2013-2014
NURSING HANDBOOK
Welcome to the Associate of Applied Science Degree in Nursing Program at Wayne County Community College District (WCCCD). We are pleased you have chosen WCCCD to pursue your nursing education. We are committed to assist you in accomplishing your career goals. Essential to your success is ongoing communication between students and faculty. Faculty will provide didactic and clinical course instruction and integrate real-world examples to expand your experiences. As adult learners, you will enhance this process by actively participating, arriving to each class session prepared and assuming responsibility for your learning from the initial day of class to completion of the program.

The Nursing Student Handbook provides information about the WCCCD Nursing Program, its mission, vision and values, curriculum, policies and other valuable information essential for retention, progression, and graduation from the program. The Handbook is arranged by chapters for easy location and retrieval of information.

It is critical that all nursing students read this Handbook, refer to it throughout their studies, and comply with the policies it sets forth. It contains rules governing the appropriate conduct for students and their participation in the classroom, clinical and related activities, as well as the policies and procedures of the Nursing Program.

All students are responsible for compliance with current rules, policies, and procedures contained in the Handbook. All such rules, policies, and procedures are subject to change at any time at the discretion of the District and/or Nursing Program. As revisions are made, students must comply with the updated rules, policies and procedures as they proceed toward completion of the program.

Additionally, nursing students are required to comply and conduct themselves within the published rules, policies and procedures of the District, including, without limitation, the WCCCD Student Handbook, which is available at: http://www.wcccd.edu/students/pdfs/studenthandbook/pdf.

We welcome you and look forward to working with you.

Nursing Program Faculty and Staff
May 2013

Information in this Handbook describes the WCCCD Nursing Program at the time of publication. However, changes may occur in policies and procedures. Such changes will be disseminated prior to implementation.
# WAYNE COUNTY COMMUNITY COLLEGE
## Nursing Student Handbook 2013-2014

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CHAPTER ONE: NURSING PROGRAM MISSION, VISION AND PHILOSOPHY

This section describes the mission, vision and values which guide Wayne County Community College District (WCCCD) and the Nursing Program.

College Mission Statement
WCCCD’s mission is to empower individuals, businesses and communities to achieve their goals through excellent accessible services, culturally diverse experiences and globally competitive higher education and career advancement programs.

College Vision Statement
Wayne County Community College District will be recognized as an institution that has achieved national and international recognition for enduring excellence as a comprehensive multi-campus community college district. WCCCD will focus on continuous self-evaluation and improvement; preparation of a highly skilled workforce in support of the Wayne County economy; student academic and career success, and leadership in strengthening the open door philosophy of educational opportunity.

WCCCD’s Values
1. Excellence in Teaching and Learning
We value excellence in teaching and learning; we enable students to achieve desired learning outcomes through individual attention and varied approaches to teaching. Our programs and courses are designed for students from all backgrounds in an effort to help them achieve academic and career success.

2. Diversity
We value and celebrate the multi-cultural, gender, generational, socio-economic status and experiential global understanding of our students and others we serve. We nurture increased appreciation and understanding of diverse cultures, ideas and ways of thinking needed to live as responsible citizens in a global society.

3. Student and Community Service
We value being a student-centered and community-based community college. We provide a caring, friendly, responsive, safe and accessible learning environment for students. We are an integral part of the communities we serve, providing community services that improve the economic, social, cultural and educational life of these communities.

4. Accountability
We are accountable to the students who depend on us to provide them with a quality education, to the citizens who support us with their tax dollars and to the businesses that depend on us to provide them with highly trained employees. We commit to being good stewards of the resources that are provided to us and to being accountable for creating a positive learning environment that produces student knowledge and skills.

5. Integrity
We exemplify the values of honesty, trust, fairness, reliability and mutual respect in every aspect of our work.
Nursing Program Mission and Vision Statements
The Nursing Program’s mission and vision statements are aligned with the core values and strategic goals and objectives of the College. The Nursing Program has the same values statement as the College. Additionally, Nursing Program faculty affirms these statements:

Nursing Program Mission
The mission of the Nursing Program is aligned with the mission of the college. The mission of the Nursing Program is to educate, prepare, and empower student nurses to become competent health professionals and to promote health and wellness to individuals, families, and communities in our culturally diverse society.

Nursing Program Vision
As excellence is the hallmark of the college, the Nursing Program is committed to excellence in nursing education on a collegial level that promotes health and wellness to individuals, families and communities in our culturally diverse global society. Our vision is to develop a highly skilled nursing workforce providing compassionate care through academic and career success.

About the Nursing Program
The Nursing Program at WCCCD offers an Associate of Applied Science Degree in Nursing. Graduates of the Nursing Program are eligible to complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Program requirements include specific courses in the nursing major and general education. The Nursing Program is designed to prepare graduates to provide nursing care as staff nurses in a variety of health care settings.

Nursing Program Goal
The goal of the Nursing Program is to produce accountable, adaptable generalists who are prepared to successfully complete the NCLEX-RN exam and function as registered nurses in diverse care settings.

Nursing Program Philosophy and Conceptual Framework
The Nursing Program Faculty support the mission of the college essentially by educating nursing students to provide quality nursing care. Faculty believes:

- The registered nurse is expected to follow all applicable federal, state and national laws related to professional nursing practice including the definitions and provisions set forth by the Michigan Public Health Code (MPHC).
- The nurse-client (patient) relationship is central to every nursing activity. It focuses on the patient and is therapeutic, purposeful, and goal-directed in nature. The nurse’s unique position in the provision of nursing care allows for the promotion of patient advocacy.
- Nursing care involves a comprehensive assessment of the total person (client) with consideration of diversity and culture transcending the completion of specific tasks.
- The method of interventions for nursing practice is the nursing process. Through the nursing process, nurses assess a client’s needs and collaborate with the client and the client’s family to determine goals.
- The delivery of quality nursing care involves critical thinking anchored in evidence and best practice.
The registered nurse has an intricate role on the health care team integrating research based therapeutic interventions in the plan of care.

Care is demonstrated through therapeutic interventions, effective communication, sound clinical reasoning and acknowledging diversity as a key factor in the delivery of care.

The use of information and information systems will allow the student and registered nurse to evaluate their nursing interventions.

Nurses have intricate roles in many health care settings however the goal is the same – assisting persons (clients) in the promotion of health (quality improvement), managing health concerns, recovering from illnesses or injury and supporting the right to a dignified end.

Education of the student extends beyond completion of the WCCCD Nursing Program with the student becoming a life-long learner assuming leadership roles, supporting and advancing the profession of nursing.

This set of beliefs underscores the mission of the Nursing Program and guides student practice throughout the program.

Further describing the Nursing Program’s philosophy is the pictorial representation of the Conceptual Framework as shown:

**WCCCD Nursing Program Conceptual Framework**

Surrounding the WCCCD Nursing Student are interlocking concepts and standards that are integrated throughout the curriculum. These concepts and standards influence the student’s ability to provide nursing care that meets the individual needs of clients: meta-paradigm concepts of nursing, eight curricular concepts, American Nurses Association (ANA) Standards of Practice, ANA Standards of Professional Performance and National League for Nursing (NLN) Core Competencies for ADN Programs. Each is described further:
Meta-Paradigm Concepts in Nursing
The conceptual framework recognizes the four basic meta-paradigm concepts in nursing- nursing, person/client, health, and environment. While the practice setting, the client, or the client’s needs may vary, the framework is based on the premise the nurse uses critical thinking skills to meet the needs of the client regardless of the setting. The definitions are as follows:

Nursing
Nursing faculty has adopted the definition of nursing provided by the National Council of State Boards of Nursing (NCLEX-RN Test Plan, 2013, pages 1 and 2):

Nursing is both an art and a science, founded on a professional body of knowledge that integrates concepts from the liberal arts and the biological, physical, psychological and social sciences. It is a learned profession based on knowledge of the human condition across the life span and the relationships of an individual with others and within the environment. Nursing is a dynamic, continually evolving discipline that employs critical thinking to integrate increasingly complex knowledge, skills, technologies, and client care activities into evidence-based nursing practice. The goal of nursing for client care is preventing illness and potential complications; protecting, promoting, restoring, and facilitating comfort; health; and dignity in dying.

Person/Client
All human participants in the healthcare delivery system comprise the person/client defined as the individual, family, groups, and the community. The person/client is unique with psychological, physical, spiritual, social, intellectual, and environmental needs. These human needs are constant through all cultures, ages, races, and gender. The presence of health and illness and the person/client’s response may influence these human needs.

Health
Health is dynamic, ever changing and exists on a continuum, ranging from wellness to illness to death. A disturbance in a person’s ability to balance psychological, physical, spiritual, social, intellectual, and environmental factors will influence movement along the continuum and determine the level of wellness. Health problems occur or even death if events compromise or inhibit a person’s ability to balance these factors.

Environment
The environment includes all intrinsic and extrinsic factors that interact with the person and affect human health. These factors may encompass local, regional, national and worldwide physical, psychological, social, cultural, political, cognitive, spiritual, and economic conditions that are associated with health.

The meta-paradigm concepts of nursing, person/client, health, and the environment are integrated and defined for each course. Brief course descriptions are provided however complete descriptions appear with each syllabus:

