

A

Academic Expectations 17

American Psychological Association Format (APA)..... 26

Attendance Guidelines 21

Attendance, Clinical 30

B

Blackboard Course Management System 21

Blood and Body Fluid Exposure 41

C

Cell Phones and Cameras..... 33

Clinical Incident Report Form 46

Clinical Lab 28

Clinical Overview 28

Clinical Procedures 28

Clinical Skills Tests..... 30

Clubs and Professional Organizations 51

Code of Conduct 17

Communication, Professional 18

Competencies
Level 1 - 5 5

Cost of Nursing Program..... 53

Curriculum and Course Descriptions 13

D

Disability 23

Dishonesty, Academic..... 18

Dismissal from Program..... 44

Dress Code 33

Drug Free Environment..... 19

F

Faculty Liaison 52

Financial Aid..... 54

Functional Abilities 27

G

Grading Scale 23

Graduation Procedures..... 21

H

Health Insurance Portability and Accountability Act (HIPAA) 19

I

Illness 31

Inclement Weather 32

J

Jewelry 34

Jury Duty 22

L

Latex Sensitivity Questionnaire..... 36

Learning Support Services..... 22

Letter of Intent..... 50

M

Medication Administration 42

Michigan Board of Nursing Contact Information 52

N

Non Discrimination 1

P

Personal Grooming 33

Philosophy Statement 5

Pregnancy Guidelines..... 29

Probation 43

Professional Expectations 17

Program Outcomes 5

Program Overview 3

R

Redress..... 44

Re-entry Guidelines..... 50

Remediation..... 23

S

Safe Practice Criteria 38

Social Media Guidelines 20

Standards 27

Student Tips 25

Study Habits 25

T

Tattoos 35

Testing Out/Waiving 24

Tobacco Usage 33

U

Uniform..... 33

W

Welcome 2

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.

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.

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.

Revised 10/07/14; Title IX contact information updated 10/23/15

WELCOME TO THE NCMC NURSING PROGRAM

Dear Student,

On behalf of the faculty, staff, and the administration of North Central Michigan College let us congratulate you on your decision to enter the exciting and rewarding field of nursing.

The Associate of Applied Science in nursing degree includes both non-nursing and nursing courses. The non-nursing courses meet college requirements for graduation and/or foundation courses to prepare you for the nursing courses.

Successful completion of the nursing program prepares you to work as a Graduate Nurse and to take the NCLEX (National Council Licensure Examination) which, upon satisfactory performance, entitles you to be a Registered Nurse (RN).

The philosophy and goals of the program immediately follow this welcome. It is essential that you read and become familiar with the philosophy and goals of the program, as they are the foundation for the curriculum in which you are participating.

To be a successful graduate, you need basic knowledge, skills, and professional attitude. To be a successful student, it is essential that you recognize and give high priority to meeting the objectives of the program. Assuming responsibility for your actions, attendance, and participation is paramount as a student and in the profession of nursing.

The nursing courses provide for both classroom and clinical experiences. In the classroom, the concepts of nursing are presented, discussed and then applied in the clinical areas. Clinical experiences include both practice in the nursing laboratory at the college and experience in hospitals in this geographical region as well as a myriad of other settings. Student progress is evaluated in the nursing laboratory, clinical setting and classroom.

Admission to this program does not guarantee successful completion of the program. This program is very demanding, but there are resources to assist you with your success. Three resources are Learning Support Services (LSS), nursing faculty and your nursing faculty advisor. Tutorial assistance is available without charge through LSS. Your nursing faculty advisor, as well as other faculty members, are available for consultation during their office hours or by arrangement.

This handbook is designed to provide the nursing student with information pertinent to your success. The information incorporated in this guide is in addition to that found in the North Central Michigan College Student Handbook. You are required to read the NCMC College Handbook as well as the Nursing Handbook and are responsible for its content. You must also inform the Secretary to the Associate Dean of Nursing, Allied Health and Science of any changes in your name, address or phone number.

Best wishes for an exciting and rewarding career in the profession of nursing and in becoming an NCMC nursing alumni.

Sincerely,
North Central Michigan College, Department of Nursing Education

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, philosophy, mission and goals.

Organizing Framework

The conceptual framework of nursing practice at North Central Michigan College is the basis for the curriculum for nursing education. It is based on the 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 and the National League of Nursing's Education Competencies Model for Graduates of Associate Degree Nursing programs.

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 occurring 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 their effects. Nurses also promote health, wellness adaptation and self-care throughout the lifespan.

The nursing process provides the structure for the application and provision of nursing care, as well as clinical reasoning and critical thinking. The nurse functions independently and interdependently in collaboration with other members of the health care team to provide high quality and safe care based on best practices.

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 caring, 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 professional of nursing. Nurses use communication skills not only to convey care to the client but are also integral to the skills of teaching and collaboration 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 nurse. Adult learners are capable of self-directed behavior change within these domains and within a variety of settings across the health care continuum. The curriculum is conceptually based and moved from the simple to the complex in the application of nursing. Teaching and learning are 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, they will be responsive to changes in society, health care delivery and the profession of nursing and therefore, give 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 client, 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.

Program Outcomes

Students must consistently achieve and perform clinical critical elements to pass each course and complete the nursing program.

