communication is a vital within the nursing program. Everyone must conduct themselves in a professional manner in both written and verbal communication. To meet the expectations of

professional communication, students are expected to:

- Communicate with faculty, staff and other students in a respectful manner at all times; including difficult conversations. You may communicate with nursing faculty and staff face to face, in writing, by phone, or by email.
- You may not text faculty except when in the clinical site and you need to communicate immediately with your instructor. Otherwise texting faculty or staff is strictly prohibited and will result in a critical incident or the initiation of a learning contract.
- Please do not address your instructors by their first name. Out of respect you should address them depending on their credentials by Dr., Ms., Mr., Mrs., Miss., or Professor or Instructor along with their last name. Your instructors will indicate at the beginning of class how you are to address them.
- Utilize proper channels of authority as follows:
 - Nursing Instructor/Faculty
 - Dean of Nursing
 - Vice President of Academic Affairs and Student Success
 - President of the College
- Students are expected to respond within one (1) business day to any faculty or staff communications. Therefore, check your NCMC student email and Brightspace announcements daily.

Professional communication is the responsibility of every student. Choosing to disregard the communication expectations may result in a Critical Incident or the initiation of a Learning Contract.

Review of Exams

Individual instructors will provide a review of exams by the method of their choice. Some instructors may review exams in the classroom by giving a general overview of commonly missed questions and other instructors may review exams individually with the student in their office. In either instance exams can be reviewed for 14 business days following the exam date. After 14 business days you may not review the exam. You cannot record test questions or have copies of the exam. Final exams are not available for review.

Identification and Documentation of Student with Impaired Practice

Faculty and administration of the nursing program have a professional and ethical responsibility to identify, document and refer students who are suspected of having an impaired practice. Confidentiality for every student is to be maintained throughout the entire process. Identification of a student with possible impaired practice is based on a pattern of observed and/or objective behaviors that may indicate substance use and/or abuse. This pattern of behaviors includes the violation of professional standards policy, alcohol on the breath, cognitive impairment, slurred

speech, motor incapacity, absenteeism, tardiness, and unstable behavior, threats of self-harm, actual self-harm, suicidal thoughts or actions (either verbally or in writing to faculty or others), and inconsistent performance in the classroom, laboratory or clinical setting.

Specific information based on behaviors arising from impaired practice must be documented in the student's academic record. Any student who is identified and verified as having unstable behaviors will not be allowed in any classroom, lab, or clinical area as long as the unstable behavior continues.

The dean may require clearance from a mental health provider or a medical provider before allowing a student with a history unstable behavior and/or impaired practice back into the classroom, laboratory or clinical setting.

Drug Free Environment Policy Statement

The nursing and allied health programs have zero tolerance for illicit drug and substance abuse or misuse in the practice lab, classroom, and clinical locations. The student must present evidence of a Negative 10 panel drug screen annually within 30 days prior to fall semester start dates and then intermittently throughout the program as required by each clinical facility. You will be notified of when a drug screen is required based on your clinical placement and schedule. Additionally, random drug screening will be required when impaired practice is suspected.

Refusal to complete the drug screen or falsification of records will result in immediate dismissal from the program. **The cost of any drug screen is the student's responsibility.** North Central Michigan College Drug Free Policy and resources for alcohol or substance abuse counseling may be accessed in the NCMC student handbook online

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA is a federal law, which secures protected health information (PHI) so that only those people or facilities that have a real need for protected health information have access to it. In essence, it provides protection to the security and privacy of all medical records or other health information which is used or shared in any form, including paper, electronically or orally by health care entities or their associates.

Furthermore, it is the expectation of North Central Michigan College and all associated health care agencies that students make every effort to prevent the inappropriate sharing of health information.

The following actions are forbidden:

With respect to information received while in the professional role as a student nurse, you may not disclose any personal health information of any individual. Simply removing the name of an individual does not constitute proper de-identification of protected health information. Inclusion of such data such as age, gender, race, diagnosis, clinical agency, date of evaluation, type of treatment used, or the use of a highly specified diagnosis may still allow the reader to recognize the identity of the individual. This is a HIPAA violation.

Students violating these guidelines will be subject to actions ranging from a critical incident, learning contract, to dismissal from the nursing program.

In addition, students must be aware that HIPAA violations can include civil and criminal liability. Punishment for such actions can include fines and imprisonment.

<http://www.ucdmc.ucdavis.edu/compliance/guidance/privacy/penalties.html>

Social Media Guidelines

The faculty and administration of the nursing program recognize that social networking websites and applications such as Facebook, Twitter, Instagram, Snapchat, Flickr and blogs are an important and timely means of communication. Students who utilize these websites and applications are cautioned to employ privacy measures to their websites so that only trustworthy “friends” have access to information. Remember, it is professional to share your concerns in person with nursing faculty and administration rather than posting them in a public forum.

Posting patient/client information or images on websites, social media, or storing

patient/client information on handheld devices is a violation of HIPAA. Students violating HIPAA will be subject to academic discipline and possible criminal and civil liability.

Students are to use their North Central Michigan College email address for all NCMC correspondence. Student.ncmich.edu addresses are not to be used in connection with any form of social media or internet activity.

In summary, upholding this Code of Conduct supports the integrity of the nursing profession, fosters trust and respect between faculty and students of our nursing program further enhancing the learning environment.

Cell Phones, Recording and Cameras

Cameras, cell phones and recording are not to be used at any time during lecture, laboratory or in clinical settings unless the faculty allow it. The inappropriate use of cameras, recording or cell phones may be a HIPAA violation and could result in dismissal from the nursing program, fines and legal issues.

Graduation Procedures

- A. A minimum of 72 credit hours in specified subjects is required for the Associate of Applied Science in nursing degree. It is the student's responsibility to be sure they have completed and received credit for all courses required for graduation. The nursing department is not responsible for ensuring that transcripts are up to date or that you have achieved the required number of hours needed to graduate.
- B. A minimum grade point average of 2.0 is required for the Associate of Applied Science in nursing degree. The NCLEX (National Council of Licensure Examination) cannot be taken without the completion of this degree.
- C. A grade of C or better is required in all nursing (NUR) courses. Students must achieve an overall grade of a C or better on exams in each course in order to pass the course.
- D. A student who has failed or withdrawn from any nursing course may apply for Re- entry. See Re- entry guidelines on page 50. Nursing courses have both a theory and clinical component. If a student fails or withdraws from one component, they must repeat both the theory and clinical portions.
- E. Regardless of whether a student withdraws or fails a nursing course(s), the student may not repeat any of the required nursing courses or re-enter the program more than one time. Returning students must re-enter the program within one year of dismissal or taking leave of absence. See Re-entry Guidelines page 50.
- F. Students must, without exception, consistently provide safe and appropriate care to clients throughout clinical experiences. Failure to do so may result in a critical incident, learning contract, or dismissal from the program depending on the severity of the departure from providing safe and appropriate care to clients during clinical experiences.