Brief Course Descriptions and Application of Meta-Paradigm
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<tr>
<td><strong>NUR 110 - Nursing Foundations</strong>&lt;br&gt;Explores historical and contemporary nursing practice and health care delivery systems. Emphasis is on the nursing student as a caregiver and responsibilities. Lab is embedded with focus on acquiring skills needed in subsequent courses.</td>
<td>The student nurse learns the basic foundation of the nursing profession and how it relates to the injured or client suffering from acute or chronic disease. With the student peer as client, the nursing student acquires the nursing skills needed for progression to clinical sites and subsequent courses.</td>
<td>Dynamic state of wellbeing and the causes of alteration of that state.</td>
<td>Nursing skills lab serves as the environment with the use of peer students and simulation models with the emphasis on the nurse as caregiver.</td>
<td>Students explore the ethical and emotional paradigm that goes to the root of nursing. Application of assessment skills and documentation of findings in the adult client.</td>
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<td><strong>NUR 118 - Physical Assessment</strong>&lt;br&gt;Focus on nursing knowledge, skills necessary to conduct an adult physical assessment &amp; document assessment findings on a healthy adult. Students continue to further develop skills in the application of the nursing process in managing care of the adult client.</td>
<td>With the student peer as client, the nursing student learns the basic elements of physical assessment.</td>
<td>Dynamic state of wellbeing recognized in the adult and geriatric client.</td>
<td>Nursing skills lab serves as the environment with the use of peer students and simulation models.</td>
<td>Use of assessment skills to differentiate deviations from normal adult health and geriatric assessment findings.</td>
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<td><strong>NUR 112 - Medical Surgical Nursing I</strong>&lt;br&gt;Nursing care of the peri-operative client and client with diabetes mellitus. Concepts- intravenous therapy, blood component administration, fluid and electrolyte/acid-base balance emphasized. Students concurrently enrolled in the clinical component where skills in the application of the nursing process are further developed.</td>
<td>Adult client requiring peri-operative care and diabetes management.</td>
<td>Alteration in the dynamic state of health by an acute or chronic disease process requiring surgical intervention.</td>
<td>Inpatient settings involving the operating room, recovery phase and surgical post-op care units.</td>
<td>Application of nursing skills in the management of the surgical client and diabetes management.</td>
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<td><strong>NUR 119 - Pharmacology</strong>&lt;br&gt;Safe medication administrations utilizing the nursing process approach as medications are examined by drug classification and prototype. Medication math computation is integrated.</td>
<td>The nursing student as client learns the essence of pharmacology and safe medication administration calculations including herbal therapies and client medication teaching.</td>
<td>Effects of medication on the client are examined by drug classification and prototype across the lifespan.</td>
<td>Classroom and nursing skills lab serves as the environment for education and practice.</td>
<td>Utilizing the nursing process approach to examine drug classifications and effect of drugs on the client across the lifespan and implications for client education.</td>
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**Brief Course Descriptions and Application of Meta-Paradigm**
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<td><strong>NUR 114 - Obstetric Nursing</strong>&lt;br&gt;Nursing care of the obstetric client, the newborn and the family unit. Explores women’s health across the life span. Students are concurrently enrolled in the clinical component of NUR 114 where skills in the application of the nursing process are developed in managing the health of childbearing women, family.</td>
<td>Childbearing woman and family through all stages of pregnancy and childbirth, as well as the 4 weeks after birth. (Lowdermilk, Cashion, 2010, p.2).</td>
<td>Flourishing condition of woman and child during pregnancy, childbirth and the postpartum period.</td>
<td>Inpatient settings involving OB Triage, labor and delivery, mother/baby postpartum, newborn nursery, and neonatal ICU.</td>
<td>Continuity of care throughout the childbearing cycle which encompasses the process of labor, birth and recovery; breastfeeding and parenting skills. (Lowdermilk, Cashion, 2010, p.2) and the care of the newborn child. (WHO, <a href="http://who.org">http://who.org</a>)</td>
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<td><strong>NUR 116- Medical Surgical Nursing II</strong>&lt;br&gt;Nursing care of client with alteration in respiratory, cardiac/cardiovascular status and hematologic disorders. Students enrolled clinical component, introduced to tracheostomy care and endotracheal suctioning, central line dressing changes, and assessment of chest tubes. Students continue to further develop skills in application of nursing process.</td>
<td>Adult client experiencing cardio/pulmonary disease as well as vascular and hematological disorders.</td>
<td>Alteration of the dynamic state of wellbeing caused by an acute or chronic cardiac, pulmonary, vascular, or hematologic disorders.</td>
<td>Inpatient settings involving monitored units caring for clients with cardiac, pulmonary, hematologic, or vascular disorders.</td>
<td>Assessment skills and critical thinking applications in the care of clients with cardiac, pulmonary, hematologic, and vascular disorders.</td>
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### Brief Course Descriptions and Application of Meta-Paradigm
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<td><strong>NUR 210 - Psychiatric Nursing</strong>&lt;br&gt;Focus is dynamics of human behavior during psychiatric illness. Principles, concepts of mental health, medication and non-medication interventions, group interventions, and therapeutic environments explored. Students enrolled in the clinical component, skills in application of the nursing process are sharpened managing care of psychiatric client and family.</td>
<td>Adult client experiencing difficulty meeting psychosocial needs resulting in mental health problems or psychiatric disorders.</td>
<td>State of well-being recognizing own abilities, able to manage the stressors of life, and functioning at a satisfactory level of emotional and behavioral adjustment.</td>
<td>Psychiatric/mental health inpatient and outpatient settings providing care to the adult clients and their family.</td>
<td>Use of self and nursing, psychosocial, and neurobiological theories to provide comprehensive, patient-centered mental health and psychiatric care across the life span.</td>
</tr>
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<td><strong>NUR 212 - Medical Surgical Nursing III</strong>&lt;br&gt;Nursing care of clients with endocrine, gastrointestinal, genitourinary, renal, and immune disorders. Students concurrently enrolled in clinical component where skills in the application of the nursing process are sharpened managing care of adult client.</td>
<td>Adult client with endocrine, gastrointestinal, genitourinary, renal and immune disorders.</td>
<td>An alteration in wellbeing due to acute or chronic disorders of endocrine, gastrointestinal, genitourinary, renal and immune systems.</td>
<td>Acute inpatient, outpatient hemodialysis settings providing care to the adult client.</td>
<td>Application of the nursing process, critical and teaching interventions in the care of clients with endocrine, gastrointestinal, genitourinary, renal and immune disorders.</td>
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**Brief Course Descriptions and Application of Meta-Paradigm**
## Level Two, Fourth Semester

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<td><strong>NUR 214 - Pediatrics</strong></td>
<td>The pediatric client and family with acute and chronic illness requiring hospitalization.</td>
<td>An altered state of physical wellbeing due to an acute or chronic condition affecting the pediatric client and family.</td>
<td>Inpatient and outpatient setting caring for the pediatric client and family.</td>
<td>Application of the nursing process, growth and development criteria, critical thinking, infection control, ethical and legal issues in the care of the pediatric client and family.</td>
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<tr>
<td><strong>NUR 216 - Medical Surgical Nursing IV</strong></td>
<td>The adult client with musculoskeletal, neurological, vision, or hearing problems needing interventions to reach optimal independent functioning through rehabilitation regardless of age.</td>
<td>A state of physical and psychological well-being allowing the individual and family to function independently regardless of physical limitations.</td>
<td>Acute inpatient setting, including intensive care, providing therapy across the continuum in conjunction with rehabilitation, sub acute rehabilitation and long term care regardless of age.</td>
<td>As client advocate, the nurse monitors and collaborates with health care providers on any significant changes in neuro, musculoskeletal, vision, hearing or progress in rehabilitation.</td>
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<td><strong>NUR 218 – Nursing Issues, Transitions and Leadership</strong></td>
<td>The student nurse as client focuses on diversity, workplace, and emergency issues within the environments of care and professional responsibilities.</td>
<td>Issues that affect the dynamic state of health for the client and caregiver related to environments of care.</td>
<td>Classroom setting with references to environments providing care and opportunities in nursing.</td>
<td>Application of critical thinking, quality improvement, and communication styles in coping with workplace issues.</td>
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Wayne County Community College  
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Eight Integrating Concepts
The inner ring of the Conceptual Framework represents eight concepts that are congruent with the graduate outcomes. Nursing faculty believes these eight concepts influence the student’s knowledge, attitude, and skills in the care of the person/client:

1. **Professionalism**
   Professionalism is commonly seen as striving for status in position and knowledge. Professionals are knowledgeable, demonstrate leadership skills, are self-motivated and team player, reliable and committed to a code of ethics. The ANA describes in its standard, “Professional Practice Evaluation”, that the RN “evaluates own nursing practice in relation to professional practice standards and guidelines, relevant statues, rules and regulations; engages in self-evaluation of practice on a regular basis, identifying strengths and areas for professional growth; obtains informal feedback regarding h/his own practice from healthcare consumers, peers, professional colleagues, others.” (ANA, 2010) High level of professionalism incorporating these qualities is expected when working with clients.

2. **Communication**
   Communication can occur through verbal, nonverbal and/or written means. A therapeutic nurse/client relationship requires the nurse to demonstrate effective communication techniques. ANA states the “RN communicates effectively in a variety of formats in all areas of practice; assesses own skills; seeks continuous improvement of communication skills; conveys information to consumers, families, inter-professional team and others in communication formats that promote accuracy.” (ANA, 2010)

3. **Leadership**
   Effective leaders build collaborative relationships, lead by example, display integrity, and see change as an opportunity. As described by ANA, a RN who leads “demonstrates leadership in professional setting and the profession; oversees the nursing care given by others while retaining accountability for the quality of care given to healthcare consumer, demonstrates commitment to continuous, life-long learning and education for self and others; and treats colleagues with respect, trust, dignity.” The attribute, integrity, is further described by the National League for Nursing (NLN, 2010) as “...respecting the dignity and moral wholeness of every person and accepting accountability for our actions.” (ANA, 2010)

4. **Critical Thinking**
   Critical thinking is an essential component of quality nursing care. Critical thinking in nursing requires the RN to use the nursing process to collect “comprehensive data pertinent to healthcare consumer’s health, analyze data to determine diagnosis/ issues, identifies expected outcomes for individualized plan, develops plan to attain outcomes, implements plan, and evaluates progress of plan.” This is accomplished by “integrating evidence and research findings into practice/to guide practice, incorporates evidence when initiating changes in nursing practice, shares research findings with colleagues and peers.” (ANA, 2010)

5. **Caring**
   ANA Tenet of Nursing Practice states “caring is central to the practice of the registered nurse” providing “empathetic, compassionate, respectful interactions and behaviors.” (ANA, 2010) Similarly, NLN Core Value, “Caring”, is seen as “promoting health, healing and hope in response to the human condition.” (NLN, 2010) Caring provides meaning to the nurse’s actions with the “RN practicing ethically; delivering care in a manner that preserves and protects health care consumer autonomy, dignity, rights, values and beliefs; upholds confidentiality within legal and
regulatory parameters; maintains therapeutic and professional consumer-nurse relationship; advocates for equitable healthcare consumer care.” (ANA, 2010)

6. Quality Improvement
Simply stated, quality improvement is an ongoing effort to make something better. This requires continuous evaluation and willingness to change, if evaluation outcomes dictate. In nursing practice, the emphasis is on quality nurse care and client safety. The RN “contributes to quality nursing practice; demonstrate quality by documenting the application of the nursing process in a responsible, accountable and ethical manner; use indicators and collect data to monitor quality, safety, effectiveness of nursing practice; analyze quality data to identify opportunities for improving nursing practice; and analyze factors related to quality, safety and effectiveness” (ANA, 2010). NLN describes quality improvement through the core value, “Excellence”, the RN “.....reflects commitment to continuous growth, improvement and understanding; transformation is embraced.” (NLN, 2010)

7. Diversity
Nursing practice involves equitable health care to all clients, groups and communities. This requires the nurse to become knowledgeable of the perspectives of a diverse, multicultural population. The nurse must continuously assess personal beliefs, biases (conscious and unconscious), and socialization that can compromise a client’s care. ANA states “Nursing practice respects diversity and is individualized to meet unique needs of healthcare consumer or situation.” To this end, the RN “provides holistic care that addresses needs of diverse populations across the lifespan; advocates for health care that is sensitive to needs of health care consumer, with particular emphasis on needs of diverse populations; applies appropriate knowledge of major health problems and cultural diversity in implementing plan of care.” (ANA, 2010) NLN Core Value of “Diversity” affirms “the uniqueness of and differences among persons, ideas, values and ethnicities.” Similarly, ethics involves “reflective considerations of personal, societal and professional values, principles and codes that shape nursing practice.” (NLN, 2010)

8. Information Management
The RN uses the nursing process to gather and analyze client information to plan quality nursing care. Information must be comprehensive, organized and systematically collected from all available information sources. ANA views this as the RN collecting “comprehensive data using systematic and ongoing process while honoring the uniqueness of the person; the healthcare consumer, family, and other healthcare providers are involved as appropriate, in holistic data collection; the impact of personal attitudes, values and beliefs are recognized; appropriate evidence-based assessment techniques, instruments, tools are used; ethical, legal and privacy guidelines and policies for collection, maintenance, use and dissemination of data and information are applied and followed.” (ANA, 2010) NLN describes the core value, “Holism”, where “nurses consider every aspect of the human condition when planning, implementing and managing care for patients.” (NLN, 2010)

The embedded eight concepts, along with the major concepts - nurse, client, health and the environment, are integrated throughout the curriculum providing increasingly complex learning experiences as students learn and shape their role as a professional nurse.
Professional Standards
The outer ring of the Conceptual Framework represents the professional standards supporting the curriculum

- American Nurses Association Standards of Practice (assessment, diagnosis, outcome identification, planning, implementation, and evaluation)
- American Nurses Association Standards of Professional Performance (ethics, education, evidence-based practice and research, quality of practice, communication, leadership, collaboration, professional practice evaluation, research utilization, environmental health), and
- National League for Nursing Core Competencies for Associate Degree in Nursing Programs (professional behaviors communication, assessment, clinical decision-making, caring interventions, teaching/learning, collaboration, managing care).

The integration of ANA and NLN Standards across the curriculum describes the values and guidelines expected of the student from the beginning to the end of the program. This is seen in all course syllabi, including competencies outlined in the clinical performance evaluation form.

Nursing Process and Functional Health Patterns
The nursing process (assessment, diagnosis, outcomes/planning, implementation, and evaluation), blends all clinical and classroom curricula in an organized, systematic way for clinical decision making, and as the basis of client care. The focus is the “client” regardless of the definition of client – person, family or community.