Critical elements for all clinical rotations are as follows:

- Patient-Centered Care
- Safe Patient Care
- Multidisciplinary Care and Teamwork
- Patient Teaching
- Accessing Information and Evaluating Outcomes
- Accountability and Responsibility

Nursing Program Student Competencies

1. The student will demonstrate nursing practice that acknowledges the dignity and worth of the individual and family through the use of caring interventions within the interpersonal relationship.
2. The student will integrate critical thinking and evidence-based practice in providing safe, competent care to clients.

3. The student will participate in nursing and multidisciplinary teams to work collaboratively in the contemporary health care setting to achieve quality care.
4. The student will demonstrate a teaching relationship with clients which requires continuous learning, refining and integrating professional behaviors and values.
5. The student will demonstrate the ability to use informatics as a method of evaluating patient outcomes and to improve patient care continuously.

Leveled Student Competencies

Student Competency 1: 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.

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
The student will identify the needs of and provide individual patient care in health care settings.	The student will provide holistic individual patient care in various health care settings.	The student will provide holistic care to complex patients in various health care settings.	The student will provide holistic care to complex groups of patients in various health care settings, integrating assessment, planning and teaching.
The student will engage in therapeutic communication and recognize therapeutic relationships with individual patients.	The student will engage and examine therapeutic communications and recognize therapeutic relationships with complex patients.	The student will engage, examine and modify therapeutic relationships with complex patients, families and teams.	The student will manage therapeutic relationships with patients, families and in teams.

Student Competency 2: The student will integrate critical thinking and evidence based practice in providing safe competent care to clients.

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
<p>The student will recognize safety factors related to individual nursing practice.</p> <p>The student will discuss the need for vigilance related to safety and monitoring of individual nursing practice by patient, families and other members of the health care team.</p>	<p>The student will identify safety processes and the factors that lead to a culture of safety.</p> <p>The student will identify appropriate error reporting systems and communicate observations or concerns related to hazards, and error to patient, families and health care team.</p>	<p>The student will compare safety processes against best practice.</p>	<p>The student will evaluate safety processes and engage in root cause analysis to facilitate change.</p>
<p>The student will identify evidence based practice as a component of safe nursing practice, clinical competences and professional values.</p>	<p>The student will locate and utilize reliable sources for locating evidence reports and clinical practice guidelines within agency.</p>	<p>The student will compare and contrast local practice with best practice guidelines and question rationales for care.</p> <p>The student will obtain information about outcomes of care for populations served.</p>	<p>The student will engage in gathering data for use in research contributing to evidence based practice which can be integrated into standard practice.</p>

Student Competency 3: The student will participate in nursing and multidisciplinary teams to work collaboratively in the contemporary health care setting to achieve quality care.

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
<p>The student will participate in professional practice teams, valuing the client's perspective.</p> <p>The student will engage in effective communication within the team.</p>	<p>The student will participate in a team and identify strengths, weakness of functioning as a member of a team.</p> <p>The student will identify system barriers and facilitators of effective team functioning.</p>	<p>The student will participate in professional practice teams, analyzing the activities of the teams, especially communication.</p> <p>The student will analyze and examine strategies for improving team functioning.</p>	<p>The student will assume role of team leader based on situation.</p> <p>The student will participate in building consensus and resolving conflict in the context of patient care.</p>

Student Competency 4: The student will demonstrate a teaching relationship with clients which requires continuous learning, refining and integrating professional behaviors and values.

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
<p>The student will identify teaching needs in the individual patient based on an individualized plan of care, patient values, and evidence.</p>	<p>The student will provide effective health education to the patient based on individual needs, patient values and evidence.</p> <p>The student will evaluate the effectiveness of previous teaching and adapts teaching plan according to individual need.</p>	<p>The student will identify learning needs, plan and provide effective education to a group of patients based on individual, family, community needs and evidence.</p>	<p>The student will read original research and evidence reports and uses this information as a basis for all teaching with individuals, families and groups.</p>
<p>The student will demonstrate accountability for own practice using ethical, legal and research parameters of nursing practice.</p> <p>The student will: Identify the role of the ADN in the health care team. Maintain appropriate boundaries in the health care environment.</p>	<p>The student will demonstrate accountability for own practice using ethical, legal and research parameters of nursing practice.</p> <p>The student will: Identify the role of the ADN in the health care team. Maintain appropriate boundaries in the health care environment.</p>	<p>The student will demonstrate accountability for own practice using ethical, legal and research parameters of nursing practice.</p> <p>The student will: Practice the role of the ADN in the health care team. Maintain appropriate boundaries in the health care environment.</p>	<p>The student will demonstrate accountability for own practice using ethical, legal and research parameters of nursing practice.</p> <p>The student will: Practice the role of the ADN in the health care team. Maintains appropriate boundaries in the health care environment.</p>

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
<p>Demonstrate a positive professional image.</p> <p>Identify the nurse's leadership role within the health care system.</p> <p>Demonstrate accountability for own practice.</p> <p>Verbalize understanding of legal and ethical standards.</p>	<p>Demonstrate a positive professional image.</p> <p>Demonstrate the nurse's leadership role within the health care system with assistance.</p> <p>Demonstrate accountability for own practice.</p> <p>Practice within legal and ethical standards.</p>	<p>Demonstrate a positive professional image.</p> <p>Demonstrate the nurse's leadership role within the health system</p> <p>Demonstrate accountability for own practice.</p> <p>Practice within legal and ethical standards.</p>	<p>Demonstrates a positive professional image.</p> <p>Demonstrates the nurse's leadership role within the health system</p> <p>Demonstrate accountability for own practice.</p> <p>Practice within legal and ethical standards.</p>

Student Competency 5: The student will demonstrate the ability to use informatics as a method of evaluating patient outcomes and to continuously improve patient care.