Brightspace Course Management System

All courses utilize the course management system Brightspace. It is **required that** you check Brightspace daily for announcements, assignments and grade postings. In addition, general announcements concerning the nursing program may be posted on Nursing General Announcements in Brightspace. These announcements may include schedule changes and lab practice hours.

Attendance Guidelines

- Students are expected to attend classroom, laboratory and clinical experiences as assigned. Consistent attendance and timeliness are important behaviors that directly affect the success of your education and impact the care of the client.
- Children are **not** allowed in the classroom, laboratory or clinical settings.
- If a student misses a test or is unable to take a test as scheduled, they will be penalized 10% of that test score. If a second test is missed, the penalty is 20% of that test score. No further make-ups will be permitted. Makeup tests must be taken within one week (seven consecutive days). It is the student's responsibility to contact the instructor to arrange to take a makeup examination.
- If a student misses a test due to catastrophic circumstances, the student may write a letter of appeal to the Dean of Nursing requesting the waiving of the penalty. A catastrophic event is considered to be any emergency or life threatening situation to the student or their immediate family (spouse, child, and parent), a death in the immediate family (spouse, child, parent) hospitalization of the student or the student's child and mandatory court appearances that cannot be rescheduled.
- If a student receives a letter requesting Jury Duty the Dean of Nursing will write a letter to the County Clerk or state with a request that the student be excused from appearing. Excusal is not guaranteed, but permission to be excused has been accepted in the past.
- COVID management-In the event a student needs to self-quarantine for the management of COVID illness the student will be allowed to make up the work missed during their confinement to the extent practicable and that does not interfere with them attaining competency in both theory and clinical portions of the curriculum.

Learning Support Services (LSS)

The following procedures apply to nursing students when taking proctored tests in Learning Support Services. Students must comply with LSS procedures such as identification, logging in and out and storage of personal possessions. Testing takes place during the hours of 8:30 am and 5:00 pm Monday through Friday.

1. Once a student has started taking a test, they **will not to leave LSS for any reason** until the test is completed and submitted to LSS staff. If the student has a question regarding an item on the test, the instructor is to be called by an LSS staff member.
2. Once the test is submitted to an LSS staff member, students may not have access to the test **for any reason.**
3. Students will be monitored directly by an LSS staff member or proctor at all times.
4. Students are to ask an LSS staff member to initial any erasures on the Scantron® form. If erasures are not initialed, they may be scanned as wrong. Students will not be given credit for those answers.

5. It is the student's responsibility to be aware of these procedures and comply with them. Any deviation from the procedures will be considered academic dishonesty.

Disability Accommodations: If you have a disability status requiring accommodation you should provide notification and documentation to the Director of Learning Support Services documenting your approved accommodations. Notify the Dean of Nursing promptly at the beginning of each semester that you have turned in your information to LSS. The Dean will discuss how to best help you succeed in the nursing program and help LSS devise a plan to meet your needs.

Arrangements may be made but require extra planning time (i.e. we need to meet at the beginning of the semester when materials are ordered, not just prior to the exam). See Student Responsibility Statement. <http://www.ncmich.edu/userfiles/filemanager/col8nskj37rls5kw6txr/>

What is academic remediation? Remediation means assisting students to achieve expected competencies in core academic skills. Your proctored assessment exam results will direct you to topics which need review; you should use them as a study guide. Your instructor may require that you return to campus to take a remediation test or practice clinical skills in a proctored environment. Remediation is intended to assist students and cover valuable information missed on the initial test(s).

Standards and Functional Abilities

The standards and functional abilities necessary for participation in clinical assignments in the nursing program are listed below. The College may allow for implementation of reasonable accommodations for students with documented disabilities. Please contact Learning Support Services at 231.348.6693 for further information.

Standards	Functional Abilities
Visual acuity sufficient to obtain readings and record client data accurately	Reading charts, instrument scales, monitor/computer screens, oscilloscope digital readings, and printouts. Using microscopes. Recording data on various forms and/or entering data into computer database.
Vision sufficient to analyze client data and provide accurate and safe information.	Making general, physical observations of the client as well as observing specific objective data pertinent to the client. Preparing and administering medications and parental fluids. Responding to emergency lights and/or equipment.
Speech and hearing sufficient to be understood by others and to understand others.	Communicating information orally. Responding to emergency sounds. Performing assessments using a stethoscope. Ability to hear soft sounds and distinguish and describe different sounds.
Interactive skills and sensitivity sufficient to maintain a cooperative and productive climate with clients and members of the health care team.	Establishing and maintaining professional relationships with clients and members of the health care team. Ability to consistently and appropriately communicate by listening, verbal and non-verbal skills.
Psychological stability, knowledge and use of appropriate techniques and resources to enable effective response in a variety of clinical situations.	Recognizing problematic and/or emergency situations and taking appropriate action. Ability to function under stress and respond to rapidly changing situations. Free of illegal use of controlled substances or illegal drugs.
Joint mobility, skeletal strength, and body movement sufficient to safely and accurately perform tasks involved in client care.	Ability to lift, turn or transfer clients in a safe manner. The client being cared for is the top priority and their safety should not be jeopardized due to any restrictions on the student's ability. Ability to stand up for 2 hours, walk quickly and move in crowded spaces while using hands, and ability to climb 50 stairs. Ability to independently lift 35 pounds and push 100 pounds.
Fine motor skills and coordination sufficient to safely and accurately perform tasks involved in client care.	Obtaining specimens. Manipulating tools, instruments and equipment. Preparing and administering medications and parental fluids. Performing cardiopulmonary

	resuscitation and other emergency techniques according to standards.
Sense of touch sufficient to accurately obtain and analyze assessment data.	Ability to assess clients recognizing differences in tactile stimulation such as hot and cold, firm and soft, and sharp and dull.
Reading comprehension sufficient to assimilate, analyze, and act on data in a timely manner.	Ability to read written reports of lab and x- ray/diagnostic studies. Ability to quickly analyze data, understand significance of data and take appropriate action based on the data in a timely manner.
Immunizations according to CDC schedule.	Immunity from communicable diseases with vaccine.
Ability to tolerate wearing a face mask for extended periods of time if required to combat COVID	Students will be required to wear face masks per relevant guidelines during those activities that are deemed as requiring a facemask.