The functional health patterns, developed by Gordon (2010), provide a framework for data collection that facilitates health status evaluation and development of nursing diagnoses. This content is introduced in Level 1, first semester of the Nursing Program and integrated into each level throughout the program. The 11 health patterns include:

1. Health Perception Health Management Pattern
2. Nutritional Metabolic Pattern
3. Elimination Pattern
4. Activity Exercise Pattern
5. Sleep Rest Pattern
6. Cognitive-Perceptual Pattern
7. Self-Perception-Self-Concept Pattern
8. Role-Relationship Pattern
9. Sexuality-Reproductive
10. Coping-Stress Tolerance Pattern
11. Value-Belief Pattern

The nursing process, Gordon's health patterns, the NLN core competencies, ANA Standards and the eight integrating concepts are reflected in all aspects of the WCCCD nursing curriculum and in associated course documents (syllabi, clinical performance evaluation tools, and assignments).
Graduate Outcomes

Nursing Faculty agreed the eight graduate outcomes displayed in the table reflect the necessary comprehensive knowledge and skill inherent in the definition:

<table>
<thead>
<tr>
<th>WCCCD Nursing Program Graduate Outcomes Upon successful completion of WCCCD Nursing Program, the student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice nursing with professional accountability.</td>
</tr>
<tr>
<td>2. Demonstrate communication competency in professional interactions.</td>
</tr>
<tr>
<td>3. Manage (leadership) health care resources and use the nursing process to meet the health needs of clients.</td>
</tr>
<tr>
<td>4. Demonstrate clinical reasoning (critical thinking) when planning care for individuals, families, and groups.</td>
</tr>
<tr>
<td>5. Integrate caring constructs into professional nursing activities</td>
</tr>
<tr>
<td>6. Integrate teaching and learning principles into health promotion (quality improvement) activities for individuals, families, and groups.</td>
</tr>
<tr>
<td>7. Collaborate with health team members to promote health of individuals, families, and groups within a diverse society.</td>
</tr>
<tr>
<td>8. Integrate knowledge (information management) from nursing and general education courses when providing nursing care to individuals, families, and groups throughout the lifespan.</td>
</tr>
</tbody>
</table>

The WCCCD Nursing Program integrates established professional standards, competencies, and guidelines leading to the achievement of the graduate outcomes.

Program Outcomes
Program outcomes measure the degree to which WCCCD Nursing Program is achieving its mission and goal of producing accountable, adaptable generalists who are prepared to successfully complete the NCLEX-RN exam and function as registered nurses in diverse care settings. As described by Accreditation Commission for Education in Nursing (ACEN) www.acenursing.org, examples of program outcomes are program completion rates, job placement rates, licensure exam pass rates, graduates’ satisfaction with program, and employer satisfaction with graduates’ preparation.

The Nursing faculty has identified an estimated level of achievement (ELA) for each program outcome and will use data to enhance the Nursing Program.

Systematic Plan for Evaluation (SPE)
The Systematic Plan for Evaluation assesses every aspect of WCCCD Nursing Program and consists of the following Accreditation Commission for Education in Nursing (ACEN) standards:
Standard 1 – Mission and Administrative Capacity
Standard 2 – Faculty and Staff
Standard 3 – Students
Standard 4 – Curriculum
Standard 5 – Resources
Standard 6 – Outcomes

ACEN is formerly National League for Nursing Accrediting Commission, Inc.(NLNAC). WCCCD Nursing Program achieved ACEN Candidacy Status August 2012. ACEN can be reached at: 3343 Peachtree Road NE, Suite 850 | Atlanta, GA 30326 | P. (404) 975-5000 | F. (404) 975-5020 | www.acenursing.org

Students will have many opportunities to evaluate the Nursing Program and actively participate in the program’s systematic plan for evaluation (SPE).

References

Chapter One / Nursing Program Mission, Vision and Philosophy


CHAPTER TWO: NURSING PROGRAM CURRICULUM
Educational Theory
The nursing program offers a curriculum that reflects the educational needs of the adult learner. The curriculum is progressive with new learning supported by content of previous nursing courses. Memorization of content is minimized as student learns and sharpens psychomotor skills and articulates the “why” behind the skill. Critical thinking is integrated throughout all courses. Self-reflection is encouraged as students discover their strengths and areas for improvement, guided by nursing faculty to achieve goals. Experiential learning occurs through the varied clinical sites provided in urban and suburban settings with rich exposure to diverse economic, ethnic, and racially different populations. This “real world” exposure prepares nursing students to the clients and families they will meet.

Nursing faculty consider their role as one of teacher, facilitator, evaluator, advisor, mentor, and resource person as student gains a deeper learning of the content rather than a role of lecturer or grader. Guiding the student to connect didactic content to the clinical setting enhances learning and achievement of the student learning and graduate outcomes.

Faculty value a learning environment that is supportive, respectful of experiences students bring to the classroom, and emphasizes the importance of life-long learning. The concept of professionalism is woven through the curriculum where the nurses’ role of a life-long learner is emphasized.

Teaching strategies are varied and designed to meet the needs of adult learners through case study analyses, simulation, student self-reflection, NCLEX-RN styled questions with growing emphasis on application, small and large group discussion, and role play. Strategies offer a four-part approach to learning through didactic, skills lab, clinical, and simulation targeting all types of learners including visual, auditory, tactile, kinesthetic, and social.

The nursing faculty acknowledges the eight core competencies of The Scope of Practice for Academic Nurse Educators (NLN, 2012) and endeavor to integrate the competencies in daily teaching and interactions with students.

Length of Nursing Program
The nursing program curriculum is intended to be completed in three-years, including the pre-requisite courses. Many students complete most or all of the general education courses prior to being admitted into the program.

Student Learning Outcomes for Level One and Level Two Courses
Student Learning Outcomes are indicated by levels and semesters aligned with the eight integrating concepts displaying progressive complexity in content and support of the Graduate Outcomes. Continuing demonstration of prior learning outcomes is expected as the student moves through the program. Each syllabus identifies the student learning outcomes for the specific course. For courses with both theory and clinical/lab components, the syllabus will identify the student learning outcomes for theory and clinical/lab. Additionally, the clinical evaluation tool identifies the eight concepts with specific competencies students are expected to achieve.
Revised Curriculum Starting Fall 2013
The Nursing Program will implement a revised curriculum starting fall 2013. The revised curriculum was approved by the Nursing Program Curriculum Committee, the District Curriculum Committee, and the Michigan Board of Nursing (MBON):

### PRE-REQUISITE COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 119</td>
<td>English I</td>
<td>3 credits</td>
</tr>
<tr>
<td>*BIO 240</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 250</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 295</td>
<td>Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>*BIO 155 is Pre-requisite for BIO 240</td>
<td>Pre-requisite Total: 18 Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>

### SEMESTER ONE – FIRST 7.5 Weeks

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 110</td>
<td>Nursing Foundations</td>
<td>6 credits</td>
</tr>
<tr>
<td>NUR 118</td>
<td>Physical Assessment</td>
<td>2 credit</td>
</tr>
</tbody>
</table>

### SEMESTER ONE – SECOND 7.5 Weeks

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 112</td>
<td>Med/Surg I Theory &amp; Clinical</td>
<td>6 credits</td>
</tr>
<tr>
<td>NUR 119</td>
<td>Pharmacology</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Semester One Total: 16 credit Hours

### SEMESTER TWO

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DT 130</td>
<td>Intro to Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 114</td>
<td>OB Theory &amp; Clinical (Half semester)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 116</td>
<td>Med/Surg II- Theory &amp; Clinical (Half semester)</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Semester Two Total: 13 credit Hours

### SEMESTER THREE

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Psych Theory &amp; Clinical (Half semester)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Med/Surg III Theory &amp; Clinical (Half semester)</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Semester Three Total: 13 Credit Hours

### SEMESTER FOUR

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 214</td>
<td>Peds Theory &amp; Clinical (Half semester)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 216</td>
<td>Med/Surg IV Theory &amp; Clinical (Half semester)</td>
<td>6 credits</td>
</tr>
<tr>
<td>NUR 218</td>
<td>Nursing Issues, Transitions, &amp; Leadership</td>
<td>2 credit</td>
</tr>
</tbody>
</table>

Semester Four Total: 12 Credit Hours

Nursing Program Total: 72 Credit Hours

Students must also complete College Degree Requirements in order to be eligible for graduation:
- Complete at least 60 credit hours
- A minimum of 15 credits of program requirements at WCCCD
- PS 101 American Government (3 credits)
- ENG 120 English II (3 credits)
- Have a minimum grade point average of 2.0 upon completion.

Students interested in transferring to a 4 year institution are encouraged to take the following courses:
- BIO 252 Pathophysiology 4 credit
- ENG 120 English II 3 credits
- PSY 200 Lifespan Development 3 credits

Students should see an advisor for additional information.
Essential Functions Related to the Profession of Nursing

Students in the nursing program must demonstrate the ability to perform specific cognitive functions and demonstrate psychomotor skills in order to succeed in the profession of nursing. Nursing students must possess the ability to perform all functions (to the level of 100%) that are necessary components of the Nursing Program.

The Campus Dean or designate and Student Services will determine what reasonable accommodations may be provided for students with disabilities and will complete an accommodation letter that will be given to the Dean of Nursing and Campus Dean.

Listed below are the Essential Functions of a Nursing Student at WCCCD. Please read carefully. It is the student’s responsibility to notify the Nursing Program of any disability impacting his or her ability to perform the essential functions prior to entering Nursing Program.

Ability to Use Senses
- **Visual acuity** with corrective lenses to identify color changes in skin, respiratory movement in patients; read fine print/writing on physicians orders, monitors, equipment calibrations, measure medications in syringes, administering medications, assessing wound status, reading charts/flow sheets, reading thermometers, IV’s, etc.
- **Hearing ability** with auditory aids to hear monitor alarms, emergency signals, call bells, telephone orders; to hear blood pressure, heart, lung and abdominal sounds with a stethoscope; to understand a normal speaking voice without viewing the speaker’s face, converse with client, families and staff from various distances with varying audible sounds.
- **Tactile ability** to feel differences in skin temperature and to perform physical assessment, performing palpation, giving injections, starting IV’s, sterile and non-sterile dressing changes, urinary catheterization, assess skin temperature and texture, and assist with patient care activities.

Motor Ability
Physical ability to walk long distances, to walk independently, to stand for prolonged periods, to perform CPR, stooping/squatting/reaching/twisting/bending/pushing/pulling/dragging/climbing, to lift, move, and transfer patients/equipment of 20 lbs. or more, to maneuver in limited space, to provide routine and emergency care, to have manual dexterity and feeling ability of hands to insert tubes, prepare medications, and perform technical skills.

Ability to Communicate
Ability to communicate effectively in English in verbal and written form through interaction with clients, family, and healthcare members from a variety of social, emotional, cultural, and intellectual backgrounds; to write clearly and correctly on patient’s record for legal documentation, able to communicate the patient’s response to therapy to other members of the health care team, follow spontaneous verbal and written instructions, consult with health care team members/workers in a professional manner.
Ability to Problem-Solve
Intellectual and conceptual ability to think critically in order to make decisions, which includes measuring, calculating, reasoning, analyzing, prioritizing and synthesizing data; competent assessing a client in a timely manner and correctly interpreting assessment data, readily responding with appropriate nursing/medical interventions and treatment plans, can work in isolation independently for positive patient outcome.

Ability to Maintain Emotional Stability
Ability to function safely under stress and adapt to changing clinical and patient situations, able to converse effectively with clients, families, groups and healthcare members in stressful patient care situations such as emergencies.

Ability to Perform Without Medications
Student must be able to function safely without medications, which may impair physical and mental functions.
CHAPTER THREE: REGISTRATION PROCESS

The registration process starts with completion of the proper forms and signatures. Review the process and procedures carefully.

Nursing Student Registration Process
Students registering for any NUR class must follow this process:

- WCCCD Academic registration form to be attained in the Nursing Office. Student must receive signature of Nursing Administration for classes in order to register for the semester.

- Once registration form is completed and signed, the student precedes IN-PERSON to the campus registration office to register for NUR courses. Online registration is not permitted for NUR coded courses.

- Once in-person registration is completed, student proceeds to the cashier. Student should be prepared to pay the 65% of TOTAL of all registered classes*.