Level 1 <i>NUR 110/NUR 130</i>	Level 2 <i>NUR 150/NUR 170</i>	Level 3 <i>NUR 210/NUR 230/NUR 250</i>	Level 4 <i>NUR 270</i>
<p>The student will associate safe patient care with information and technology.</p> <p>The student will understand and value technology as a tool for clinical decision making, error prevention and care coordination.</p> <p>The student will use technology to gather data in the provision of individual nursing care</p>	<p>The student will compare and contrast various technologies in the provision of individual care.</p> <p>The student will use technology to obtain information for use in patient care</p>	<p>The student will use technology to evaluate the effectiveness of care, make care processes explicit and monitor patient outcomes.</p> <p>The student will use knowledge obtained from multiple sources through the use of technology to provide patient care.</p>	<p>The student will use technology to evaluate the effectiveness of care and implement a change in the delivery of care.</p> <p>The student will use technology to synthesize knowledge regarding the patient and best practices in patient care.</p>

Curriculum and Course Descriptions Nursing Program

The curriculum plan is arranged to build on previous learning. Knowledge and skills presented throughout the curriculum 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 1

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 110 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.

NUR 130 Health System Concepts- This course introduces the concepts of health within the three domains of knowledge, skills, and attitudes. Emphasis is placed on the concepts of patient centered, care, advocacy, diversity, family, gerontological nursing, therapeutic communication, spirituality, end of life, values of the profession, legal issues, teaching and learning, collaboration, managing care and quality improvement. Upon completion of this course, students will be able to incorporate all concepts of this course into the care of all patients within a variety of health care settings.

Second Semester Courses-winter semester -year 1

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 150 Health-Illness Concepts-This course introduces the concepts of health within the three domains of knowledge, skills and attitudes. 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 will include cancer screening that is evidence based, 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 170 Holistic Health Concepts-This course is designed to develop the concepts further within the three domains of knowledge, skills and attitudes. 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.

Third Semester Courses-fall semester -year 2

NUR 210 Family Health Concepts-This course is designed to develop the concepts further within three domains of knowledge, skills and attitudes. 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 230 Acute Care Concepts-This course further develops the concepts within the three domains of knowledge, skills and attitudes. 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 McLaren Northern Michigan and are expected to conduct research on clients at clinical sites before attending clinical.

NUR 250 Management of Care Concepts-This course focuses on health care management within the three domains of knowledge skills, and attitudes. 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.

Fourth Semester Course-winter semester -Year 2

NUR 270 Complex Health Concepts-This course is designed to assimilate the concepts within three domains of knowledge, skills and attitudes. 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 and leadership in both acute and long term 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, CHEBOYGAN, GAYLORD, PETOSKEY, ST. IGNACE AND TRAVERSE CITY.
- CLINICAL ROTATIONS ARE HELD DURING DAY, EVENING, NIGHT SHIFTS AND ALL DAYS OF THE WEEK.

Nursing Program Sequence of Courses

Pre-Nursing Program Courses

<u>Fall Semester</u>		<u>Winter Semester</u>	
BIO 235 Anatomy & Physiology	4	BIO 236 Anatomy & Physiology	4
ENG111 Composition	3	ENG 112 Composition II	3
COM 170 Interpersonal Communication		Or COM 111 Speech	3
PSY 161 Psychology	3	PSY 261 Developmental Psych	3
Total Credit Hours		10	13

Additional Program Requirements

AH 116 Math for Health Professionals	2
AH 280 Pharmacology	3
Total Credit Hours-Non Nursing courses	28

Nursing Program Courses

Year 1, Fall Semester	
<ul style="list-style-type: none"> • NUR 110 Introduction to Health Care Concepts 10 (7-5-4) • NUR130 Health System Concepts 2 (2-0-0) • Math for Allied Health 2 (2-0-0) 	12
Year 1, Winter Semester	
<ul style="list-style-type: none"> • NUR150 Health Illness Concepts 5 (3-0-6) • NUR170 Holistic Health Concepts 5(3-0-6) • AH 280 Pharmacology 3 (3-0-0) 	10
Year 2, Fall Semester	
<ul style="list-style-type: none"> • NUR 210 Family Health Concepts 5 (3-0-6) • NUR 230 Acute Health Concepts 5 (3-0-6) • NUR 250 Management of Care Concepts 1(1-0-0) 	11
Year 2, Winter Semester-	
<ul style="list-style-type: none"> • NUR270 Complex Health Concepts 11(6-0-15) 	11
Total Credit Hours-Nursing courses	44
Total Credit Hours-Nursing program	<u>72</u>

Code of Conduct

Nurses traditionally have been trusted and respected by the public they serve. The nursing profession has attempted to protect this trust and respect by requiring its members to adhere to the Code for Nurses (ANA, 1976). Also, nurses are expected to be honest, responsible citizens in all aspects of their lives: professional, academic and personal. Since entering the NCMC Nursing program is a first step toward entering the nursing profession, students are expected to uphold all of the following expectations.