Clinical Overview

Critical elements and student competencies for all clinical rotations are as follows:

Student Competency 1: Patient-Centered Care

Student Competency 2: Safe Patient Care

Student Competency 3: Multidisciplinary Care and Teamwork

Student Competency 4: Patient Teaching

Student Competency 5: Accessing Information and Evaluating Outcomes

Student Competency 6: Accountability and Responsibility

Clinical Procedures

To be eligible for clinical experience, the student must meet all clinical site and nursing program requirements including:

- I.** Proof of health insurance
- II.** Satisfactory physical examination including
 - a.** Evidence of annual Negative TB screening prior to entering semester one and three of the program. This can be a two-step Tuberculin skin test if the student has not established baseline TB skin testing, or a TB skin test if the student has established baseline TB screening, or an interferon- γ release assay (IGRA) test.
 - b.** Evidence of a Negative 10 panel drug screen annually within 30 days prior to fall semester start dates and then intermittently throughout the program as required by each clinical facility. You will be notified of when a drug screen is required based on your clinical placement and schedule. Additionally, random drug screening will be required when impaired practice is suspected.
- III.** Documentation of current immunization status including evidence of:
 - a.** HBV vaccination, or that student has been informed of and advised to be vaccinated but has refused.
 - b.** Evidence of two MMR vaccinations or Rubella Titer, Rubeola Titer, and Mumps Titer with a positive result or, if negative result, two Mumps, Measles, and one Rubella (MMR) vaccinations
 - c.** Positive Varicella Titer or two Varicella vaccines
 - d.** Completed hepatitis B vaccination series
 - e.** Tdap vaccination
 - f.** Annual influenza vaccination
- IV.** Current BLS Provider or Professional Rescuer Certification
- V.** Criminal Background Check-As a condition of admission and periodically throughout the program; students must consent to and sign a release for a criminal background check. Students with a record of any felony convictions and a selection of misdemeanor convictions will not be accepted into the nursing program. If a student has a change to their

criminal background status after admission, they are required to report that to the nursing department immediately. Failure to do so will result in dismissal from the program. Criminal Background checks will be repeated periodically throughout the nursing program based on clinical placement requirements. The nursing department reserves the right to update a criminal background check during the program if there is a concern about the status of a student or if the clinical site requires it.

It is the responsibility of the student to ensure that these requirements are completed before the start of the semester, including those which must be done on a yearly basis.

Students that fail to meet these requirements may not participate in clinical experiences.

Clinical Lab

Clinical lab skills are introduced throughout the nursing program and build from one semester to the next. It is highly recommended that students utilize the clinical lab to maintain proficiency of clinical skills. The Clinical Lab is located in Room 346. Lab hours are posted on Brightspace and outside of the lab entrance door. Students will be given the opportunity to practice in the lab prior to the fall and winter semesters. Changes to lab hours will be posted on Brightspace. Sign in is required for the nursing lab. The nursing lab log is monitored regularly by the nursing lab supervisor.

Students are required to master all required nursing skills in the laboratory before practicing them in the clinical setting. Your instructors will work directly with you to help you master required nursing skills. You will also practice on mannequins and other students. However, sometimes achieving mastery may require students to practice more often than their scheduled laboratory class. It will be up to you to go to the lab and practice more often if you need to. If a student cannot master a skill in the lab after repeated attempts and extra assistance from faculty, they will fail the clinical course and be withdrawn from the nursing program.

Clinical Attendance and Tardiness

Students must consistently achieve and perform clinical critical elements to pass each course and complete the nursing program. Attendance and timeliness are essential behaviors for the professional, registered nurse and may directly impact client care on the assigned unit.

Orientation to clinical agencies is scheduled during assigned clinical time. These mandatory orientations are a collaborative effort between faculty and the host agency. You are required to attend clinical orientation in its entirety before being allowed to participate in the clinical experience. It is the student's responsibility to ensure that they are aware of clinical agency orientation at the beginning of each semester.

Although clinical schedules are determined by the affiliating agency clinical hours may be during the day, afternoon or midnight shift any days of the week, including weekends. The College does not guarantee specific agency assignments including facilities, days or times of clinical to any student.

- A. Clinical assignments will require travel to distant agencies. Students are responsible for providing their transportation.
- B. Students will be expected to report to the clinical unit ten (10) minutes before shift starting time or as otherwise directed by their instructor.
- C. Tardiness more than ½ hour will be considered a clinical absence.
- D. Two (2) instances of any amount of tardiness (documented by instructor) per semester will count as one absence.
- E. Tardiness to the assigned clinical unit will be reflected in an unsatisfactory grade in the area of dependability. Except in the situation of management of COVID, **no more than two absences per semester is allowed from the clinical schedule.** Clinical experiences help you apply what you learn in theory classes to nursing practice. You need to attend all of your clinical experiences in order to be successful in this nursing program. Except in the situation of COVID management, missing three clinical days in a semester will result in withdrawal from the program.

Student Illness

If a student is ill and cannot attend the clinical or laboratory experience, they must notify the clinical instructor and clinical agency at least 2 hours before the scheduled session. You must speak to your clinical instructor and the clinical agency directly by phone (sending a text or email is not acceptable). Failure to do so will cause the absence to be unexcused and trigger the initiation of a learning contract or withdrawal from the program if it is the third absence in a semester.

- A. Students who are a no call no show for a clinical will be withdrawn from the program. This type of behavior is considered a severe problem with accountability and responsibility.
- B. Three clinical absences per semester, for reasons other than COVID management to the extent practicable, will result in withdrawal from the program.

- C. Nursing students are frequently exposed to a variety of conditions which may include but are not limited to standing for a length of time, lifting, pushing/pulling, blood and body fluids, and infectious processes. To ensure either student and patient safety, if a student is absent due to a medical or surgical condition, documentation of a release by the primary care provider may be required to return to the nursing program.
- D. The nursing dean and/or an instructor reserves the right to remove a student from a classroom, laboratory, or clinical site for any reason if they do not feel confident of the student's ability to participate in class and or render patient care safely. Reasons may include (but are not limited to) illness, excessive fatigue, emotional instability, behaviors suggestive of intoxication or drug use/abuse, or inadequate preparation. A dismissal from the laboratory or clinical experience by the instructor or dean counts as a clinical absence.
- E. Nurse fatigue causes errors and puts patients, students, faculty and staff at risk of harm. Students are expected to work no more than 12 hours in a 24-hour period including their clinical shift or 8 hours before the start of their clinical shift. A clinical instructor reserves the right to send a student home who shows any sign of excessive fatigue or exhibits behaviors suggestive of performance enhancing medications not prescribed by a physician. In the event a student is sent home for this reason it will count as a clinical absence.