*Failure to pay fees (missing payment deadline, etc.) as required by the College may result in the student being removed from a course: theory and clinical. Once a student is removed from a clinical rotation the student is no longer enrolled in that course. After paying the necessary fees the student registers based on space availability. There is no guarantee of clinical availability in the current semester. The Nursing Program will try to facilitate enrollment as much as possible given the space limitations. Students who cannot show proof of registration will not be permitted into the classroom or clinical site.

Payment of Tuition and Fees
All tuition, fees and deposits are due at the time of registration. Students who choose the deferred tuition payment plan must pay a minimum of 65% of total tuition and fee(s) for the current semester. Payments may be made by money order, check, Visa, MasterCard, Discover Card, American Express or ATM debit card.

Please note: These costs are not all inclusive. Additional costs incurred may include: ID badges, testing costs, and completion of competencies as determined by clinical agencies.

Wayne County Community College District reserves the right to cancel the registration of any student who does not make required tuition and fees payment within the specified timeframe.
CHAPTER FOUR: NURSING PROGRAM LEARNING ENVIRONMENTS AND REQUIREMENTS

Nursing Program courses are conducted in a variety of learning settings - campus classrooms, clinical skill labs, simulation lab, and many practice sites in the community. This chapter describes the requirements and guidelines for each setting. Review this chapter carefully - especially the dress code - for each learning environment. The purpose of a dress code is to provide safety, asepsis and present a professional image to the community we serve.

Students are expected to follow these guidelines outlined in this chapter and any additional guidelines established by the specific campus or clinical practice setting.

Learning Environment Conduct

1. Student is required to sign in and out when entering and exiting any learning environment.
2. Smoking, drinking, eating and gum chewing are not permitted.
3. Student is not permitted in any learning environment without a faculty member or administrator present.
4. The practice skills lab is a simulated hospital ward and should be treated with the same respect as a hospital.
5. Only an officially admitted nursing student is permitted in any learning environment.
6. Personal items not directly related to the study of Nursing should be maintained off site.
7. Voice should be kept at a professional and courteous level so as not to disrupt the learning environment of others.

Electronic Devices, Social Media and Illegal Activities

**Electronic devices are not allowed in the clinical setting.** This includes cell phones, Smart Phones, recorders, cameras, camera phones, pagers, computers, and other such devices. **Any activities that violate laws, hospital policies/procedures, and WCCCD Student Handbook policies can lead to dismissal from the clinical setting and Nursing Program.** This includes, but is not limited to, such activities as photographing the client; using Facebook, Twitter, You Tube and other such social media to discuss the staff, the clinical site, faculty, client and confidential information; violating intellectual property rights or copyrights; invasion of privacy; sexual harassment; copying information from a patient’s confidential record; removing documents from the client’s record; destroying documents from the client’s medical record; and using the hospital’s computer to access personal email or surf the internet.

Didactic Classroom on Campus/Electronic Devices
A voice recorder to record a lecture is permitted in the classroom however, only with the individual faculty’s permission. **Students must seek the faculty’s permission with each course.**

Skills Lab Learning Environment
The Northwest and Western Campus Nursing Learning Environments provide students with an opportunity to practice psychomotor skills, communication and inter-personal skills in a simulated health care setting. Audiovisual learning aids and computer assisted instruction is available to reinforce classroom instruction, and help the student practice and learn correct procedures, techniques and principles of nursing. It is expected that every student will use the campus lab to become proficient in all skills before and during their clinical experience. *(Nursing Learning Environment is defined as all areas related to the education of the nursing student. This includes, but is not limited to: classroom theory, computer lab, simulation lab, and practice skills lab.)*

Nursing Skills Lab Dress Code
The Skills Lab environment reflects the clinical practice setting. Consequently, students will follow these guidelines:

- WCCCD Nursing Program **approved** scrubs, clean and neat in appearance. Other than the WCCCD nursing insignia patch, the scrubs should not have any jewelry adornments or other items attached
- Socks are to be clean, plain white and cover the ankle.
- Shoes are to be plain white, leather with closed toe and heel. No high tops permitted. Shoes and laces must be clean and in good repair.
- Religious based or professional (i.e. Nun’s Cornett) head covering is permitted. No other type of head covering is allowed.
- Avoid use of perfumed spray/lotion, aftershave or scented hygiene products. Students are to be clean, well groomed and free of offensive body odors-including cigarette smoke.
- Nails are to be clean and trimmed to be no longer than 1/8” beyond the tip of the finger. Nails are to be in natural state only. Artificial/acrylic nails or polish of any type (including wraps or shellac) are strictly prohibited.
- Makeup is to be conservative and neutral in color. No false eyelashes. No visible tattoos at any time.
- A watch with a second hand is required. Wedding band and/or engagement ring are the only acceptable rings to be worn. Earrings should be small (studs) and inconspicuous-one earring per earlobe. No visible piercing or facial jewelry (including tongue).
- Hair is to be clean, natural color, well-groomed and neat. Long hair must be pulled back off face and above shoulders. No decorative hair pieces permitted. Beards, mustached, and side burns must be clean, short and neatly trimmed.
- Undergarments are to be worn. They should be conservative, neutral color and not be visible.
- WCCCD student ID must be visibly worn at all times. The ID is to be displayed in plain plastic holder. ID holders are available for purchase in the college bookstore.

*A nursing student, who comes to the lab inappropriately dressed, will be sent home and will be responsible for any make-up or re-enrollment.*

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Theory Classroom Dress Code
A nursing student in the campus classroom didactic setting is to wear professional dress described as:

- Clean and pressed suit or dress slacks. Denim is not allowed.
- A dress, dress skirt or skirted/pant suit.
- Dresses and skirts should be at knee length or longer.
- Dress shirts (with ties for men),
- Dress blouse or suit jacket/dressy blazer. Exposure of cleavage is not acceptable. No halter or transparent tops.
- Dress shoes should be in good repair, clean and if applicable, polished. Women’s high heels are to be less than 3”.
- Men are required to wear socks. Women are required to wear socks or hosiery.
- Religious-based or professional (i.e. Nun’s Cornett) head covering is permitted. No other type of head covering is allowed.
- Avoid use of perfumed spray/lotion, aftershave or scented hygiene products. Students are to be clean, well-groomed and free of offensive body odors-including cigarette smoke.
- Nails are to be clean and trimmed to be no longer than 1/8” beyond the tip of the finger. Nails are to be in natural state only. Artificial/acrylic nails or polish of any type (including wraps or shellac) are strictly prohibited.
- Makeup is to be conservative and neutral in color. No false eyelashes.
- Wedding band and/or engagement ring are the only acceptable rings to be worn.
- Earrings should be small (studs) and inconspicuous-one earring per earlobe. No visible piercing or facial jewelry (including tongue).
- Hair is to be clean, well-groomed and neat. Long hair must be pulled back off face and above shoulders. No decorative hair pieces permitted. Beards, mustached, and side burns must be clean, short and neatly trimmed.
- Undergarments are to be worn. They should be conservative, neutral color and not be visible.
- WCCCD student ID must be visibly worn at all times. Displaying the ID on either a plain or WCCCD insignia lanyard or a plain plastic holder is acceptable. ID holders are available for purchase in the college bookstore.

No dress code can cover all contingencies, so students must use a certain amount of judgment in their choice of professional dress clothing. If you are uncertain about what is acceptable attire for the classroom, please ask your theory faculty or a Nursing Program staff member.

Any student, who comes to the classroom inappropriately dressed, will be sent home and will be responsible for any make-up or re-enrollment.

Clinical Dress Code
Nursing students represent the Wayne County Community College District at clinical sites and at professional events that are incorporated into specific courses. Students will be given guidance about appropriate attire prior to professional events. The dress code at clinical sites must comply with any specific agency requirements. The following general guidelines are offered to promote a professional
appearance, safety, and medical asepsis. Follow the guidelines indicated for Nursing Skills Lab plus the following:

- School insignia is to be affixed to left sleeve of Nursing Program approved student scrubs and lab coat.
- Skirts/dresses should be below the knee in length.
- Undergarments should be skin-tone appropriate not to be obvious and distracting.
- No thongs.
- Uniforms should not be noticeably tight or noticeably loose (reasonable fit).
- Clean white shoes and laces with white hosiery; shoes must enclose the foot and be leather material.
- Name tag will have a white background with black lettering in block print and read in the sequence of first name, last initial, SN, WCCCD (example: Jenny J, SN, WCCCD).
- Student with tobacco odor will not be permitted in the clinical setting.

**A nursing student, who comes to the clinical inappropriately dressed, will be sent home and will be responsible for any make-up or re-enrollment.**

**Simulation Lab Dress Code**

Students participating in the simulation lab are expected to wear their clinical attire. This is to promote a sense of realism and to help evaluate the students’ affective domain. Students are to follow the Clinical Dress Code described in the Nursing Student Handbook.

**Clinical Placement**

The clinical placement experience is a significant learning component within the nursing curriculum. It provides nursing students with the opportunity to use the theory and skills learned in the classroom and lab settings. It is also the place in which nursing students see the art of nursing applied and begin to develop their unique style. The clinical placement experience is the synthesizer for nursing education, affording students the opportunity to develop nursing skills, time management skills and become socialized into the role of the professional nurse.

**Clinical Site General Statement**

Nursing students are guests at clinical sites and safety of our community is of the upmost importance. No student shall engage in conduct detrimental to the College community. The conduct of every student should reflect well on the institution and in no case should that conduct include behavior prohibited by policy, regulation or law. Conduct shall be deemed detrimental to the College community if:

- It results in injury, damage, or loss to students, faculty, or administrative personnel of the District, or to buildings, structures, or other property under College control, or
- It hinders the District in the discharge of its basic responsibilities to maintain an orderly educational atmosphere and to function without interruption as an institution of higher learning, or
- It consists of any act or acts prohibited under Municipal, State, or Federal regulations and law, committed on the premises controlled or owned by the District, or
• It results in injury, damage, or loss to students, faculty, staff, or clients of the clinical agency, or to buildings, structures, or other property under the clinical agency’s control.

**WCCCD clinical partners have the authority to refuse or dismiss any WCCCD Nursing student for any action deemed detrimental to the clinical placement.**

**Course and Clinical Site Selection**

Clinical sites are determined at scheduled class selection date(s). First semester class selection occurs prior, during or after New Student Orientation. Thereafter, class selection is held following determination of final course grades from the current semester. Dates, location, and times are posted outside of the Nursing Office at the Northwest Campus, outside of the skills lab at the Western Campus, and via email to each student.

Participating in a class selection despite being ineligible to do so is considered an ethical violation in the Nursing Program, with consequences. Such action deprives fellow students of the opportunity to select the opening taken by the ineligible student and is not easily corrected in a manner that can be viewed as fair by deprived students. At a minimum, the offending student will lose the opening to an eligible student who requests that placement. Circumstances involved may lead to dismissal from the Nursing Program.

**Students should select their theory and clinical courses carefully.**

Clinical courses can occur Monday – Sunday, day, afternoon, and evening hours, one or two days a week. Theory courses can occur Monday – Saturday, day, afternoon, or evening hours, one or two days a week. Do not select a clinical placement or theory course you cannot fulfill, as switching theory or clinical-campus location, clinical site, times or days will not occur.

In the event the clinical partner or the Nursing Program must cancel a clinical section, the Nursing Office will present the remaining options to displaced, progressing students first. Students who have completed the Mentoring Program and are repeating a course will be placed according to space availability. Students who are returning after a decision by the College-Wide Re-entry Committee will then be placed in available class seats. Finally, students who did not participate in class selection will be placed based on availability.

In the event that a student is employed in the health care setting where he/she has a clinical course, the student is not allowed to use access codes used in their employment. Doing so is a violation of clinical agency and Nursing Program policies and can result in dismissal. The Nursing faculty will follow agency policy in obtaining access codes for students.

**Clinical Attendance/Tardiness Policy**

Punctual attendance at class and clinical time is mandatory. Please abide by these policies:

• Students are expected to arrive **15 minutes** prior to the start of the clinical day or otherwise directed by their clinical faculty.
• Students who are more than 15 minutes later than start time shall not be allowed to be in clinical and will be considered absent. Any missed time MUST be made up. Failure to do so will result in a clinical failure, thus, failure of the course.