Professional Expectations

The Code for Nurses will be studied in the first nursing course 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 North Central Michigan College 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 (cheating, fabrication, plagiarism, etc.) when other pressures limit their time or ability to study. The faculty, at NCMC, 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 work (papers, homework, computer assignments). 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 exam is prohibited. Cheating includes but is not limited to use

of crib 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. Also prohibited is consultation or use of an unauthorized source during an exam, including electronic sources, paper sources or human sources. Submitting part or all of work done by another student while representing as your own is considered cheating, as is sharing your work with other students via any form, including email, posting on the internet, etc.

- Refuse to assist another student in any form of academic dishonesty.
- Students are encouraged to report to the instructor any observed 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 or take credit for work which is not his/her own will face a variety of consequences including having points deducted from the score, a grade of zero on the paper or assignment, or dismissal from the nursing program.

Academic Dishonesty

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.

Professional Communication

Communication is a vital part of NCMC relationship building 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.
- Utilize proper channels of authority as follows:
 - Nursing Advisor/Nursing Instructor
 - Associate Dean of Nursing

- Vice President of Academic Affairs and Student Success
- President

- Students are expected to respond within three (3) business days to any faculty or staff communications.

Professional communication is the responsibility of every student. Choosing to disregard the communication expectations here, may result in a Critical Incident or Probation.

Drug Free Environment

The NCMC nursing program has zero tolerance for illicit drug and substance abuse or misuse in the practice lab, classroom, and clinical locations. Being under the influence of a drug or alcohol is strictly prohibited and will result in dismissal from the program.

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 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 your professional role as a caregiver, 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 which range from a critical incident, probation, 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 NCMC nursing program recognize that social networking websites and applications such as Facebook, MySpace, 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 more professional to share your concerns in person 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 correspondences. 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.

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 she/he has completed and received credit for all courses required for graduation.
- 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.
- D. A student failing or withdrawing 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, s/he 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 care to clients throughout his/her clinical experience.

Blackboard Course Management System

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

Attendance Guidelines

- Students are expected to attend classroom and clinical experiences as assigned. Good attendance and timeliness are important behaviors that directly affect the success of your education and impact your clients care.
- Each faculty may set their guidelines in regards to allowing children in the classroom. Children are **not** allowed in clinical settings. Students are advised to have alternate childcare arrangements. Children will **not** be allowed in the classroom on test days or allowed in the nursing lab during clinical hours.

- If a student misses a test or is unable to take a test as scheduled, s/he will be penalized 10% of that test score. This includes tests taken earlier or later than the assigned date. 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 date.
- If a student misses a test due to catastrophic circumstances, the student may write a letter of appeal to the Associate Dean of Nursing requesting the waiving of the penalty; this is not a guarantee. A catastrophic event is considered to be any emergency life threatening situation to the student or their immediate family, a death in the immediate family, 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 Associate Dean of Nursing will write a letter to the County Clerk or state with a request that the student is excused from appearing. Excusal is not guaranteed, but permission to be excused has been accepted in the past.
- Students are expected to have backup plans for childcare and other non-catastrophic life circumstances. Students who choose to miss a scheduled test date due to these reasons will receive a point/percentage reduction.

Learning Support Services

The following procedures apply to nursing students when taking proctored tests in Learning Support Services (LSS).

1. Students must comply with LSS procedures regarding identification, logging in and out, storage of personal possessions, etc. Nursing students may only take tests in LSS during the hours of 9 am to 4:30 pm.
2. Once a student has started taking a test, s/ he **is 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.
3. Once the test is submitted to an LSS staff member, students may not have access to the test **for any reason.**
4. Students will be monitored directly by an LSS staff member or proctor at all times.
5. Students are to ask an LSS staff member to initial any erasures on the Scantron® form. If erasures are not initialed and are marked as wrong incorrectly, students will not be given credit for those answers.
6. 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.

What if you have a disability? If you have a disability status that will affect test taking you should provide notification and documentation to the Director of Learning Support Services documenting your approved accommodations. Notify the Associate Dean of Nursing promptly at the beginning of each semester that you have turned in your information to LSS. The Associate Dean will discuss how to best help you succeed in your NCLEX-RN exam and devise a plan for proctored testing. 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/>

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

Students should be aware that the standard for passing nursing courses may be stricter than in other courses. Nursing requires higher standards to protect the safety and wellbeing of clients. This higher standard may increase the attrition rate and, therefore, the number of students seeking readmission. Limited clinical space restricts the number of students accepted into the nursing program and impacts the availability of space for re-entering students.

What is 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).

Procedure for Waiving/Testing Out of Required Nursing Content

Students who wish to waive certain nursing courses because of previous educational and work experiences may do so provided such courses have been identified as ones open to such waiver, e.g. NUR 210 Family Health Concepts.

The Department of Nursing Education will use the proctored examinations in the specific content areas for waiver exam purposes. Students must achieve a Proficiency Level 2 to successfully waive a required nursing course. Students who wish to waive a course will observe the following procedure:

1. Notify the Office of the Associate Dean of Nursing of your intent at least three (3) months prior to the semester in which the course to be waived is offered.
2. Take and pass the proctored exam, at Proficiency Level 2 for ADN students, at least two (2) months prior to the start of the semester in which the course is to be offered.
3. Students electing to take the waiver exam and passing it will have the requirement for having taken that course waived.