Inclement Weather Guidelines

When the college is closed due to inclement weather, clinical assignments will be canceled. When in doubt, students who need to leave home prior to 6 am should wait until the cancellations are announced on local radio and television stations. If the college remains open, students are expected to report to clinical site.

I. Tardiness will be excused under these circumstances.

- A. For students attending clinical in Cheboygan, Gaylord, St. Ignace and Charlevoix, clinical will be canceled if public school closings are announced for that area (for example, if the Charlevoix Public Schools are closed due to weather, clinical at Charlevoix Area Hospital will be canceled).
- B. Although the college makes every effort to cancel at the earliest time possible, it may be that both the clinical instructor and nursing students arrive at the agency before the College has closed. In this case, the clinical instructor and students may elect to remain at the agency and continue with the clinical experience.
- C. In the event patient preparatory research is canceled, patient assignments on the following clinical day will be altered at the discretion of the clinical instructor.
- D. In the event of excessive inclement weather days, additional clinical assignments may be added at the discretion of the Dean.

COVID 19 Guidelines

As we know the management of COVID 19 can change on a daily basis. The college follows the recommendations of the CDC, The State of Michigan, and the local health department. In the event that the campus and/or clinical sites close, or class sizes must be reduced to maintain social distancing, classes could be moved to the online, hybrid or flex model of delivery. In this scenario you will be informed of changes as soon as possible. In the event that courses are moved either partially or entirely online, or portions of a course are delivered via remote technology (such as zoom), the student is responsible for having internet accessibility and access to a computer.

Dress Code

A neat, clean, professional appearance in the clinical area is of utmost importance. Instructors are responsible for enforcing the dress code standard. Students not appropriately dressed will be directed to leave the clinical area. If students are sent home, it is considered a clinical absence. The purposes of a standard dress code are:

- Dress in a manner that promotes safe practice, limits injury and decreases the transfer of microorganisms between student and patient/client.
- To identify the wearer as an NCMC nursing student.

Personal Grooming

Hair must be clean, well-groomed, conservatively colored and neat. Hair must be worn off the shoulders and must be fastened to prevent falling in front of shoulders and face. Hair apparel must be white, navy, or match the color of your hair.

Extravagant hair accessories are not acceptable. Males are expected to keep facial hair clean and neatly trimmed.

Cosmetics should be minimal and promote a professional appearance. Perfume and scented body spray are not allowed in the clinical setting. Fingernails must be clean, smooth, and clipped to a length that does not extend beyond the fingertips. Artificial nails are not permitted in the clinical setting. Clear or very light-colored nail polish is acceptable.

Tobacco Usage

In conjunction with various clinical agencies and college who prohibit tobacco use while on facilities premises, students may not use tobacco products at any time during their clinical rotations or while on campus. Clothing worn during a clinical shift must be free of tobacco or smoke odor. It is not advisable to smoke in a vehicle on your way to clinical. If you smell like smoke, you will be sent home by the instructor and it will count as an absence.

Eating and Gum Chewing

During laboratory and clinical courses gum chewing is not allowed. Eating is not allowed during classroom, laboratory or clinical time. You must follow the guidelines regarding eating and drinking at each clinical site.

Uniform Dress Code

Full uniform is always required when doing patient care. Full uniform consists of:

- White scrub top and royal pants.
 - Pants must be hemmed to appropriate length and not drag on the floor.
 - NCMC logo patch is to be attached to the scrub top via the Velcro attachments to the **left shoulder**.
 - Student Nurse patch is to be attached to the scrub top via the Velcro attachments to the **right shoulder**.
 - Full uniform must be clean and wrinkle free.
- White shirts must have a rounded, finished neckline or white turtleneck. V-neck style undershirts are unacceptable.
- A digital wristwatch or a watch with a sweep second hand is required.
- Safety glasses PPE (personal protection equipment) must be worn in the clinical setting when there is potential for exposure to body fluids.
- Shoes must be solid (no colored patterns) navy, white or black constructed of leather or vinyl (not cloth). Clog type shoes and open-toed shoes are not permitted.
- Navy, white or black calf length socks or hosiery is required.
- Nursing student Nametags & NCMC picture IDs must be worn with uniforms at all times.
- Nursing student uniforms are to be worn in the clinical and nursing lab settings only.
- Uniforms may not be worn with sweaters, non-uniform shirts, or hoodies in the clinical setting.
- Full uniform is required for all activities in the hospital. Instructors will inform students of uniform changes.
- Royal Blue Warm Up Jacket: Not required
 - Must be Royal Blue and the **NCMC logo patch must be neatly sewn on the upper left shoulder. Student Nurse patch is to be sewn neatly to the upper right shoulder.**
 - Full uniform must be worn under the warmup jacket.
 - Blue jeans, shorts, tennis shoes, flip-flops, short skirts, tank tops, halter-tops, revealing camisoles, hip hugger skirts and slacks are not suitable.
 - Warm up jacket must be clean and wrinkle free.
- Students are expected to bathe daily, use antiperspirant, and be free of strong body odors.
- Oral care: avoid garlic or strong foods for 24 hours before clinical experience. Take meticulous care of teeth.

Jewelry

- Large, costume or gemstone jewelry is not acceptable.
- Students may wear one pair of post earrings in the lower ear lobe that are 3 mm or smaller and of a conservative color. For safety reasons, earrings must not hang past the ear lobe; hoops and dangly earrings are prohibited. It is not acceptable to wear other pierced body jewelry that is visible while in uniform (ex: eyebrow, tongue, cheek, lips, upper or middle ear, and nose). If ear lobes are stretched ear gauges must worn and must be dime sized or smaller and natural skin color.

- Only one band style ring may be worn. Raised and carved rings are prohibited.
It is preferred that you do not wear rings because they can harbor organisms harmful to patients.
- Bracelets, necklaces, ankle bracelets and any other type of visible body jewelry are prohibited.
- The name tag is worn on the left side of the shirt.
- Name tags may not be substituted with nametags made from tape.

Tattoos

Tattoos must be covered by clothing, full coverage natural colored foundation make-up, or a plain beige Band-Aid while in the laboratory or clinical setting. Clothing, used to cover a tattoo, must be of sufficient thickness to adequately block the tattoo image. If a student has a tattoo that cannot be covered, they must disclose the existence of such a tattoo upon admission. The student must make an appointment with the Dean of Nursing to discuss the appropriateness of the tattoo in the clinical setting. Students, who have tattoos (that cannot be covered) and are potentially offensive to clients or violate the dress code of clinical agencies, might not be allowed in the clinical setting. The nursing department is under no obligation to find alternate clinical sites in this situation

Latex Sensitivity Questionnaire

Complete and return to nursing office.