• Students may incur ONLY ONE CLINICAL ABSENCE. Any missed clinical time MUST be made up. Failure to do so will result in a clinical failure, thus, failure of the course.

• In the event of an illness-related absence, the absence will not be noted as excused and must be made up. Due to State of Michigan clinical contact hour regulations, any missed clinical hours must be made up. Arrangements should be made with clinical faculty. Failure to make up missed time will result in a clinical failure, thus, failure of the course.

• More than one clinical absence will result in being dropped from clinical, resulting in a clinical failure and failure of the course.

• If illness extends one clinical day, student must meet with the Dean of Nursing to discuss any available options for continuing in the Nursing Program.

• Students are expected to follow notification procedures specified by the instructor at the beginning of the course. In the event of an absence, student must contact the clinical faculty at the clinical site within the first 15 minutes of clinical start time. Student is not to call the Clinical Site Coordinator to report an absence, unless otherwise directed by clinical faculty. If in doubt, clarify the notification guidelines with the individual clinical faculty.

Absence Due to Jury Duty
Students who are scheduled for jury duty must inform the classroom instructor and the nursing office immediately after receiving notice from the court system. Written documentation from the court must be submitted. Students who attend jury duty will still be considered absent from theory and/or clinical components of the course. Therefore, students should contact the court immediately to ask for a reschedule date due to attending a health care class or clinical that requires no absences. If the student cannot be released from jury duty, the number of missed days will be assessed and Nursing Administration will discuss options for continuing the Nursing Program with the student.

Orientation to Clinical Placement Site
Students are required to attend a mandatory orientation to each assigned clinical agency. The orientation will be arranged by the clinical faculty. Orientation will include, but is not limited to: policies and procedures that relate to the student’s role of safe patient care and the physical layout of the hospital and the assigned unit(s).

Where to Report, What to Wear on First Clinical Day
Students are to report to the agency lobby on the first day 15 minutes prior to the start of clinical, unless the clinical faculty states otherwise. Students will wear the WCCCD approved clinical scrubs during clinical. The Clinical faculty will describe what other items you will bring to clinical each day.

Transportation to Assigned Clinical Placement Site
Health care settings used for clinical experiences are in various locations. Transportation to and from the clinical facilities is the responsibility of the student. Students need reliable transportation.
Clinical Responsibilities
The following general guidelines are offered, with the recognition that such guidelines cannot cover all possible situations or clinical sites. Follow the direction of your clinical faculty:

• Students will park in designated areas, use designated entrance and report to instructor at the specified clinical time.
• Students will not participate in patient care activities without the approval of the clinical instructor, who will determine if the student is prepared to provide care.
• Students follow directions of the clinical instructor in all matters.
• Students adhere to dress code guidelines that apply to the specific clinical agency.
• Students are never allowed to photocopy any patient record.
• Students will not use the agency on-line system to search records of hospitalized individuals not assigned to them.
• Confidentiality and respect for client privacy must be maintained at all times.
• Entries into the patient records must be accurate and truthful.
• Students interact professionally and cooperatively with clients, staff, visitors, other students, and clinical faculty at all times while in clinical setting – on client unit, in conference room or any area of the agency.
• Any display of student behavior deemed “unprofessional” or “uncooperative” will result in student being dismissed from the clinical site. Clinical faculty will:
  o 1. Document the incident(s) on the WCCCD Nursing Program form, “Documentation of Clinical Incident”
  o 2. Forward form to Nursing Administration on day of the occurrence, and
  o 3. Contact Nursing Administration by phone on day of occurrence.

Nursing Administration will meet with the student to determine eligibility to remain in the Nursing Program. In the event the incident(s) occur during a weekend and/or evening clinical, the clinical faculty will follow the above guidelines, however, will contact Nursing Administration by phone on the day of the occurrence (weekend or evening clinical) and submit form on the next business day.

• Students will report any safety concerns, errors, or unexpected occurrences to the clinical faulty promptly for guidance and resolution.
• Students do not leave the assigned area without the permission of the clinical faculty.
• Students leave promptly when dismissed by the clinical faculty, and do not return for unsupervised patient care activities.
• Students will not remove any documents from a client’s medical record.
• Electronic devices are not allowed (cell phones, camera phones, pagers, etc.).

Patient Safety
Patient safety is a major concern in health care organizations. The Joint Commission 2013 National Safety Patient Goals identify elements of performance for the following critical aspects of care:

• Accuracy of patient identification
• Effectiveness of communication among caregivers
• Safe medication administration
• Prevention of health care-associated infections
• Reconciliation of medications across the continuum of care
Identification and prevention of patient safety risks

Each clinical performance evaluation tool identifies patient safety goals and expected performance competencies specific to your clinical agency and experience. Clinical faculty will hold discussion with students throughout the course. Students are expected to be familiar with the safety goals as they apply to the setting and assigned clients.

For in-depth information about the National Safety Patient Goals and the Joint Commission, refer to: http://www.jointcommission.org.

Latex Sensitivity
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 are aware of this concern. **WCCCD Nursing Program does not provide a 100% latex-free environment in lab or clinical settings.**

Individuals with latex sensitivity may not be able to meet the student learning outcomes required to complete WCCCD Nursing 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. If a student has a latex sensitivity, he/she must indicate such on the form located in the Handbook. The form will be placed in student’s file. **See required form in Handbook:** “Latex Allergy/Sensitivity Waiver Statement”.

Employment, Skill Parameters, and Student Clinical Practice
Students who are currently employed in the health care setting may not use skills performed in their work role while in the WCCCD Nursing clinical setting. Student must work within the student role under the direction of the clinical faculty.

Activities proper to practical nursing or registered nursing require a license form the Michigan Board of Nursing. The performance of such nursing activities without a license is an illegal violation of the Michigan Public Health Code, subsection: Nursing. However, as a student nurse, students may practice under the direction of clinical faculty.

Alliance for Clinical Experience (ACE) and Program Requirements
ACE placement is a confidential, collaborative, web-based system that allows member healthcare and educational institutions a database for student clinical placements. The ACE system maintains the necessary medical/health information that is required for a student to work in a healthcare facility.

ACE-MAPP is an online course and assessment area for those training in the health care professions. As a nursing student, you are required to pay a **yearly program fee of $50.00** and maintain good standing within the ACE network for the duration of your enrollment in the nursing program.
The ACE program fee includes three comprehensive online courses and assessments in OSHA standards, HIPAA requirements and safety precautions with regard to Blood Borne Pathogens. Knowledge of these three subjects is a requirement to begin all clinical rotations, and use of the ACE system will fulfill this requirement for a one year period. You will have the ability to take the courses and assessments at your convenience and view the status of your coursework and clinical requirements at any time.

The clinical site will not allow student to begin clinical at site or continue in site if ACE-MAPP online courses and assessments are not completed or have expired.
It is the student’s responsibility to maintain compliance.

ACE Requirements
The ACE system will also serve as a web accessible checklist of necessary clinical and program rotation requirements that include:

1. **WCCCD Nursing Program Health Requirements**
   Students must provide a current health history and physical examination form when starting the Nursing Program. The physical examination must be signed by a physician, nurse practitioner, or physician’s assistant. The original copy is maintained in the Nursing Office.

   Physical examinations are valid for two years, provided there is no change in the student’s health status. Nursing Administration will require further written documentation from student’s health provider regarding positive findings. It is the student’s responsibility to obtain the written documentation upon request of Nursing Administration.

   Pregnant students must submit a written statement from their health care provider verifying **no physical limitations exist during pregnancy and following delivery**.

   Students who experience illness or injury that causes absence must provide written documentation from health provider of fitness for clinical duty.

   Latex allergies are to be documented by a physician and submitted to the Nursing office. Additionally, students must sign the form provided in the Nursing Student Handbook, “**Latex Allergy/Sensitivity Waiver Statement**”. The form and physician’s statement are placed in the student’s file.

   Any physical/learning disability must be clearly documented on the application and physical examination form provided upon admission to the Nursing Program. Students with documented disabilities will be referred to WCCCD Student Services for possible accommodations.

2. **Immunizations**
   Evidence of absence of or immunity to infectious diseases is required. Specific immunization information or evidence of antibodies must be provided for:
3. Basic life support (BLS)
BLS training evidence must be kept current during the time the student is in the Nursing Program. A photocopy of a current BLS training card must be submitted to the Nursing Office and provided to the clinical instructor for each clinical rotation. The acceptable BLS courses are the Healthcare Provider Course of the American Heart Association or the Professional Rescuer Course of the American Red Cross.

4. Criminal background check
Student must provide criminal background check information from CertifiedBackground.com, available for a fee of $28.00. The School Code for the website is: ay20. This background check is required to be submitted with the Nursing Program application.

5. Drug Screen
Students must provide a 10-panel drug screen every year. A positive drug screen may result in dismissal from the Nursing Program. Nursing Administration will require further written documentation from student’s health provider regarding positive findings. It is the student’s responsibility to obtain the written documentation upon request of Nursing Administration.

Students MUST remember:

- Falsification of any health records will result in dismissal from the Nursing Program.
- The Nursing Program Health Requirements are also a part of ACE requirements.
- Students are expected to complete ACE requirements and update as prompted.
- Failure to comply with ACE and Nursing Program health requirements will result in dismissal from clinical placement which will be considered as a course failure.
- In addition to the WCCCD Nursing Program clinical health requirement, individual clinical partners will require students to comply with health requirements specific to the clinical site. A student’s compliance is expected, and failure to comply may result in dismissal from the Nursing Program.
- Nursing Administration will require further written documentation from student’s health provider regarding positive findings of physical examination, tests. It is the student’s responsibility to obtain the written documentation upon request of Nursing Administration.
Your progression in the Nursing Program is dependent upon several factors. Review these items carefully throughout the program.

Profile of the Successful Nursing Student
Interviews with our students reveal that those who are successful on NCLEX- RN Examinations have these characteristics:

1. Prepare prior to class periods, including all assigned readings.
2. Establish regular hours of study (study 2-3 hours per credit per week).
3. Review all course material throughout the program transferring knowledge from one course to the next.
4. Follow the course objectives and performance behaviors to guide their study.
5. Seek out challenging clinical experiences.
6. Maintain at least a B average in nursing courses. Student must attain a minimum of a C average for progression.
7. Participate in study groups and/or have a study partner.
8. Take the standardized competency tests and utilize the resources provided.
9. Establish frequent visits to Nursing Skills Lab to practice and sharpen psychomotor skills. Maintain this schedule throughout the Nursing Program.
10. Maintain ongoing interactions with assigned faculty Mentor to discuss progress in Nursing Program.
11. Balance work, home, and academic schedules as you move through the Nursing Program.

It is important that the student assumes full responsibility for his/her own learning and demonstrates it through:

1. Frequent conferences with the instructor at his/her announced office hours.
2. Prompt attendance at all planned learning experiences.
3. Frequent self-evaluation to determine progress toward goals.
4. Early and continuous use of the College’s Multi-Learning Lab and the Nursing Skill Lab.
5. Meeting with assigned faculty for assistance in course planning and progression. Students can further enhance learning by:
   a. Using NCLEX-RN review materials including text and online resources to prep
   b. Practicing technical skills in the Learning - Practice Laboratory.
6. Using online tools such as:
   a. OWL – Purdue Online writing lab
      http://owl.english.purdue.edu/owl/resource/670/05/
   b. WCCCD Learning Resource Centers
      http://wcccd.edu/dept/learning_resource_center.htm

Evaluation of Progress
Evaluation of student performance is recorded by the instructor in theory, clinical and laboratory settings. Written test results, clinical performance notes, and laboratory practice are utilized by the instructor to document evidence of a student’s progress and learning needs.
Weekly clinical performance forms are maintained for each clinical student to document the extent of achievement of expected behaviors (clinical competencies). The date, time and place are noted with a description of the behavior observed. Students should expect the clinical faculty to provide ongoing evaluation through the course with a focus on a midterm (formative) and final evaluation (summative).