No credit hours are assigned for waived courses.

An exemption of certain course requirements does not relieve the student of the obligation to meet the college graduation requirements for the Associate of Applied Science in nursing degree of 72 credit hours.

Study Habits

Blocks to Learning

- Failure to learn information initially.
- Inability to organize for recall.

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, acrostics, 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.
- You may want to try a study group.
- Look into books on "successful test taking."
- Use available resources, especially test remediation, videos, outlines, etc.
- Utilize practice computer tests and resources.

Consider these 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 all 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 review once per week per course. (Might have to go back and reread text.)
- Figure out your day----what you have to do----what can't be changed.

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

What else can I do to be successful in the Nursing program?

The nursing faculty are here to help you. We want you to be successful in the Nursing program. **If you are having difficulty with understanding concepts, skills or testing, see your nursing advisor as soon as possible.**

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.

Clinical Overview

Critical elements for all clinical rotations are as follows:

- Patient-Centered Care
- Safe Patient Care
- Multidisciplinary Care and Teamwork
- Patient Teaching
- Accessing Information and Evaluating Outcomes
- Accountability and Responsibility

Clinical Procedures

To be eligible for clinical experience, the student must meet all agency requirements including:

- Satisfactory physical examination
- Proof of health insurance
- Current TB skin test or chest x-ray, repeated annually
- Current BLS Provider or Professional Rescuer Certification
- Documentation of current immunization status
- Criminal Background Check-As a condition of admission; 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.

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.

The College does not guarantee specific agency assignments including facilities, days or times of clinicals to any student.

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 Blackboard 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 Blackboard. Sign in is required for the nursing lab. The nursing lab log is monitored regularly by the nursing instructors and the Associate Dean of Nursing.

Pregnancy Guidelines:

Educational Experiences during Pregnancy: The following factors are considered in determining if and when the student's education must be interrupted. Each case handled individually.

1. Interest and desire of the student to continue in the educational program.
2. Documented recommendation from the student's health care provider.
3. Procedures of the institution or agency where the student will be engaged in clinical experiences.
4. Potential for exposure to a hazardous environment, such as radiation or a communicable disease.

Clinical Skills Tests

Students are required to demonstrate proficiency in basic clinical skills as outlined in the individual course syllabi. Students who fail a skills test are allowed two opportunities for remediation. The remediation process is as follows:

1. The Instructor gives the student a Skills Remediation Form.
2. The student is responsible for contacting the Lab Coordinator to make an appointment for remediation of the skill(s).
3. Once the lab coordinator remediates the student, the student will contact the instructor to make an arrangement for retesting.
4. The original Instructor retests the student.

Students with a third skills test failure will be placed on probation. **Students may only be on probation one time during their entire time in 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/patient care on the assigned unit.

Orientation to clinical agencies is scheduled during assigned clinical time. These mandatory experiences are a collaborative effort between faculty and the host agency. If the student is absent during orientation, this information may not be available to the student and therefore the student may not be able to continue in the clinical rotation. It is the student's responsibility to ensure that they are aware of clinical agency orientation at the beginning of each semester.

- A. Although clinical schedules are determined by the affiliating agency, most clinical times will be between the hours of 6:30 a.m. to 4:00 p.m. and 2:30 p.m. to 12:00 p.m., Sunday through Saturday. Some 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 1/2 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.

- F. No more than two absences per semester. Every minute spent in the clinical area is essential for learning; clinical absences are for illness or catastrophic circumstance. You should not expect or plan on taking both absences each semester.
- G. A catastrophic event is considered to be any life threatening situation to the student or their immediate family, a death in the immediate family, hospitalization of the student or the student's child and mandatory court appearances that cannot be rescheduled. Students may not make-up missed clinical days. Following an illness and extended absences, it will be the decision of the Associate Dean of Nursing through consultation with the lead instructor and documentation of release by the medical provider to determine if the student can meet the class outcomes and continue in the clinical course.

Student Illness

If a student is ill and cannot attend the clinical laboratory or clinical agency, s/he must notify the clinical instructor and clinical agency at least ½ hour (30 minutes) before the scheduled session. You must speak to your clinical instructor and the clinical agency directly by phone.

- A. Each incident of failure to report an impending clinical absence will be considered low dependability for the clinical evaluation and will result in a Critical Incident. Students who do not show up to clinical and do not call their clinical instructor and the agency will receive a critical incident for Accountability and Responsibility. Also, students who elect to leave clinical without notifying their clinical instructor will be given a critical incident for Accountability and Responsibility.
- B. Three Clinical absences regardless of the reason will result in Probationary Status. A fourth absence could lead to dismissal from the nursing program. Students cannot be on probation more than once during their time in the nursing program or be on probation for more than one issue.
- 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 both student and patient safety, if a student is absent due to a medical or surgical condition, documentation of a release by the physician is required for attendance and participation in the nursing program.
- D. An instructor reserves the right to remove a student from a clinical site for any reason if s/he does not feel confident of the student's ability to render

care safely. Reasons may include (but are not limited to) illness, excessive fatigue, emotional instability, behaviors suggestive of intoxication or drug use, or inadequate preparation. A dismissal from clinical by the instructor counts as a clinical absence.