	YES	NO	If yes, explain.
1. Have you ever had a problem with allergies, bronchitis (difficulty breathing), sinus problems, hay fever, eczema, hives, rash, allergic rhinitis (runny nose), or allergic conjunctivitis (swollen, red, watery eyes)?			
2. Have you ever had strong allergic reaction (anaphylaxis) or other unexplained reaction during a medical procedure?			
3. Have you ever had swelling, itching, or hives on your lips or around your mouth after blowing up a balloon?			
4. Have you ever had swelling, itching, or hives on your lips or around your mouth during or after a dental examination or procedure?			
5. Have you ever had swelling, itching, or hives following a vaginal or rectal examination or after contact with a diaphragm or condom?			
6. Have you ever had swelling, itching, or hives on your hands during or within one hour after wearing rubber gloves?			
7. Have you ever had a rash on your hands, which lasted longer than 1 week?			
8. Have you ever had swelling, itching, or hives after being examined by someone wearing rubber or latex gloves?			
9. Have you ever had swelling, itching, hives, runny nose, eye irritation, wheezing, or asthma after contact with any latex or rubber product?			
10. Has a physician ever told you that you have rubber or latex allergy?			
11. Are you allergic to any of the following: bananas, avocados, chestnuts, kiwi, papaya, figs, plums, nectarines, passion fruit, cherries, melons, tomatoes, celery, tape/Band-Aids, poinsettia plant, elastic bandages, or clothing with elastic or spandex?			
12. Are you presently on beta-blockers?			

NORTH CENTRAL MICHIGAN COLLEGE
Department of Nursing

Latex Allergy Release

Latex sensitivity and allergy have grown as a health care concern in recent years. Since a number of products used in health care are made of latex (gloves, syringes, tubing, etc.), it is imperative that all applicants to a health care program be made aware of this concern. Individuals with latex sensitivity may not be able to meet the objectives required to complete a given program or successfully find employment in health care. Researchers suggest that early recognition and diagnosis of latex sensitivity may prevent the evolution of the sensitivity to more severe symptoms.

There are several high-risk groups who are more likely to become sensitized to latex. The enclosed questionnaire can help you determine if you may be allergic to latex.

I understand that, should the College suspect that I am latex sensitive, it is MY RESPONSIBILITY to pay the cost of any test to confirm the latex sensitivity. I also understand that if I suspect or know that I may be or that I am allergic to latex, that it is my responsibility to inform the faculty and director. Again, it would be my responsibility to pay the cost of any test to confirm the latex sensitivity. I also understand that such sensitivity may prohibit me from continuing as a student in the nursing program.

I hereby release North Central Michigan College, its employees, teaching affiliates, and members of its Board of Trustees from any and all liability which may be incurred as a result of participating in educational experiences in the nursing program.

STUDENT NAME (PRINT)_____

STUDENT SIGNATURE_____

DATE_____

Body Substance Exposure

A Body Substance Exposure (BSE) is defined as an eye, mouth, other mucous membranes, non-intact skin or parenteral contact with blood or other potentially infectious materials that result from the performance of the student duties. The following precautions should be observed at all times, regardless of a client's diagnosis:

1. Wear gloves when in contact with moist body substances, mucous membranes, or non-intact skin is likely.
2. Wear a gown or plastic apron to prevent soiling of clothing from body substances.
3. Wear a mask or eye gear to protect mucous membranes of eyes, nose, and mouth from splattering of body substances.
4. Use proper hand washing technique before and after each client contact and when gloves are removed.
5. Place uncapped needles and sharp instruments in puncture-proof containers.
6. The student will report an exposure immediately to the clinical instructor.
7. Any student/faculty who sustains a Body Substance Exposure while performing in the clinical setting will be offered immediate follow-up as outlined in the employee exposure guidelines of the agency in which the exposure occurred. All paperwork as described in the agency guidelines will be completed by the student under the supervision of the clinical instructor.
8. The clinical instructor will fill out the College Incident Report online (My North Central/Forms).
<https://my.ncmich.edu/ICS/Forms/>
9. Students may be responsible for any expenses incurred as a result of the exposure.
10. Faculty are covered under the College's health plan for expenses incurred.
11. Student and faculty are responsible for continuing with follow-up and treatment as recommended by the clinical agency.

Medication Administration

- A. Before administering meds, the student must have them checked by the instructor unless otherwise directed. Narcotics must be verified and signed by an RN, preferably an instructor. Always check with your instructor first before going to another RN.
- B. Be sure you have checked all agency medication administration records including anticoagulant, diabetic, intravenous, and routine/P.R.N. medications.
- C. If you are giving medications, you should know and be able to state why the drug is being given for a particular client and the expected effects as well as being able to state side effects. Smart phones or tablets should be brought to each clinical experience and be readily available so you can look up information that you might need to be able to answer instructor questions.
- D. In the event of a real or potential error of omission or commission, the student will be required to write an incident report or critical behavior analysis listing the pertinent information and give it to the instructor by the next clinical day. (Forms available in conference room on unit.) A copy of this report will be placed in the file. It is the responsibility of the student to obtain the incident report and critical behavior analysis and to follow through.
 - a. Omission is defined as something left out, not done, or neglected.
 - b. Commission is defined as authority to undertake tasks or get things done.
- E. Real and potential errors will be considered in the student's evaluation.
- F. Each semester, the instructor must give the students permission to set up medications independently. The third check will then be done with the instructor present unless otherwise indicated by the instructor. The student will be expected to complete the following before seeking out the instructor for the third check:
 - a. The correct medication times
 - b. Check the Medication Administration Record (MAR) with the original physician order
 - c. Medications are in the medication drawer

If discrepancies are found, clarification must be identified, or pharmacy called to obtain medication. Any discrepancy found on the third check will be considered a medication error.

One medication error may result in remediation and a critical incident per instructor judgment.

Two medication errors either at different times or in the same medication pass will result in a critical incident and a learning contract.

Three medication errors (real or potential omission or commission) over the course of the program may justify dismissal from the nursing program.

Student Performance

The administration and faculty of the nursing program reserve the right to request the withdrawal, at any time, of any nursing student whose health, conduct, attitude or clinical aptitude do not meet accepted standards of professional nursing. A course failure may be given to a student who demonstrates unsafe or inappropriate practice at any time during the semester. Unsafe practice is defined as being inadequately prepared to deliver competent nursing care to a client; or an action or knowledge deficit capable of causing harm or injury to the wellbeing of the client. In such a situation, the student would be prohibited from completing their clinical course.