**Grading Scale**
The following the grading scale applies to the Nursing Program. Students must achieve a **minimum of 75%** in the theory course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 92.9%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 83.9%</td>
</tr>
<tr>
<td>D</td>
<td>70% - 74.9%</td>
</tr>
<tr>
<td>E</td>
<td>≤ 69.9%</td>
</tr>
</tbody>
</table>

Numerical grades are based on the theory component of the course and will be consistently recorded to the hundredth place, but will never be rounded up. For example, 69.9 will not be rounded up to 70%. 

**“Extra credit” assignments and “extra points on an assignment are not allowed.** For courses with a clinical component, students must achieve a “Satisfactory” grade in clinical/lab AND at least 75% in the theory component to successfully complete the course. Unsuccessful performance in clinical/lab or theory will mean unsuccessful performance in the course. The student cannot progress in the Nursing Program if this occurs.

**Requesting Grade Changes**
Students are encouraged to establish a relationship with their instructors and to discuss their progress regularly. If you feel you have received a grade that has been calculated incorrectly, contact the course faculty to discuss how the grade was calculated. If after meeting the faculty you continue to believe the grade was awarded unfairly or incorrectly, please follow the below grade appeal process from the WCCCD Student Handbook:

**Official Procedure for Grade Appeal**
The Grade Appeal Procedures are **THE ONLY** method by which a student may challenge a final grade issued by an instructor at Wayne County Community College District.

1. The student must contact the instructor after the grade is issued to discuss any change in grade. You must initiate contact within 90 calendar days of the end of the semester (or session) during which you were enrolled. If you are unable to contact your instructor, contact the Campus Instructional Administrator for assistance.
2. If the student is dissatisfied with the instructor’s response, the student may appeal the instructor’s decision by obtaining a Student Statement Grade Appeal Form from the Student Services Administrative Office at any WCCCD campus, who will advise students on their Rights & Responsibilities.
3. The Student Information and Course Information section is to be filled out completely and reviewed by instructional staff.
4. The student must complete the **Student Statement Grade Appeal Form** according to the directives and provide necessary documentation (copies) and any pertinent information.

5. The student must return the completed packet to the appropriate Instructional Administrator as directed on the bottom of the form.

6. Upon receipt of the completed package, the Instructional Administrator will request the instructor to complete the **Instructor's Statement Grade Appeal Form**.

7. Upon receipt of the completed package or, upon failure to receive the Instructor’s Statement within 14 calendar days of the mailing date, the Instructional Administrator shall either sustain the instructor’s grade or recommend a grade change to be carried out by the instructor. This decision shall be mailed to both the student and the instructor (See Grade Appeal Statement – Instructional Administrator). Failure to receive a response within 14 days from the instructor does not constitute or imply a grade will be changed without proper documentation from the student.

8. A recommendation to change a grade requires that the instructor complete and submit a Change of Grade form to the Instructional Administrator within 14 calendar days after receiving the written notice of the student grade appeal. An administrative change of grade is made when the instructor fails to comply or is unable to complete the request.

9. Either the instructor or the student may appeal the decision in writing within ten working days to the GRADE APPEAL COMMITTEE, c/o Vice Chancellor of Educational Affairs.

10. If the grade is appealed, the appeal shall be heard by a grade appeal committee generally comprised of:
   a. One faculty member in the discipline (if possible) but not the instructor whose grade is in dispute.
      i. Faculty are appointed by the faculty collective bargaining unit.
   b. One representative appointed by the appropriate Student Services Administrator.
   c. The President of the Student Government or designee (if possible).
   d. The committee shall be chaired by the Vice Chancellor of Educational Affairs or designee.

11. Both the student and the instructor should be notified of the date, time, and place of the hearing. Both should be available to the Committee should further clarification be necessary. Attendance is not mandatory.

12. The decision of the Grade Appeal Committee will be communicated in writing to both the student and instructor. Either the student or the instructor may appeal the committee’s decision to the Executive Vice Chancellor.

13. If an administrative Change of Grade is necessary the signature of the appropriate Vice Chancellor of Educational Affairs or designee is required.

**Incomplete Grades**

An incomplete “I”, grade is issued only within the Wayne County Community College District guidelines which can be found in the District Student Handbook. If a student is granted an “I” grade it will prohibit progression in the NUR sequence until the letter is replaced with a grade.

Students who are awarded an incomplete “I” grade shall complete all agreed course assignments by the end of two consecutive terms after the term in which the “I” grade was given. The student is charged with the responsibility of completing the course requirements through the instructor who issued the “I” grade.
grade. Failure to complete the course requirements within the two consecutive term limit shall result in a failing grade of “E” replacing the “I”.

Receiving a final course grade of “E” will not allow student to progress through the Nursing Program.

Academic Progression
All students must achieve a “C” or better in all courses in the Nursing program in order to progress in the nursing program. In courses with both theory and clinical components, failure to achieve a passing grade in either theory or clinical component results in failure of the course. Clinical evaluations are graded as “satisfactory or unsatisfactory”. Students must successfully meet all of the clinical objectives/learning outcomes to receive a satisfactory clinical evaluation.

The Nursing Program is designed to be completed in two years. Current semester courses must be completed before progression to the next semester.

Lapse in Enrollment
A one-year lapse since last enrolled in a NUR course renders a student ineligible to resume the NUR sequence. If such occurs, a student can reapply to the Nursing Program in 2 years, providing the student meets admission requirements in effect at the time of reapplication.

The student understands that if readmission occurs after 2 years, he/she will start the Nursing Program with the first semester courses regardless of the semester he/she departed the Nursing Program.

Exceptions to this policy are students who are military reservists who are called to active duty. Written, active duty orders must be submitted, upon receipt, to the Dean of Nursing. Upon return from active duty, the student will be accommodated, provided contact with the Nursing Office occurs within 30 days of release from active duty and resumption of course work occurs at the next available time in the academic cycle.

Leave of Absence
Students may seek approval for a temporary leave of absence from the nursing program not to exceed 12 months since their last nursing course. Circumstances regarding a leave of absence need to be discussed with and approved by the Dean of Nursing and must be submitted in writing.

Withdrawal from Nursing (NUR) Course
College withdrawal procedures, as explained in the college’s schedule of classes, are followed related to deadlines, signatures required, refunds, and grades issued relative to the timing of the withdrawal for full semester courses. For 7.5 week courses, deadlines are proportionately adjusted. A withdrawal from a nursing course is considered a course failure.

First NUR Course Failure or Withdrawal
Upon a first NUR course failure or withdrawal the student will be placed on probation. The student must contact the Nursing Office before entering into the Mentoring Remediation Program. Students will not complete any nursing courses during the remediation. Students are required to attend an orientation that explains the requirements for the program. The orientation
The mentoring remediation orientation for students who are not successful in any NUR core course will be held within one week after final grades are received. A student will be contacted at their WCCCD student email address informing student of a scheduled date, time, and location for the orientation. The guidelines and expectations for the student and the mentoring faculty will be described during the orientation. Please plan on attending as scheduled, as attendance is mandatory. Failure to attend will automatically result in a second course failure and dismissal from the Nursing Program.

The Mentoring Remediation Program occurs fall and spring semesters.
Second NUR Course Failure or Withdrawal
Students with two (2) NUR course failures or withdrawals will be referred to the Nursing Office to meet with Nursing Administration to discuss options for their continued placement in the Nursing Program. A student cannot continue nursing courses with two course failures or withdrawals.

College policy on student re-entry and retention in career programs states: “Two (2) failures in core courses of any career program will result in automatic dismissal from that program.”

In addition to the college policy, the Nursing Program requirements are: “After two withdrawals or two failures or one withdrawal and one failure in any NUR course, student progression cannot continue without approval of the College Wide Re-Entry Committee.”

College Wide Re-Entry Committee Role and Responsibilities
The student who has experienced two nursing course failures and desires to appeal to the College Wide Re-Entry Committee for a one-time only consideration for re-entry, must initiate the review process within two weeks of the second failure or withdrawal. The process is initiated by completing the Departure and Request to Re-Enter form available from the Nursing Office and a letter of appeal to the Dean of Nursing that includes:

1. Explanation of contributing factors related to past failures or withdrawals
2. Explanation of planned or executed resolution of causative factors
3. Supporting documentation that outlines a plan for success

The forms will be reviewed and the student’s file will be forwarded to the College Wide Re-Entry Committee for review and decision. The College Wide Re-Entry Committee may either approve or deny re-entry.

If re-entry is approved by the Committee:
   a. Student will enter the Mentoring Remediation Program, which is scheduled during spring and fall terms. After successful completion of the Remediation Program requirements, student will be placed in the NUR course that was previously failed. Placement is based on space availability.
   b. Any further NUR course failures will result in automatic dismissal from the Nursing Program with appeal options exhausted within the Nursing Program. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

If re-entry is denied by the Committee:
   a. A student may not return to the Nursing Program.
   b. The decision by the Committee is final.
   c. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

Committee discussion is confidential. The student will receive the decision of the Committee (approval or denial) via U.S. Mail.

Third NUR Course Failure or Withdrawal
If a student experiences three nursing course failures, the student is dismissed from the Nursing Program. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

Departure from the Nursing Program
A student who elects to depart the Nursing Program will complete the “Departure Form” and submit to the Nursing Office. The form will be placed in the student’s file. Once submitted, the student will be removed from further nursing courses. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication. The student understands that if readmission occurs after two years, he/she will start the Nursing Program with the first semester courses, regardless of the semester he/she departed the Nursing Program.

The student is encouraged to meet with Nursing Administration to discuss their decision to depart the Nursing Program.

CHAPTER SIX: EXAM AND QUIZ GUIDELINES

Exams and quizzes are used in the theory (didactic) courses to measure a student’s achievement of student learning outcomes (SLO’s). Specific information related to the number of exam/quizzes, number of exam items, percentage of knowledge versus application/analysis type questions, date scheduled, content the exam will address, and percentage of final course grade is outlined in each theory syllabus. The theory faculty will review this information during the first class session.

Exam and Quiz Guidelines

The following guidelines appear on all exams/quizzes:

- Write your name on the test booklet and Scantron, LAST name first.
- Write the test booklet number on your Scantron in the area marked “TEST NO.”.
- Write the test version in the area marked “PERIOD”.
- Be sure to erase changes and tentative marks COMPLETELY and cleanly.
- Only Scantron answers will be considered as your choice.
- Marks that are too light will be read as NO ANSWER.
- Answers written on the test booklet WILL NOT be accepted.
- Write in the Math Question response on the “shaded area on Part 2” of the Scantron ONLY.
- Keep your Scantron underneath your test booklet until ready to select a response. Your Scantron or test booklet should not be visible to others at any time.
• Cheating and talking of any kind is not allowed.
• Students will remain in the testing area until dismissed by the faculty following completion of the exam.
• NO ELECTRONIC DEVICES OF ANY KIND ARE ALLOWED IN THE EXAM ROOM.
• All testing materials MUST be left in the room with the faculty following the exam.

Additionally, the student will follow these procedures:
• The process and procedure for dissemination of the exam/quiz is determined by the faculty. Consequently, the faculty may change seating arrangements.
• All backpacks are to be placed at the front of the classroom prior to beginning the test.
• No verbal or nonverbal communication is allowed among students.
• The student’s desk should only contain the exam/quiz, pencil/eraser, and Scantron. If the exam contains a math question(s) then, a simple calculator is also allowed on desk. No other written information is permitted in the vicinity of the student.
• All students are to remain seated during the exam/quiz.
• Raise hand if there is a need to communicate with the faculty.
• All students will start the exam/quiz at the same time.
• All tests are handed in within the designated time limit.
• Any papers given to students by faculty during testing must be returned with the exam/quiz.
• The faculty may change seating arrangements with each exam/quiz.

At no time will student photograph exam/quiz or Scantron, write content from exam/quiz onto other paper, or remove exam/quiz or Scantron from classroom. If such occurs, student will receive a “0” for the exam/quiz, the “0” score is calculated with final course grade, and student is referred to the Dean of Nursing for further action.