- E. Nurse fatigue causes errors and puts patients 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.

Incident 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.

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 clinical instructor.

Cell Phones and Cameras

Cell phones and pagers **must** be turned off during lecture and in clinical settings. Cameras and cell phone cameras are not to be used at any time during lecture or in clinical settings. Use of cameras or cell phone cameras may be a HIPAA violation and could result in dismissal from the nursing program, fines and legal issues.

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 requested to leave the clinical area. 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 should be clean, well-groomed 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 the various clinical agencies which prohibit smoking while on their facilities premises, students may not use tobacco products at any time during their clinical rotations. Clothing worn during a clinical shift must be free of tobacco or smoke odors.

Uniform Dress Code

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

- Navy scrub top and matching navy pants.
 - Pants must be hemmed to appropriate length and not drag on the floor.
 - NCMC patch is to be sewn neatly to the scrub top on the front

upper left-hand side of the chest.

- Full uniform must be clean and wrinkle free.
- White shirts must have a rounded, finished neckline or white turtleneck. V-neckstyle shirts and undershirts are unacceptable.
- A digital wrist watch 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 leather or vinyl (not cloth). Clog type shoes and open-toed shoes are not permitted.
- Name tags & NCMC picture IDs must be worn with lab coats & uniforms at all times.
- Navy or black calf length socks or hosiery are required.
- Nursing student uniforms are to be worn in the clinical setting only. Students are not to wear the student uniform in public places such as restaurants, grocery stores, or social events.
- Uniforms may not be worn with sweaters, non-uniform shirts, or hoodies in the clinical setting.
- A lab coat or full uniform is required for all activities in the hospital. Instructors will inform students of uniform changes.
- Lab coats:
 - The NCMC patch must be neatly sewn on the upper left sleeve.
 - Professional attire must be worn under lab coats.
 - Blue jeans, shorts, tennis shoes, flip-flops, short skirts (appropriate length is at least mid-thigh), tank tops, halter tops, revealing camisoles, hip hugger skirts and slacks are not suitable.
 - Lab coat 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 jewelry is not acceptable.
- Students may wear one pair of post earrings that are dime size or smaller. For safety reasons, earrings must not hang past the ear lobe. It is not acceptable to wear other pierced body jewelry that is visible while in uniform.
- Only one ring may be worn. Raised rings are discouraged. Rings with sets or intricate settings harbor microorganisms, tear gloves, and may injure patients.

- The name pin is worn on the left side of the shirt.
- Name pins may not be substituted with name tags made from tape.

Tattoos

Tattoos must be covered by clothing or a plain beige Band-Aid. 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, s/ he must disclose the existence of such a tattoo upon admission. The student must make an appointment with the Associate Dean of Nursing to discuss the appropriateness of the tattoo in the clinical setting. Students, who have tattoos (that cannot be covered) and which are potentially offensive to clients or violate the dress codes of clinical agencies, might not be allowed in the clinical setting. NCMC is under no obligation to find alternate clinical sites in this situation.

Latex Sensitivity Questionnaire

Students with a latex allergy or sensitivity should discuss this with their health care provider, and are required to meet with the Associate Dean of Nursing are required to sign receipt of information.

	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 has 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 _____

Safe Practice Criteria

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 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 as follows:

- Patient-Centered Care
- Safe Patient Care
- Multidisciplinary Care and Teamwork
- Patient Teaching
- Accessing Information and Evaluating Outcomes
- Accountability and Responsibility

I. Professionalism

A. Ethics

1. Adheres to accepted standards of professional ethics.
2. Practices with integrity.
3. Reports errors promptly.

II. Accountability and Responsibility

A. General Attitude

1. Ability to recognize errors and to assume responsibility for own actions and mistakes.
2. Able to maintain composure during nursing care.
3. Able to separate professional and personal responsibilities and set client's/patient's needs above those of self while in the clinical setting.
4. Attend clinical in a state of optimal mental and physical health.

5. Seeks assistance and supervision when performing procedures for the first time or when in doubt.
6. Collaborates regularly with instructor, agency staff, and peers regarding client/patient information and nursing care.
7. Follow through on instructions from the clinical instructor, hospital staff, and physician.
8. Turns in all assignments, written and electronic on time, fully complete and accurate.

B. Clinical Preparation

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

III. Communication

1. Able to communicate essential information to other staff or instructor verbally.
2. Reports significant changes in clients' physical and psychological condition in a timely manner.
3. Recognizes the effect of one's behavior on clients/patients and how clients'/patients' behavior might affect students' response.
4. 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:
1. Individual disease conditions and related pathophysiology
 2. Diagnostic tests
 3. Medications
 - relation to diagnosis
 - precautions to take with giving
 - evaluation of therapeutic effect

- side effects and adverse reactions
 - usual dose
 - ability to compute dosages accurately
4. Treatments and procedures
- relate to diagnosis and pathology
 - Able to determine priority areas of nursing care, including an appropriate plan of action with rationales.
 - Able to evaluate nursing care appropriately by identifying pertinent client/patient data from carrying out the care plan.