Students must consistently achieve and/or perform clinical critical elements to pass each course and complete the nursing program. Critical elements for all clinical rotations are outlined on page nine.

Critical Incident Reports

A critical incident formally documents a concern related to a student's safe practice and/or critical clinical elements (see page 5-7). Critical incident reports are assigned by faculty and must be complete by the assigned date. Failure to do so may result in dismissal from the clinical unit until it is complete, and the instructor has had time to evaluate the student's ability to deliver safe care.

Learning Contract

Students must, without exception, consistently provide safe and appropriate care to clients throughout their clinical experience. Failure to do so may result in the receipt of a clinical learning contract or dismissal.

A student will receive a learning contract if they fail the achievement of a Critical Behavior as defined in each course and does not meet Criteria for Safe Practice.

Students will be assigned a learning contract and/or dismissed from the program at any time during the program if the care given (or planned care) jeopardizes patient safety.

Students are allowed to receive only one learning contract during the nursing program. If a student demonstrates behaviors which require a second learning contract, they are subject to dismissal from the nursing program.

Assigned Learning Contract

1. A Learning Contract is initiated at the time the student demonstrates any of the following unmet critical elements (e.g. Patient-Centered Care, Safe Patient Care, Multidisciplinary Care and Teamwork, Patient Teaching, Accessing Information and Evaluating Outcomes and Accountability and Responsibility) and they are documented.
2. The instructor outlines a concise plan of improvement; including expected student outcomes
3. The plan includes specific goals for the student, with timelines and conference deadlines for student feedback.
4. The faculty member discusses the learning contract with the student, and both sign the form.
5. The contract is distributed as follows:
 - a. Student's file (original)
 - b. Student (copy)
 - c. Faculty (copy)
 - d. Dean (copy)
7. While under contract, the student is evaluated at least every week by faculty and monthly by the dean throughout the subsequent courses according to the outcomes established in the contract. Faculty are required to apprise other faculty members when a student incurs a learning contract during one of their courses. But it is the student's responsibility to inform subsequent instructors of their contract and to take the initiative to set up evaluation meetings. Students who do not meet the criteria set forth in the learning contract will fail the course.
8. The involved student is to reply to the contract within two (2) class days of receipt of the notice. Students will not be able to attend lecture or clinical until they have completed the reply and return it to their instructor.
9. The faculty and the Dean reserve the right to modify the clinical rotation assignment of a student who is under contract.
10. Students who are under contract while in NUR 270, will not be placed into the elective rotations, but may be assigned to 15 weeks of the medical- surgical rotation and a leadership rotation.
11. When the student achieves the outcomes stated in the learning contract at 100% compliance by the determined date, the student will be officially removed from the learning contract. The plan of improvement addressing the student's failure to achieve Critical Behaviors must be met by the end of the semester. The learning contract may be extended one semester if the length of time remaining in the semester is not sufficient, or the faculty member determines that the student has not adequately addressed the plan of improvement. Failure to resolve the student's unsatisfactory performance will result in dismissal from the program

Dismissal from the Nursing Program

The student will be dismissed from the nursing program for the following reasons:

- behavior resulting in the initiation of a second learning contract
- Unsafe behavior that jeopardizes clients, other students, faculty or the student
- Multiple (three or more) medication errors
- Inability to perform nursing tasks after repeated instruction
- Absenteeism
- Positive drug screens without a medical exception

Any student accumulating multiple actual or potential errors or endangering or affecting the quality of life or limbs will be subject to disciplinary action by the faculty. The disciplinary action will include a request to the Dean for withdrawal of the student from the nursing program.

Factors to consider during a dismissal from the nursing program in the case of a medication error might include the medication involved, potential to cause harm, consistent errors, or errors combined with other performance issues. Dismissal for unsafe practice can occur at any time during the nursing program. Errors are cumulative from previous semesters. (Students will be asked to complete a report on every occurrence involving medications).

Student Redress

Final Grade Appeal Process – Initiated by student

If a student believes that a FINAL COURSE GRADE received is incorrect or unfair, the student may follow this appeal process:

1. The student must notify the instructor in writing no later than ten (10) working days from the release of semester grades. Email submissions are also acceptable. The student and instructor should discuss all the factors that were instrumental in determining the grade. If the instructor is not available, the student may meet with the appropriate Dean/Associate Dean. A written response to the appeal will be made within ten (10) working days.
2. If a student wishes to appeal the decision of the instructor, he/she may do so by submitting an appeal, in writing, to the appropriate Dean/Associate Dean within ten (10) working days after the instructor's decision. The Dean/Associate Dean will have ten (10) working days to consider and respond to the appeal. If the Dean/Associate Dean assigned the grade, the student's appeal will move from step 1 to step 3.
3. If a student wishes to take further action, he/she may appeal the previous decision, in writing, to the Vice President of Academic Affairs & Student Success. The appeal must be delivered to the Vice President within ten (10) working days of the previous decision. The Vice President will consider the appeal and may request additional information from the student and/or the instructor. The Vice President will have ten (10) working days to consider and respond to the appeal.
4. If the student wishes to take further action, a written appeal may be made to the President of the College within ten (10) working days of receiving the previous decision. The President will have ten (10) working days to consider and respond in writing to the appeal. The President's decision will be the final determination and the conclusion of the appeal process.
5. Exam and assignment grades and test or quiz questions may not be contested. **Final grades are NOT rounded up under any circumstances in the nursing program.**

NORTH CENTRAL MICHIGAN COLLEGE DEPARTMENT OF NURSING CRITICAL INCIDENT REPORT

Student_____Date_____Time_____

Course_____Lecture or Clinical Area_____

Critical Element(s)_____

Instructor Comments:

Plan for Improvement:

Instructor_____Date Discussed_____Copy_____Student_

_____Date Discussed_____Copy_____Dean_

_____Copy_____

Original to Student File_____

NORTH CENTRAL MICHIGAN COLLEGE DEPARTMENT OF NURSING LEARNING CONTRACT

Student Name _____ Course _____ Date Discussed _____

You are in jeopardy of failing the (clinical and/or theory) component of your nursing course due to:

_____ 1. Failure to meet the following critical elements:

Patient Centered Care _____

Safe Patient Care _____

Multidisciplinary Care and Teamwork _____

Patient Teaching _____

Accessing Information and Evaluating Outcomes _____

Accountability and Responsibility _____

_____ 2. Unsafe patient care (continue on back/ See Criteria for Unsafe Practice)

___ 3. Unprofessional Conduct (including non-compliance with dress code)

. The following objectives/outcomes must be met by _____ (date) in order to continue in the nursing program. (Continued on back/separate page) Please refer to the Nursing Student Handbook Learning Contract Guidelines.