Exams / Quizzes
Make-up exams/quizzes are not anticipated. In the event an instructor would consider a make-up exam, the following conditions and stipulations would apply:
• Make-up exam occurs when student does not complete an exam on the scheduled date.
• The reason for the absence is significant, unavoidable and substantiated with written verifiable documentation within 24 hours.
• Student must notify faculty by email or phone prior to exam.
• If the nature of the emergency prevents notification of faculty prior to the scheduled exam, the student must provide written support verification within 24 hours of the absence.
• The make-up exam/quiz will contain the same number of items but will be a different test.

The make-up exam/quiz must be completed prior to the next class session. If the make-up exam/quiz is not taken on the scheduled make-up day, a grade of “0” will be recorded and is calculated with the final course grade.

Exam/Quiz Review
Exam and quiz review will be scheduled by faculty for the purpose of enhancing the student’s learning. The process and procedure for exam review is determined by the faculty. Additionally, it is the responsibility of the student to review Scantron during the scheduled time for errors in grading. There will be no further opportunity to make changes.
• The student will be given his/her exam/quiz and Scantron to review. Unless the exam/quiz and Scantron are returned to the faculty. If the Scantron is not returned, a grade of zero (“0”) will be recorded and is calculated in the final course grade. Additionally, the student will meet with the Dean of Nursing for further action.

Once the next exam / quiz has been given, reviewing prior exams/quizzes is no longer an option.

At no time will student: 1) take notes during the exam/quiz review, 2) photograph exam/quiz or Scantron during the exam/quiz review, 3) electronically record faculty’s oral review of exam/quiz, 4) write content from exam/quiz onto other paper, or 5) remove exam/quiz or Scantron from review room/area. If such occurs, regardless of student’s original exam/quiz score, the student will receive a zero (“0”) for the exam/quiz, the “0” score is calculated with final course grade, and student will be referred to Nursing Dean for further action.

CHAPTER SEVEN: ACADEMIC SUPPORT

Academic Support
Each student will be assigned a faculty Mentor upon entry to the Nursing Program and for its duration. The assignment of instructors is intended to facilitate a student’s progression through the program and to make them available to address student concerns and discuss future goals. It is the nursing student’s responsibility to initiate contact with the assigned faculty Mentor.

Standardized Testing: Self-Directed Coaching and Enhancement Program
WCCCD Nursing program has partnered with HESI™ (Health Education Systems, Inc.) to provide students with a complete diagnostic testing and coaching program. This educational program assists students during the Nursing program and helps students prepare for the NCLEX-RN.

This program will help assess and identify weaknesses in the mastery of nursing content, and provide a means of addressing concerns as students progress through the nursing program.
  • Starting fall 2013, the Nursing Program will use the HESI™ - A2 Entrance Exam
  • Starting spring 2014, HESI™, a mid-year exam (at the end of first year) will be used to assess a student’s learning.
  • Graduating students will complete the HESI™ Exit exam as a predictability exam prior to the NCLEX-RN.
Other standardized testing may occur as student moves through the program.

The WCCCD nursing program strives for excellence and the testing and coaching program is an example of the extra steps that the WCCCD Nursing Program is taking to help students achieve excellence.

Multi-Learning Lab (MLL)
The MLL, funded by the U.S. Department of Education, assists students with regularly scheduled tutoring appointments. Many other students are assisted on a drop-in basis.

The MLL will give presentations to classes upon requests and welcomes instructors to walk students to the lab to familiarize them with the location.

Tutoring is offered for all courses subject to the availability of a tutor.

ACCESS
The ACCESS program provides supportive services and academic assistance to students enrolled in vocational, technical and occupational programs and who are handicapped, academically or economically disadvantaged or who have limited English proficiency.

Services include educational, career and personal counseling, interpreters, note takers, readers, tutors, mobility assistance and referral services. Special equipment such as tape recorders, computers, and telecommunication devices for the deaf and closed-circuit televisions are available to support students with special needs.

<table>
<thead>
<tr>
<th>ACCESS Contact Numbers by Campus</th>
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<tbody>
<tr>
<td>Downriver</td>
</tr>
<tr>
<td>Downtown</td>
</tr>
<tr>
<td>Eastern</td>
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<tr>
<td>Northwest</td>
</tr>
<tr>
<td>Western</td>
</tr>
</tbody>
</table>
CHAPTER EIGHT: COMMUNICATION

Nursing Student Communication
All academic students receive a free WCCCD student email account upon enrollment. This account provides students with instant access to important student and District information and a safe and secure method by which to communicate with the nursing program and all WCCCD faculty, staff and students.

All official college communication to students will arrive through the WCCCD student email account.

Students are also encouraged to read the postings on the nursing bulletin boards located near the Nursing Office on a regular basis. Information may include class selection dates, grades, scholarship information, schedule changes, job opportunities, etc.

While not the intent, depending on the Internet controls on your computer, some mail may post to “junk” or “spam. Students are responsible for checking junk/spam mail for Nursing Program mail, announcements.
Information on File in the Nursing Office
Each student has a file located within the Nursing Office. The file contains all material related to student. For example: initial application and supporting documents, ongoing BLS certification, course grades and evaluation documents submitted by faculty, any correspondence written to student, correspondence received from student, etc. It is recommended student make copies for their own records of any material submitted to the Nursing Office.

Change of Name, Address, Phone
The student must notify the Nursing Office immediately of any name, address, or telephone number change. Failure to do so could result in delays in receiving important Nursing Program information. All changes must be submitted promptly and in writing.

Surveys and Questionnaires
Students will have many opportunities to assess all areas of the Nursing Program through surveys disseminated by District Office for Institutional Effectiveness, as well as surveys used by the Nursing Program. Completion of the surveys facilitates the Nursing Programs’ systematic plan of evaluation as student comments assess how well the program is fulfilling its mission and vision.

CHAPTER NINE: GUIDELINES AND POLICIES

Guidelines and policies present a framework for explaining and addressing issues. Polices are presented here as well as other chapters of the Handbook. Become familiar with the policies and procedures that governs your behavior.

Background Check
Consistent with Section 20173 of Michigan Public Health Code and the requirements of clinical rotation partners, a criminal background check is required for all students in the Nursing Program. A criminal background check is conducted in order to verify that the individual has had no felony convictions within the last 15 years and that the individual has had no misdemeanors in the last 10 years involving abuse, neglect, assault and battery, criminal sexual conduct, fraud, or theft.

Once a student is admitted to the program and undergoes the initial background check, he/she is required to immediately inform the Dean of Nursing if he/she is subsequently arrested for or convicted of any of the criminal offenses covered by Michigan Public Health Code Section 20173, set forth above.

Individuals who do not pass a criminal background check, or who are subsequently arrested for of convicted of criminal offenses covered by Michigan Public Code Section 20173 will not be placed in clinical component of any course. In such event, the student will be removed from any clinical component or placement.
Completion of all clinical components for courses with a theory and clinical component is a graduation requirement. A degree will not be granted to those who do not successfully complete all required clinical components and other programs requirements.

Michigan Public Health Code 20173:

The background check is completed annually.

Mathematics Competency for Medication Administration
Dosage mathematics is a critical outcome in each nursing course. Each student must pass this outcome in order to progress. All students (first and second year) must pass a math competency exam at 100% within 2 attempts. Student inability to achieve the required score will result in course failure.

Medication Administration Guidelines
The WCCCD nursing faculty strongly believes in the need for accuracy in accomplishing nursing tasks. This need is especially apparent in the area of medication administration; therefore, The Joint Commission’s “Ten Rights of Medication Administration” below are to be followed (Kozier & Erb, Fundamentals of nursing, 2012, p. 864).

1. Right Medication
2. Right Dose
3. Right Time
4. Right Route
5. Right Client
6. Right Client Education
7. Right Documentation
8. Right to Refuse
9. Right Assessment
10. Right Evaluation

Students will be evaluated in the clinical setting based on adherence to the ten rights listed above.

Examples of behaviors leading to minimal or unsatisfactory clinical performance may include but are not exclusive of the following:

1. Violation of any of the medication rights.
2. Lack of understanding of the medication to be administered.
3. Improper identification of patient.
4. Improper infusion of intravenous (IV) liquids and/or medications.
5. Controlled substance administration without consent of clinical instructor.
6. Improper use of Medication Administration Record (MAR).
7. Failure to ask patient about allergies prior to medication administration.
8. Failure to follow faculty directions.
9. Any potential violation which was prevented by instructor or staff intervention.

**As a nursing student, you are not licensed to administer medication under any circumstances without a WCCCD faculty member in attendance.**

**Drug and Alcohol Testing Policy**
Wayne County Community College District (WCCCD) has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.

Any nurse who is aware that another person has violated the State of Michigan Nursing Code and legislative Rules is obligated to report the person to the Michigan Licensing Board for consideration of disciplinary action. Therefore, WCCCD faculty, students, and agency nurses are required to report any suspicious behavior and arrange drug and alcohol testing.

Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

a. Slurred speech
b. Odor of alcohol on breath or person
c. Unsteady gait
d. Disoriented or confused behavior
e. Significant changes in work habits
f. Observed behaviors indicative of hallucination
g. Unexplained accident or injury
h. Sloppy, inappropriate clothing and/or appearance.
i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting.
j. Excessive sick days, excessive tardiness when reporting for clinical or class.
k. Missed deadlines, careless mistakes, taking longer than customary to complete work
l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
m. Performance (unsafe practices, unsatisfactory work)
n. Alertness (change in alertness, sleepy, confused)
o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
p. Eyes (blood shot, dilated)
q. Other clinical observations consistent with impairment
Drug testing may be required for any student who demonstrates behavior of reasonable suspicion (items a-q above) in the clinical environment.

Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of Nursing, or the Dean of Nursing’s representative.

Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation of the WCCCD Drug and Alcohol Testing Policy. The student may be subject to dismissal from the Nursing Program.

The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.

The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member or assigned preceptor and an agency staff member. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.

Under no circumstances will the student be allowed to drive home following an incident that requires drug or alcohol testing. The student will be sent home by cab or responsible individual. Arrangements will be made so that the student will be at home with another individual after the incident.

The student’s confidentiality will be strictly maintained. The test results will be communicated to the student, the Dean of Nursing, and the physician reviewing the results with the student.

Records will be maintained in a separate file by WCCCD in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.

Any violation of this policy by a student will result in disciplinary action including dismissal from the Nursing Program.
CHAPTER TEN: ETHICS, CIVILITY AND BEHAVIOR STANDARDS

Ethical behavior means that an individual is living and working in an ethical way - by a set of standards that are generally considered to be right or good. As a Nursing Program student, it is expected you will display ethical, respectful, professional behavior in **ALL** learning environments. Failure to do so results in dismissal from the Nursing Program.

**Confidentiality**

The right to privacy of students, faculty, staff, clients, families and other health professionals should be judiciously protected by those associated with the nursing program. Awareness and respect for rights and privileges of others is an expectation of all within the helping professions.

Students honor, respect, and maintain confidences and privacy of clients. As students interact with and encounter clients - in any form – written, oral, or other – they must practice confidentiality under all circumstances. A client’s *initials only* are used as identifiers. This may vary per clinical site. Talk with your clinical faculty about how a client’s identifying data (name, for example), should be presented/recorded as you complete assignments and discuss clients during pre/post-conferences.

When knowledge gained in confidence is relevant or essential to others, professional judgment should be used by all when sharing information. It is the responsibility of all those who have access to information to see that such information is accessible only to those directly concerned with the individual’s health care delivery. No reproduction of the client’s hospital record is allowed. Documents contained in a client’s hospital record cannot be removed. Online information about a client cannot be downloaded, printed, saved on an external drive (flash drive, for example), forwarded, removed or transferred from the clinical practice site in any way.
Client information should not be discussed outside of the clinical learning environment, and only with those involved with the client’s care. Failure to take this into account is considered an invasion of the patient’s right to privacy and may lead to the student’s dismissal from the Nursing Program. The Health Insurance and Accountability Act of 1996 (HIPAA) was enacted August 21, 1996 to:

- Protect health insurance coverage for workers and their families when they change or lose their jobs
- Establish national standards for electronic health care transactions and national identifiers for providers, health insurance plans, and employers, and
- Give the right to privacy to individuals from age 12 through 18. The provider must have a signed disclosure from the affected before giving out any information on provided health care to anyone, including parents.

Review guidelines for clinical behaviors described earlier in the Handbook.