V. Clinical Procedure and Practice

1. Able to use appropriate nursing judgment when carrying out nursing interventions.
2. Consistently performs nursing treatments or procedures correctly and accurately.
3. Able to recognize and implement independent nursing functions: e.g. turning and positioning bedridden clients/patients every two hours, hand washing, etc.
4. Able to identify or provide appropriate client teaching.
5. Able to initiate appropriate nursing interventions.
6. Administer medications following the “6 rights”.
7. Does not function beyond the level of preparation.
8. Performs dependent functions only with a doctor’s order.
9. Consistently able to manage client’s/patient’s care assignment within the constraints of the assigned clinical time.
10. 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 competent and independent in that particular procedure. Before performing procedures, it is the responsibility of the student to check the original doctor’s order. Students will be supervised by clinical faculty rather than staff whenever possible.

Critical Incident Reports

If a student is asked to complete a Critical Incident Report, it must be completed 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.

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 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 are responsible for any expenses incurred as a result of the exposure.
10. Faculty are covered under the College's health plan for expenses incurred as a result of the exposure.
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. Intravenous medications must always be given with an instructor. 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 effect as well as being able to state side effects. Smart phones or tablets should be brought to each clinical experience and be readily available.
- 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 his/her 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.

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

Probation

Students must, without exception, consistently provide safe care to clients throughout his/her clinical experience. Failure to do so may result in clinical probation or dismissal.

A student will be placed on probation if s/he fails the achievement of a Critical Behavior as defined in each course and does not meet Criteria for Safe Practice. Students will be placed on probation and/or dismissed from the program at any time during the program if the care given (or planned care) jeopardizes patient safety.

Students can only be on probation one time during their time in the nursing program. If a student demonstrates behaviors which require probation a second time, they will be dismissed from the nursing program.

Probationary Notice

1. A Probationary Notice form is initiated at the time the student is placed on probation.
2. The 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) are documented.
3. The instructor outlines a concise plan of improvement; including expected student outcomes.
4. The plan includes specific goals for the student, with timelines and conference deadlines for student feedback.
5. The faculty member discusses the Probationary Notice with the student and both sign the form
6. The Probationary Notice is distributed as follows:
 - a. Student's file (original)
 - b. Student (copy)
 - c. Faculty (copy)
 - d. Associate Dean (copy)
7. While on probation, the student is evaluated at least every two weeks throughout the subsequent courses according to the outcomes established in the Probationary Notice. **It is the student's responsibility to inform subsequent clinical instructors of probation and to take the initiative to set up evaluation meetings.**

8. The involved student is to reply to the Probationary Notice within two (2) class days of receipt of the notice. Students will not be able to attend clinical until they have completed the Probationary Reply form and return it to their instructor.
9. The faculty and the Associate Dean reserve the right to modify the clinical rotation assignment of a student who is on probation.
10. Students who are on probation while in NUR 270, will not be placed into the elective rotations, but may be assigned to ten weeks of the medical-surgical rotation and a leadership rotation.
11. When the student achieves the outcomes stated on the Probationary Notice at 100% compliance by the determined date, the student will be officially removed from probation. The plan of improvement addressing the student's failure to achieve Critical Behaviors must be met by the end of the semester. Probation 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.
12. Students may only be on probation one time during the entire nursing program.

Dismissal from the Nursing Program

The student will not be allowed to continue in the nursing program after more than one situation requiring the student's placement on probation (consecutive or interrupted).

Any student accumulating multiple actual or potential errors, or any endangering of or affecting the quality of life or limbs will be subject to disciplinary action by the faculty. The disciplinary action includes a request for withdrawal from the nursing program. Factors to consider 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 semester. Errors are cumulative from previous semesters. (Students will be asked to complete a report on every occurrence involving medications).

Student Redress

1. In fairness to the student regarding final grade, probationary status or dismissal from the program, the student may initiate the procedure for academic due process.

2. The student is to meet with the faculty member(s) and Associate Dean of Nursing in an attempt to work out the problem between the student and the faculty member(s). If the faculty member is unavailable to the student, the student will meet with the Associate Dean of Nursing who will review all available official documentation and attempt to resolve the problem. If no solution can be reached, the student may appeal the decision as follows:
3. Submit an appeal in writing to the Vice President of Academic Affairs and Student Success within ten (10) working days of the date of the decision. The Vice President will have ten (10) working days to respond.
4. The student may appeal the Vice President's decision in writing to the President of the College within ten (10) working days of the receipt of the decision made by the Vice President. The President has ten (10) working days to respond. The President's decision is final and concludes the appeal process.

If a student has an issue in a particular class, s/he should discuss the concern with the instructor first. If no resolution is reached, the communication channel to follow is as outlined in the section on due process and grievances:

- Associate Dean of Nursing
- Vice President of Academic Affairs and Student Success
- The President

**NORTH CENTRAL MICHIGAN COLLEGE
DEPARTMENT OF NURSING**

CRITICAL INCIDENT REPORT

Student _____ Date _____ Time _____

Course _____ Clinical Area _____

Critical Element(s) _____

Instructor Comments:

Plan for Improvement:

Instructor _____ Date Discussed _____ Copy _____

Student _____ Date Discussed _____ Copy _____

Associate Dean _____ Copy _____

Original to Student File _____

**NORTH CENTRAL MICHIGAN COLLEGE
DEPARTMENT OF NURSING
PROBATIONARY NOTICE**

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)

II. . 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 Probation Guidelines.

Student Signature _____ Date _____ Copy: _____

Faculty Signature _____ Date _____ Copy _____

Associate Dean _____ Date _____ Copy _____

Original to Student's File _____

Please note that you can be dismissed from the Nursing program at any time during the Probationary Period if care rendered is unsafe and places patients in jeopardy.