Student Signature _____	Date _____	Copy: _____	Faculty
Signature _____	Date _____	Copy _____	Dean _____
_____	Date _____	Copy _____	Original to Student's File _____

Please note that you can be dismissed from the Nursing program at any time during the Learning Contract if care rendered is unsafe and places patient(s) in jeopardy.

Students are responsible for informing subsequent clinical instructors of their learning contract and reviewing outcomes with subsequent instructors.

NORTH CENTRAL MICHIGAN COLLEGE DEPARTMENT OF NURSING
REPLY TO LEARNING CONTRACT

Student Name _____ Course _____ Date _____

1. Perceptions of the reason for the learning contract: (continued on back if needed)

2. Plan of improvement for behavior/practice changes to meet expected outcomes/objectives. Areas for improvement. (Continue on back if needed)

Instructor _____ Date Discussed _____ Copy _____
Student _____ Date Discussed _____ Copy _____ Dean _____
_____ Copy _____
Original to Student File _____

NORTH CENTRAL MICHIGAN COLLEGE DEPARTMENT OF NURSING RESOLUTION OF LEARNING CONTRACT

Students Name _____ Course _____ Date _____

1. Deadline for meeting outcomes/objectives: _____ (date)
2. General statement regarding student's ability to meet the terms of the contract- address each area of deficiency as identified on the contract and summarize the required student outcome(s).

3. Recommendation:

_____ End learning contract, advance to _____

_____ Program dismissal

Conditions for Re-entry:

Upon Re-entry, student is considered in learning contract status. Failure to meet clinical and course objectives a second time will result in final dismissal from the program.

Instructor _____ Date Discussed _____ Copy _____
Student _____ Date Discussed _____ Copy _____ Dean _____
_____ Copy _____
Original to Students File _____

Re-entry Guidelines

Spaces are not held open in the event that a student might want to re-enter the program. However, a student may apply for re-entry into the nursing program under the following conditions. If there are spaces available their application will be considered.

Failure during the First Semester

If a student fails one or more courses during the first semester, they may re-apply to the nursing program for the subsequent year. Students may be re-accepted within one year of exit from the program to repeat nursing courses one time only. They must fill out a new application to the program and they will be ranked with all the applicants. Depending on their ranking they may be admitted to the program.

Failure during Subsequent Semesters

If a student fails one or more nursing courses during semesters 2, 3, 4 of the program, they may petition for re-entry into the program. Students are eligible to re-enter the nursing program within one year of exit from the program to repeat nursing courses one time only and only if space is available. Nursing theory and clinical courses are co-requisites and must be successfully completed concurrently. If a student fails one component, they must repeat both components. The student must submit a letter of intent, pass re-entrance examinations, and pass clinical skills testing to be considered for re-entry.

- ***Letter of Intent***

Students wishing to re-enter the nursing program in semesters 2, 3, 4 either after course failure must write a letter of intent to return. The letter of intent must be sent to the Dean of Nursing by July 1st before winter Re-entry or April 1st before fall Re-entry. The letter must include the student's plan for success. If students do not submit a comprehensive plan for success they will not be readmitted to the program.

- ***Comprehensive Re-Entry Examinations***

Students will be required to take comprehensive exams over the content of the nursing courses that they have passed to assure that they are ready for re-entry into the program. These exams will be administered prior to the semester of re-entry. If a student cannot satisfactorily pass the re-entry examinations with a minimum score of 80%, they will not be allowed to re-enter the nursing program.

- ***Clinical Skills Testing***

The student will receive a checklist of mandatory skills they must complete in the lab prior to the beginning of the semester they are re-entering in. If they are unable to demonstrate competency, they will not be allowed to re-enter the program.

Those students who are not granted permission to re-enter the program during semesters 2, 3, 4 may reapply to the nursing program by submitting a general nursing program application for fall admission. They will be ranked along with all other applicants and if acceptance is granted, the student will be required to take all of the classes in the nursing curriculum, including those they may have previously passed.

Under very limited circumstances (death of a child, death of a spouse) the dean may grant a leave of absence to a student who is passing their courses. In this situation the student would need to re-enter the program as soon as possible to complete it but no longer than one year from the date the leave was approved.

Clubs and Professional Organizations

The Student Nursing Association (SNA) is open to all NCMC student nurses enrolled in the nursing program. The NCMC SNA is a study resource to other students, participates in local nursing social functions, and helps in the transition to a professional Registered Nurse. The student nurse body with nursing faculty and the dean acting in an advisory role directs the business of the NCMC SNA. As members of the SNA, students can participate in a variety of activities. Activities include fundraising events such as an annual charity dinner to help a local, medically needy families, participate in the state convention, and monthly SNA meetings. Activities vary as the student body wishes. Students joining the SNA also become Michigan Nursing Student Association (MNSA) members. The MNSA assists students with career planning, hosts an annual state convention, helps the nurse become more politically aware of the nursing field on a state level, makes discounts available on certain publications and can assist with NCLEX reviews. The MNSA prepares the student nurse for participation in the Michigan Nurses Association. The NCMC SNA has historically sent two (2) delegates to the state convention. Minimum annual dues are required and are voted on each year by the SNA. Dues are currently set at \$5.00 per semester.

Another organization open to the student nurse is the National Student Nursing Association (NSNA). Membership in the NSNA allows the student nurse to become politically aware and active on a national scale. Members are kept current on national issues affecting the nursing career, can participate in a national convention, receive discounts on a larger selection of nursing publications, receive assistance on NCLEX Reviews, and apply for additional scholarships. Members receive a monthly copy of the student nurse magazine Imprint. Imprint keeps the student nurse informed and is a forum for student nursing articles. NSNA members must be SNA members and pay annual dues of \$35.00 for new members.

Professional Organizations

The following are nursing organizations that are available to you either as a student or as a graduate of the program:

- National League for Nursing (NLN) www.nln.org
- Michigan League For Nursing (MLN) www.michleaguenursing.org
- American Nurses Association, Inc. (ANA) www.ana.org
- Michigan Nurses Association (MNA) www.minurses.org
- National Student Nurses Association (NSNA) www.nсна.org
- National Organization For Associate Degree Nursing www.noadn.org

The agency for the State of Michigan Regulation of Nursing Education and Nursing Practice is:
Michigan Department of Licensing and Regulatory Affairs Board of Nursing
P.O. Box 30670 Lansing, Michigan 48909

(517) 335-0918
www.michigan.gov/healthlicense

Faculty Liaison

First-year and second-year students will each elect a student to represent their concerns at nursing faculty meetings. The liaison represents majority concerns as brought forth by the class. Faculty meetings are conducted twice a year.