**Scholastic Ethics Code**

The purpose of this code is to encourage and promote positive learning and ethical student behavior, define behavior violating scholastic ethics, specify procedures for the determination of the facts of the alleged violation, and to define penalties. It is the responsibility of the student to maintain the highest ethical standards in academic achievement within the positive learning environment provided by the College.

**Guidelines for Scholastic Code of Ethics**

The expectation at Wayne County Community College District is that the principles of truth and honesty will be practiced in all academic matters. Therefore, the College regards acts of academic dishonesty, including such activities as plagiarism or cheating, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty on the part of students are validated, the student(s) will be dismissed from the Nursing Program.

The following is a guide to assist students in observing positive behavior in scholastic ethics:

- Students must do their own work and submit only their own work on examinations, reports and projects, unless otherwise permitted by the instructor.
- Students can benefit from working in groups. They may collaborate or cooperate with other students during take-home examinations only if specifically authorized by the instructor in the class syllabus or at the time of the examination;
- Students must follow all written and/or verbal instructions given by the instructor or designated College representative prior to taking an examination, placement assessments, test, quizzes and evaluations;
- Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

**Scholastic Code of Ethics Violations**

Students enrolled in college assume the obligation of conducting themselves in accordance with the highest ethical standards. Actions constituting violations of scholastic ethics include, but are not limited to the following:
Cheating
Intentional deceit during the pursuit of academic course work, tests, class assignments or activities in any testing area, learning center, clinical setting or tutorial session, or in the gathering of research materials is considered cheating.

Cheating includes but is not limited to:
- Copying from another student's test paper or knowingly allowing your test to be copied;
- Using materials during a test that are not clearly authorized by the person giving the test;
- Collaborating with another student during the test without permission;
- Knowingly using, buying, selling, offering, transporting or soliciting any of the contents of a test;
- Taking a test for another person, or permitting another student to take a test for you;
- Bribing or attempting to bribe another person to obtain a passing grade or a better grade on a test or for a course;
- Intentional misconstruing facts or incidents relating to an evaluated exercise or assignment that would change the earned grade;
- Electronic, internet transmissions or wireless transfer of data.

Plagiarism
The representation of the work of others as one's own, including the use of term papers written by others is plagiarism. The use of another's words, ideas or information without acknowledgement is also plagiarism. The student should seek guidance from the instructor about acceptable methods to be used to acknowledge the work and ideas of others.

Collusion
Obtaining from or giving to another student unauthorized assistance or material in any course work is collusion.

Compromising Instructional and Test Materials / Misrepresentation / Fraud
Unauthorized acquisition, tampering with, or alteration of instructional and/or testing materials from desks, cabinets, work rooms, classrooms, laboratories, instructor's offices, tutoring labs, testing areas, assessment areas, secretarial offices, College offices and/or other areas is compromising test materials.

Student Code of Conduct Violations
Inappropriate and/or illegal student conduct that represents grounds for disciplinary action includes, but is not limited to the following:
- Dishonesty, such as knowingly furnishing false information to the College;
- Forgery, alteration or misuse of College documents, records, identification, e-mail or other electronic information;
- Obstruction or disruption of teaching, administration of the College, disciplinary procedures or other College District activities, community service functions or other authorized College District-sponsored activities on or off College premises;
- Physical actions against any person on District-owned or controlled property or at a College/District sponsored or supervised function, or any conduct that threatens or endangers
the health or safety of any person. A physical action is an action that results in contact with another or which places a person in reasonable apprehension of harmful contact;

- Harassment or discrimination of anyone based on race, religion, color, sex, age, height, weight, marital status, national origin, disability, sexual orientation or status as a veteran;

- Psychological actions against any person on College District-owned property or controlled property or at College District-sponsored or supervised activity. A psychological action is any action that terrifies, intimidates, threatens or harasses another, or which places a person in reasonable apprehension of such action. Psychological actions include, but are not limited to: threats, stalking, harassment and discrimination, including the use of e-mail or telephone systems to carry out such action;

- Theft or damage to property of the College/District or of a member of the College community or of a visitor to the College;

- Possession or use of firearms, explosives, dangerous chemicals, substances, instruments or other weapons that can be used to inflict bodily harm to any individual or damage to a building or grounds of College/District-owned or controlled property;

- Failure to comply with directions of College/District officials or law enforcement officers acting in performance of their duties, and/or failure to identify oneself to these persons when requested to do so;

- Use of tobacco and tobacco products (smoking) in unauthorized areas;

- Verbal abuse and/or abusive behavior, includes excessive profanity, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person or which places them in fear of being physically abused;

- Unlawful possession, use, sale, or distribution or being under the influence of any narcotics or other controlled substances or drug paraphernalia, except as may be expressly permitted by law;

- Engaging in lotteries or other forms of gambling on College/District-owned or controlled property;

- Leaving unattended minor children on College-owned or controlled property or at College/District-sponsored or supervised functions without making provisions for them to be cared for or supervised;

- Use of computers for unauthorized purposes and engaging in any activity aimed at compromising computer systems or network security;

- Inappropriate use of electronic devices such as beepers, cellular telephones or any other instrument that might be disruptive in an academic setting;

- Failure to obtain approval from the Campus President or designee, or appropriate administrator for solicitation of any type which involves the College student body, College employees or visitors; posting or distributing information of any kind within the premises of the College; selling of merchandise on College property by a student or a student organization.

- Any form of sexual misconduct.

The above violations are illustrative of the type of conduct that will not be permitted, but are not intended to be all-inclusive and will result in discipline up to and including expulsion.

Nursing students should refer to the District Student Handbook for complete scholastic code of ethics including ethics violation disciplinary actions.
CHAPTER ELEVEN: GRADUATION PROCEDURES AND REQUIREMENTS

The Pinning Ceremony along with Commencement signals your accomplishment of the Nursing Program. The following information will identify the steps you need to follow to ensure all documents are in order.

Nursing Pinning Ceremony
The Pinning Ceremony for nursing students is held twice each year (May and December) along with the Recognition Ceremony for Allied Health Programs. Nursing students are also encouraged to attend the Formal Commencement Ceremony for Wayne County Community College District that is held annually in June.

The Pinning Ceremony is an important occasion for nursing students. The distinctive pin they receive from their school symbolizes professional achievement and the right to practice nursing. It is also a link to a 1,000 year old tradition. Many years ago in medieval Europe, organizations called guilds appeared; these guilds were responsible for much of the national training of the time. The emblems worn by the guild members indicated to which guild a worker was a member. The guild emblems also indicated service to the community. A hospital badge was given to the educated nurse.

In the late 19th century many hospitals adopted Florence Nightingales’ ideas and started schools for the education and training of nurses. Outstanding student nurses who excelled were awarded gold or silver medals. Gradually, all of the nursing schools started giving a medal or badge to all graduates of their program. The Florence Nightingale lamp that is commonly included in the pinning ceremony is a symbol of the light given by knowledge.
Today’s nursing pin has become a distinctive mark of nursing excellence and service to others. Besides identifying the source of the nurse’s education, it also indicates to the patient, and others, that the nurse has successfully completed a particular nursing program and has the ability to function as a nurse. It is the intent of the Nursing Program at Wayne County Community College District to educate and train highly qualified nurses with a sound knowledge of the nursing profession.

Application for Degree
Fourth semester students in the Nursing Program must follow WCCCD procedures and timelines to apply for degree. Eligibility to participate in commencement exercises hinges upon meeting degree completion requirements.

Prior to the semester the student intends to graduate, he or she must:
- Be officially admitted to the program or their major,
- Obtain and complete an application for graduation,
- Submit the completed form to a counselor, program director, or Chief Academic Officer for review.

Note: The signature of the counselor, program director, or Chief Academic Officer indicates that they have reviewed the graduation requirements with the student.

It is the student’s responsibility to coordinate all degree or certificate requirements for completion with the appropriate counselor, advisor, or academic department. If the student does not complete the graduation requirements outlined in the semester requested on the application, he or she must file another application in a subsequent semester and pay a new graduation application fee. The District Records Office will send a letter to the student acknowledging receipt of the application for graduation and indicating that the student has been placed on the roster for the next graduation ceremony.

For additional information about graduation requirements, please visit the Admissions and Records Office at the Northwest Campus in the Welcome Center or www.wcccd.edu.

Graduation with Honors
Students who complete degree requirements with exceptionally high scholastic averages are eligible to receive degrees with honors. Those who have earned a grade point average of 3.75-4.00 are eligible to be graduated Summa Cum Laude; a grade point average of 3.50-3.74, Magna Cum Laude; a grade point average of 3.25-3.49 Cum Laude. In computing the grade point average, all courses taken at Wayne County Community College District are considered.
CHAPTER TWELVE: REGISTERED NURSE LICENSURE

Successful completion of the National Council of Licensing Examination- Registered Nurse (NCLEX-RN) for State licensure allows WCCCD Nursing Program graduates to practice as a Registered Nurse (RN). The following information will assist you.

Application for Registered Nurse Licensure
Students receive information about application for licensure during the fourth semester of the Nursing Program. The Dean of the Nursing Program certifies each applicant as having met Nursing Program requirements following completion of the fourth semester and determination of grades, completion of required NCLEX-RN review program(s) and completion at the required level of performance of the program standardized exit test.

Request for Testing Modification on Licensure Examination
Students who require accommodations during testing situations are able to request testing modifications when making application to take the National Council of Licensing Examination-Registered Nurse (NCLEX-RN) for State licensure.
Chapter Thirteen: Resources

WCCCD Publications
The following publications are published for student information:

College Catalog
The College Catalog is a book containing course descriptions, certificate and associate degree requirements, and policies and general information about the District. The catalog is published every two years and can be found on our website at www.wcccd.edu.

Class Schedule
The class schedule booklet is published prior to each semester, and includes a listing of classes, sections, dates, times, instructor names and meeting places for each campus that semester. This booklet is used for preparing your class schedule each semester. The class schedule can be found on our website at www.wcccd.edu.

Student Handbook
The WCCCD Student Handbook is a valuable guide for information about policies, services, and programs offered through WCCCD. Students can obtain a copy of the Student Handbook online at www.wcccd.edu.

Links to Professional Organizations
There are many links that provide added information about the practice of nursing, professional standards and best practices. Nursing faculty will integrate such content in class discussions and clinical assignments. Below is just a sample of the many you will access as you progress through the Nursing Program.
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<thead>
<tr>
<th>Academy of Medical Surgical Nursing</th>
<th>National Council of State Boards of Nursing</th>
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<tbody>
<tr>
<td><a href="http://www.amsn.org">www.amsn.org</a></td>
<td><a href="http://www.ncsbn.org">www.ncsbn.org</a></td>
</tr>
<tr>
<td>Academy of Neonatal Nursing</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td><a href="http://www.academyonline.org">www.academyonline.org</a></td>
<td><a href="http://www.nln.org">www.nln.org</a></td>
</tr>
<tr>
<td>American Association of Critical Care Nurses</td>
<td>National Student Nurses Association</td>
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<tr>
<td><a href="http://www.aacn.org">www.aacn.org</a></td>
<td>(WCCCD Nursing Program has a chapter students can join!) <a href="http://www.nsna.org">www.nsna.org</a></td>
</tr>
<tr>
<td>American Nurses Association</td>
<td>Oncology Nurses Society</td>
</tr>
<tr>
<td><a href="http://www.nursingworld.org">www.nursingworld.org</a></td>
<td><a href="http://www.ons.org">www.ons.org</a></td>
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**SIGNATURE PAGE**

This Handbook is designed as a supplement to the information described in WCCCD Student Handbook.

*My signature (below) acknowledges my receipt of this Handbook and the understanding that I am held accountable for knowing and abiding by the policies of WCCCD Nursing Program. I am aware that I will sign a Signature Page each year I am in the Program to acknowledge updates, additions or edits to previous versions of this Handbook.*

Printed Student Name:_______________________  Student Signature:__________________________

Student ID Number: A __ __ __ __ __ __ __   Date:________________________

Current Semester in Nursing Program:
- [] First Semester
- [] Second Semester
- [] Third Semester
- [] Fourth Semester