Students are responsible for informing subsequent clinical instructors of their probation status and reviewing outcomes with subsequent instructors.

**NORTH CENTRAL MICHIGAN COLLEGE DEPARTMENT OF
NURSING PROBATIONARY REPLY**

Student Name _____ Course _____ Date _____

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

2. Plan of work 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 _____

Associate Dean _____ Copy _____

Original to Student File _____

**NORTH CENTRAL MICHIGAN COLLEGE
DEPARTMENT OF NURSING
RESOLUTION OF PROBATION**

Students Name _____ Course _____ Date _____

1. Deadline for meeting outcomes/objectives: _____ (date)

2. General statement regarding student's ability to meet the terms of probation- address each area of deficiency as identified on the Probationary Notice and summarize the required student outcome(s).

3. Recommendation:

_____ Remove from probation, advance to _____

_____ Program dismissal

Conditions for Re-entry:

Upon Re-entry, student is considered on probationary 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 _____

Associate Dean _____ Copy _____

Original to Student File _____

Re-entry Guidelines

The student should be aware that the standard for passing nursing courses may be higher than in other courses. Nursing requires stricter standards to protect the safety and wellbeing of patients. This higher standard increases the attrition rate, and therefore, the number of students seeking readmission to the program. Also, limited clinical space restricts the number of students accepted into a nursing program. These factors impact the availability of space for re-entering students.

A student who has failed either the theory or clinical portion of a nursing course cannot continue in the nursing program and therefore is withdrawn from the program. In addition, a student may electively leave the nursing program for personal or other academic reasons. Students are eligible to re-enter the nursing program to repeat a nursing course one time only.

Letter of Intent

Students wishing to re-enter after the nursing program either after withdrawal or course failure must write a letter of intent to return. The letter of intent must be sent to the Associate Dean of Nursing by November 1st before winter Re-entry or May 1st before fall Re-entry and include the student's plan for success.

Re-entry for all Nursing (NUR) Courses

- A student, on an individual basis, may apply for re-entry into the nursing program within one year of course failure or withdrawal providing faculty and facilities are available. **A student may not repeat any of the required nursing courses more than one time.**
- Nursing theory and clinical courses are co-requisites and must be successfully completed concurrently. If a student fails one component, s/he must repeat both components.

Students are not guaranteed readmission to the nursing program. Factors considered are available space within the course, the reason for dismissal, availability of adequate clinical facilities, and the ability of the student to benefit from a chance to re-enter the program. Consideration of a students' ability to benefit is based on the following point system. Students are assigned:

- One (1) point for each class they did not pass, each tardy, each absence and each critical incident.
- Two (2) points for probation.

When applying for readmission, students may be asked to repeat previous nursing course(s) per faculty recommendation or based on the ability to pass content tests at the national level. Also, an individualized plan for readmission may include time practicing nursing skills as recommended by the nursing faculty member. The Nursing Department notifies students of the need to remediate skills. The student dismissed for failure in the clinical component will be placed on probationary status for the duration of the re-entry course. A Probationary Progress Report will be initiated at the time of re-entry and required outcomes established by Lead Instructor for that course.

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 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 money-raising events such as an annual charity dinner to help a local, medically needy family, participate in the state convention, and monthly SNA meetings. Activities can be as varied 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 in 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.nsna.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.

2016-2017 Estimated Cost of Nursing Program

Nursing program costs based on 72 credit hours or 106 contact hours as of August 1, 2016.

Description	In District	Out of District	Out of State
Tuition per credit hour	\$ 108.00	\$ 179.00	\$ 232.00
Tuition for 106 contact hours	\$ 11,448.00	\$ 18,974.00	\$ 24,592.00
Course Fees	\$ 475.00	\$ 475.00	\$ 475.00
School Fees for 106 Contact Hours	\$ 2,120.00	\$ 2,120.00	\$ 2,120.00
Subtotal Tuition and Course Fees	\$ 12,031.00	\$ 19,628.00	\$ 25,299.00
Hep B Vaccine	\$ 150.00	\$ 150.00	\$ 150.00
Textbooks	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Skyscape software	\$ 240.00	\$ 240.00	\$ 240.00
Physical	\$ 100.00	\$ 100.00	\$ 100.00
Uniform and Shoes	\$ 150.00	\$ 150.00	\$ 150.00
Lab Tests to check for immunity***	\$ 150.00	\$ 150.00	\$ 150.00
Subtotal Miscellaneous Expenses	\$ 1,790.00	\$ 1,790.00	\$ 1,790.00
Graduation Costs-Pin+	\$ 25.00	\$ 25.00	\$ 25.00
NCLEX Review Course	\$ 350.00	\$ 350.00	\$ 350.00
NCLEX Fee for Exam**	\$ 400.00	\$ 400.00	\$ 400.00
Subtotal Graduates	\$ 775.00	\$ 775.00	\$ 775.00
Grand Total	\$ 14,596.00	\$ 22,193.00	\$ 27,864.00

** Current fee for NCLEX examination

+ Approximate cost of pin if students desire to purchase

*** If proof of immunization is provided these tests are not required.

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 ranging from \$250- \$1,500.00. 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