Nursing Advisor

The nursing faculty are here to help you. Each student is assigned an advisor to assist you throughout the nursing program. **If you are having difficulty understanding concepts, skills or testing, see your nursing advisor as soon as possible.**

Pinning and Graduation Ceremonies

The nurse pinning ceremony is a time-honored tradition and a very important celebration in your honor. Nurse pinning happens in May after final exams. All successful graduates should participate in the pinning ceremony. Pinning takes place on the same day as commencement exercises. A reception for family and friends of graduate nurses is held after pinning. Funds from the SNA fundraisers help pay for the reception. There is a dress code for nursing graduates who participate in the pinning ceremony. You will be required to wear black dress slacks, a white dress shirt, and dark colored closed toe shoes with less than a two-inch heel. Each student is pinned by one person of their choice and receives a nursing stole to wear in commencement exercises later that day.

You are expected to participate in commencement after the pinning ceremony reception. Family and friends are welcome to return to the gymnasium for commencement exercises and to watch you receive your associate of applied science (AAS) degree. Caps and gowns are furnished by NCMC at no charge. Participating in commencement is a wonderful experience to share with friends and family and a meaningful ending to your nursing school career. You should experience it to the fullest.

2020-2021 Estimated Cost of Nursing Program

Nursing program costs based on 72 credit hours or 106 contact hours

Description	In District	Out of District	Out of State
Tuition per credit hour	\$ 159.00	\$ 244.00	\$ 308.00
Tuition for 106 contact hours	\$ 16,854.00	\$ 25,864.00	\$ 32,648.00
Course Fees	\$ 775.00	\$ 775.00	\$ 775.00
School Fees for 106 Contact Hours	\$ 2,968.00	\$ 2,968.00	\$ 2,968.00
Subtotal Tuition and Course Fees	\$ 20,597.00	\$ 29,607.00	\$ 36,391.00
Drug Screening Tests	\$ 120.00	\$ 120.00	\$ 120.00
Hep B Vaccine	\$ 150.00	\$ 150.00	\$ 150.00
Textbook Range*	\$2247.00-559.00	\$2247.00-559.00	\$ 2247.00-559.00
Physical	\$ 200.00	\$ 200.00	\$ 200.00
Uniform and Shoes	\$ 150.00	\$ 150.00	\$ 150.00
Lab Tests to check for immunity**	\$ 150.00	\$ 150.00	\$ 150.00
Graduation Pin***	25.00	25.00	25.00
Subtotal Miscellaneous Expenses	\$ 1354.00	\$ 1354.00	\$ 1354.00
Grand Total	\$21,951.00	\$ 30,961.00	\$ 37,745.00

*Lowest price used for textbook calculations (digital available for some texts and cost less)

** If proof of immunization is provided immunity tests are not required

***Pin purchase is optional

Financial Aid

Scholarships are offered throughout the year to NCMC students. Scholarships are subject to change based upon availability of funds. The following is a list of scholarships available to NCMC students:

NCMC Nursing Scholarships amounts vary from year to year. Students must be accepted into the nursing program to qualify. Contact the Financial Aid Office at 231.348.6698 for more information.

The Petoskey Rotary Club awards two (2) scholarships per year to two (2) students entering the second year of the nursing program (3rd. semester). Students are nominated for this scholarship by NCMC Nursing Faculty and must reside in Emmet County.

Various organizations send information on additional scholarships throughout the year, as information on these become available students are informed.

Students can find more information about nursing scholarships by visiting www.discovernursing.com and www.nsna.org



Receipt of Nursing Student Lab Skills Bag

Students in the NCMC nursing program are issued a skills bag that is utilized for practice of nursing skills throughout the program. Items in this bag are intended for nursing practice only. Use of these items on humans is strictly prohibited.

_____ Student nursing skills bags contain items that may be a hazard to small children and pets. I agree to store this bag in a place that is not accessible to small children and pets.

_____ Students are responsible for the nursing skills bag and agree to purchase another bag at their own expense if the bag is lost or damaged.

Signature

Date



Confidentiality Agreement and Consent to Video

Simulated clinical experiences (SCEs) at North Central Michigan College will include active participation and observation. The SCE program is designed to meet the educational objectives of the pre-licensed health care provider and improve their performance in evolving health care crisis situations. The SCE further challenges the health care provider's response and judgment in a high stress environment.

Confidentiality is important when participating in the simulation experience. Failure to maintain confidentiality can lead to unwarranted and unfair defamation of character for participants. Participants that sign this agreement are to maintain strict confidentiality of their own and others performance, whether seen in real time, on video, or communicated through word of mouth. Discussion takes place after the SCE as part of the debriefing process. It is important that "what takes place in the simulation lab – stays in the simulation lab". Other reasons for confidentiality include copyright of the scenario and maintenance of the scenario for students that will be following in future classes. Strict confidentiality of the simulation scenario and happenings during the simulation experience is expected. A breach of confidentiality will be considered a serious offense and may result in loss of simulation privileges.

Videotaping is utilized during simulation experiences, clinical skills testing, and during classroom testing. Video digital files may be viewed by other students during a simulation experience and debriefing. Other uses may include faculty review, education, research, public relations, advertisement, and promotional and/or fund-raising activities.

_____ I agree to maintain strict confidentiality of simulation scenarios, participants, and performance of any participant(s).

_____ I authorize North Central Michigan College staff to video tape, audio tape, or capture an image of my performance during a clinical simulation experience and classroom testing. Digital files, such as audio, video, or images may be utilized at NCMC for learning, faculty review, education, research, public relations, advertisement, promotional, and/or fund-raising activities.

_____ I authorize North Central Michigan College to use the digital files for the purposes of debriefing, faculty review, education, research, public relations, advertisement, promotional, and/or fund-raising activities.

Signature

Date



**North Central Michigan College
Handbook Acknowledgment - Department of Nursing**

Please read, sign and submit this acknowledgement to the Department of Nursing.

I hereby acknowledge that I have received a copy of North Central Michigan College's 2020-2021 Nursing Student Handbook. I accept that I am responsible for reading the handbook in its entirety and complying with the policies contained within in the Nursing Handbook as well as North Central Michigan College's Student Handbook.

I have also received the Standards and Functional Abilities and understand in order to participate in clinical experiences; I must meet the abilities in their entirety.

Print Name_____ Signature_____

Student ID_____ Date_____

Notes: