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. The nursing program is very rigorous, academically dense, and you will be challenged. However, you are capable of success.

Essential to your success is ongoing communication between students and faculty. Faculty will provide didactic, lab, and clinical course instruction and integrate real-world examples to expand your experiences. As adult learners, you must actively participate by arriving to each scheduled class session prepared and assume responsibility for your learning from the initial day of class to completion of the program.

We expect you will have questions during the next two years. It is important to seek answers from a credible source to avoid unnecessary anxiety caused by second-hand information, misinterpretation, of facts and rumors. If you have a question, seek clarification by speaking to your instructor, assigned nursing mentor, or nursing administration.

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. The Handbook is reviewed and revised annually (or more frequently as needed) by the Nursing Faculty.

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. The Handbook along with each course syllabus serve as a reference and students are expected to review often.

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 look forward to preparing you for entry into the nursing profession.

Nursing Program Faculty and Staff
January 2017

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.
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- Nursing Student Handbook Signature Page
- Medication Administration
- Consent Form for Alcohol, Drug, & Substance Testing
- Latex Allergy/Sensitivity Waiver Statement
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.

**College 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.
The Nursing Program at WCCCD offers an Associate of Applied Science Degree in Nursing. 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. Graduates of the Nursing Program are eligible to complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

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.

**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**
The philosophy of the program, developed by nursing faculty incorporates the values of WCCCD as well as the beliefs and values of the nursing faculty. The nursing curriculum is guided by this philosophy.

**We believe:**
- The registered nurse is a lifelong learner expected to demonstrate *professional identity* in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community
- The nurse-patient relationship is central to all nursing activities and allows for the promotion of *human flourishing*, which involves effective communication, *teamwork*, and patient advocacy.
- The registered nurse makes *nursing judgment* in practice substantiated by application of the nursing process and evidence-based practice that promotes *safety, quality improvement*, and integrates health promotion while providing *patient centered care*.
- The registered nurse examines the evidence that supports the *spirit of inquiry* integrating research based interventions, utilizing informatics, and questioning the status quo while improving patient centered care to diverse patients, families, and communities.

Our beliefs guide faculty and student practice throughout the nursing program.
Conceptual Model of the Associate of Applied Science Nursing Program

The nursing faculty has identified the Education Competencies Model developed by the National League for Nursing Council Competency Work Group (NLN, 2010) as the educational standard for WCCCD Nursing Program graduates:

![Conceptual Model](image-url)

*Used with Permission, NLN, 9-29-14*

The model represents the underpinnings of the nursing program and consists of the following components:

- Core Values
- Integrating Concepts
- Program Outcomes
- Nursing Practice

**Core Values**

The seven core values displayed at the root of the model are foundational to a nurse’s work from basic care to the most advanced research and nursing practice. All competencies are grounded in these fundamental values (NLN, 2007, 2010):

**Caring**

“A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders.” (NLN, 2010, p. 11)

**Diversity**

Recognizing differences among “persons, ideas, values and ethnicities,” while affirming the uniqueness of
each. “A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns.” (NLN, 2010, p. 12)

**Ethics**

“Ethics involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassions, while respecting the dignity, self-determination, and worth of all persons.” (NLN, 2010, p. 13)

**Excellence**

“A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated.” (NLN, 2010, p. 12)

**Holism**

“The culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum.” (NLN, 2010, p. 14)

**Integrity**

“Integrity involves respecting the dignity and moral wholeness of every person without conditions or limitation." "A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.” (NLN, 2010, p. 13)

**Patient-Centeredness**

“An orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care.” (NLN, 2010, p. 14)

**Integrating Concepts**

The six integrating concepts shown as bands on the model emerge from the core values. The concepts envelop the nursing program, are laced throughout the curriculum, and reflect specific knowledge, skills, and ethical conduct (apprenticeships) expected of students as they progress through the program (NLN, 2010):
Context and Environment
“In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.” (NLN, 2010, pp.16-17).

Knowledge and Science
Knowledge and Science refers to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. (NLN, 2010, pp. 19-20).

Personal and Professional Development
“A lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability.” (NLN, 2010, p. 23)

Quality and Safety
“The degree to which health care services, (a) are provided in a way consistent with current professional knowledge; (b) minimize the risk of harm to individuals, populations and providers; (c) increase the likelihood of desired health outcomes; and (d) are operationalized from an individual, unit, and systems perspective.” (NLN, 2010, p. 25)

Relationship Centered Care
The concept involves “(a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.” (NLN, 2010, p. 27)

Teamwork
Teamwork is the final integrating concept, is crucial to the previous five concepts, and ultimately patient outcomes. Teamwork means to “function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.” (NLN, 2010, pp. 29-30)

Student/Graduate Learning Outcomes
As defined by NLN, the four broad outcomes pictured at the top of the model represent the expected culmination of all learning experiences provided during each type of nursing program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts. The outcomes increase in complexity in both content and practice applicable to didactic and clinical courses. All essential course competencies are assumed within these four general outcomes (NLN, 2010, page 9):

- Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities, and themselves.
- Nurses should show sound nursing judgment employing critical thinking, clinical judgment, and integration of best evidence in practice as they make decisions that guide clinical care.
- Nurses should continually develop their professional identity by internalizing the core values and
perspectives recognized as integral to the art and science of nursing.

- Nurses must approach all issues and problems in a spirit of inquiry which displays a persistent sense of curiosity that sharpens both leaning and nursing practice.

Additionally, the six competencies established by the Quality and Safety Education for Nurses Project (Cronenwett, 2007; QSEN) are integrated across the curriculum identifying the knowledge, skills, and attitudes a nurse must possess to deliver quality, safe, evidence-based, and culturally appropriate nursing care:

- Patient Centered Care
- Teamwork and Collaboration
- Evidence Based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics

WCCCD graduate outcomes reflect NLN educational model and QSEN competencies. The course student learning outcomes (SLOs) and related activities prepare students for meeting the graduate outcomes:

<table>
<thead>
<tr>
<th>The ultimate goal is to prepare WCCCD graduates who can ....</th>
<th>NLN Integrating Concepts</th>
<th>NLN Core Values</th>
<th>QSEN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NLN: Human Flourishing</strong></td>
<td>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
<td>Relationship Centered Care Quality and Safety</td>
<td>Integrity Patient Centeredness Holism Caring</td>
</tr>
<tr>
<td><strong>NLN: Nursing Judgment</strong></td>
<td>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.</td>
<td>Context and Environment</td>
<td>Excellence Diversity Holism</td>
</tr>
<tr>
<td><strong>NLN: Professional Identity</strong></td>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</td>
<td>Personal and Professional Development Teamwork</td>
<td>Caring Diversity Ethics</td>
</tr>
</tbody>
</table>
| **NLN: Spirit of Inquiry** | Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. | Knowledge and Science | Excellence | Evidence Based Practice (EBP) Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Quality Improvement (QI) Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to
Nursing Practice
National League for Nursing, American Nursing Association, and Michigan Board of Nursing
As depicted in the model (NLN, 2010, pp. 7-10), the four outcomes converge into nursing practice where WCCCD graduates practice within a legal, ethical, and professional scope that is guided by accepted standards of practice, including:

- Providing safe care that is culturally and developmentally appropriate and that is centered on building and sustaining positive, healthful relationships with individuals, families, groups, and communities.
- Continually learning and growing as professionals.
- Implementing practice which is supported by evidence.
- Advocating for access to and quality of health care.

Additionally, WCCCD Nursing Faculty recognize the American Nurses Association Standards of Practice where a nurse’s actions are directed by the “nursing process (assessment, diagnosis, outcomes identification, planning, implementation, and evaluation), a model of critical thinking which is the foundation of decision-making in nursing practice.” (ANA, 2010)

Furthermore, registered nurses are expected to display Standards of Professional Performance by engaging “in professional role activities appropriate to their education and position” (ANA, 2010):
- Practice ethically.
- Seek ongoing education to reflect current practice.
- Integrate evidence and research in practice.
- Contribute to quality nursing practice.
- Communicate effectively in all areas of practice.
- Demonstrate leadership in the practice setting.
- Collaborate with patient, family, and team in the conduct of nursing practice.
- Evaluate own nursing practice in relation to professional standards and guidelines.
- Utilize appropriate resources to plan and implement safe, effective and financially responsible nursing practice.
- Practice in an environmentally safe and healthy manner.

Similarly, the Michigan Board of Nursing indicates programs are responsible for “contributing to the safe practice of nursing by including the standards of practice, nursing behaviors, and other skills and knowledge in the curriculum to prepare persons for the practice of nursing.” (Department of Nursing & Industry Services, Board of Nursing General Rules, R 338.10305, Rule 305).

The WCCCD Nursing Program integrates NLN competences, ANA standards of practice and professional performance, and adheres to the requirements outlined by the Michigan Board of Nursing in preparing students for nursing practice.
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

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


Quality and Safety Education for Nurses (QSEN) www.qsen.org
CHAPTER TWO: NURSING PROGRAM CURRICULUM

The curriculum prepares students to achieve the outcomes of the nursing program, including safe practice in contemporary health care environments.

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 the student learns and sharpens psychomotor skills and articulates the “why” behind the skill. Students are taught to “think like a nurse” by using nursing judgment - critical thinking, clinical reasoning, and the integration of best evidence – to guide nursing practice (NLN, 2010, p. 67).

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 rather than a role of lecturer or grader as student gains a deeper learning of the content. Guiding the student to connect didactic content to the clinical setting enhances learning and achievement of the student learning course 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 outlined in the document, 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 prerequisite courses. Many students complete most or all of the general education courses prior to being admitted into the program.
Revised Curriculum Implemented Fall 2013

The Nursing Program implemented a revised curriculum fall 2013. The revised curriculum was approved by the Nursing Program Curriculum Committee, the District Curriculum Committee, and the Michigan Board of Nursing (MBON). Further refinements were approved November 2014 by the indicated parties and implemented January 2015:

<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 155*</td>
<td>Introduction to Biology</td>
<td>4 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>
</tbody>
</table>

*BIO 155 is a pre-requisite to BIO 240. Pre-requisite Total: 22 Credit Hours

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>NUR 110</td>
<td>Nursing Foundations</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 118</td>
<td>Physical Assessment</td>
<td>2 credit</td>
</tr>
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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 112</td>
<td>Med/Surg I Theory &amp; Clinical</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 119</td>
<td>Pharmacology</td>
<td>2 credits</td>
</tr>
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Semester One Total: 12 credit Hours

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

Semester Two Total: 10 credit Hours

<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>3 credits</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Med/Surg III Theory &amp; Clinical (Half semester)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Semester Three Total: 10 Credit Hours

<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>3 credits</td>
</tr>
<tr>
<td>NUR 216</td>
<td>Med/Surg IV Theory &amp; Clinical (Half semester)</td>
<td>4 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: 9 Credit Hours

Nursing Program Total: 63 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 credits)
- PSY 200 Lifespan Development (3 credits)

Students should meet with an advisor for additional information.

Student Learning Outcomes for Level One and Level Two Courses

Student Learning Outcomes are indicated by levels and semesters aligned with the NLN Education Competencies Model (NLN, 2010) displaying progressive complexity in content and support of the Graduate Outcomes and Competencies. 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 competencies students are expected to achieve.

Revised Course Descriptions (*Implemented January 2015*)

Course descriptions were revised by nursing faculty and approved by the MBON November 2014. The revised descriptions implemented January 2015 reflect NLN outcomes and competencies for graduates of associate degree nursing programs (2010) and quality and safety competencies for pre-licensure programs (QSEN, 2007):

**FIRST YEAR COURSES**

<table>
<thead>
<tr>
<th>WCCCD Nursing Course</th>
<th>REVISED Course Description Reflecting NLN Outcomes and Competencies for Graduates of Associate Degree Nursing Programs (2010) and QSEN Competencies (2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 110 Foundations</td>
<td>This first year course explores historical and contemporary nursing practice and health care delivery systems. Emphasis is on the nursing student as a caregiver and the responsibilities this entails in the clinical setting. The laboratory component has a focus on the acquisition of the nursing skills necessary for progression to clinical sites in subsequent courses. Students have an opportunity to practice skills on a simulation model and peers. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students are introduced to the nursing process and the skills necessary for application of the nursing process in managing care of the patient in today’s changing health care environment.</td>
</tr>
<tr>
<td>NUR 118 Physical Assessment</td>
<td>This first year course focuses on nursing knowledge and skills necessary to conduct an adult physical assessment and document assessment findings on a healthy adult. Deviations from normal adult physical assessment and geriatric assessment findings will also be identified. The level of skill to be attained is comparable to the nursing assessment in an acute care setting. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. NUR 118 includes an embedded laboratory component. Students are introduced to the nursing process and the skills necessary for application of the nursing process in managing care of the patient in today’s changing health care environment.</td>
</tr>
<tr>
<td>NUR 112 Medical Surgical Nursing I</td>
<td>This first year course focuses on the nursing care of the peri-operative patient and the patient with diabetes mellitus. Concepts and management of intravenous therapy, blood component administration, fluid and electrolyte/acid-base balance are also emphasized. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios reinforcing knowledge and refining critical thinking skills. Students are concurrently enrolled in the clinical component of NUR 112 where skills in the application of the nursing process are further developed in managing care of the adult patient.</td>
</tr>
<tr>
<td>NUR 119 Pharmacology</td>
<td>This course incorporates the mathematical calculation for safe medication administration with a focus on utilizing the nursing process approach as medications are examined by drug classification and prototype. Pharmacokinetics and pharmacodynamics, lifespan considerations, client teaching, and herbal therapies are also discussed in each nursing course as the student progresses through the program. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Emphasis is on the nursing student as a...</td>
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</tbody>
</table>
### Second Year Courses

<table>
<thead>
<tr>
<th>WCCCD Nursing Course</th>
<th>REVISED Course Description Reflecting NLN Outcomes and Competencies for Graduates of Associate Degree Nursing Programs (2010) and QSEN Competencies (2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 114 Obstetric Nursing</td>
<td>This first year course focuses on the nursing care of the obstetric patient, the newborn and the family unit. The course also explores women's health across the life span. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios reinforcing knowledge and refining critical thinking skills. Students are concurrently enrolled in the clinical component of NUR 114 where skills in the application of the nursing process are further developed in managing the health of women and the childbearing family.</td>
</tr>
<tr>
<td>NUR 116 Medical Surgical Nursing II</td>
<td>This first year course focuses on the nursing care of the patient with alteration in respiratory, cardiac/cardiovascular status and hematologic disorders. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios reinforcing knowledge and refining critical thinking skills. Nursing students are concurrently enrolled in the clinical component of NUR 116. Students continue to further develop skills in the application of the nursing process in managing care of the adult patient.</td>
</tr>
<tr>
<td>NUR 210 Psychiatric Nursing</td>
<td>This second year course focuses on the dynamics of human behavior during psychiatric illness. Principles and concepts of mental health, medication and non-medication interventions, group interventions and therapeutic environments are explored. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios synthesizing knowledge and refining critical thinking skills. Students are concurrently enrolled in the clinical component of NUR 210 where skills in the application of the nursing process are sharpened in managing care of the psychiatric patient and family.</td>
</tr>
<tr>
<td>NUR 212 Medical Surgical Nursing III</td>
<td>This second year course focuses on the nursing care of patients with endocrine, gastrointestinal, genitourinary, renal, and immune disorders. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios synthesizing knowledge and refining critical thinking skills. Emphasis is on the nursing student evolving into the role of professional nurse and the responsibilities this entails. Students are concurrently enrolled in the clinical component of NUR 212 where skills in the application of the nursing process are sharpened in managing care of the adult patient.</td>
</tr>
<tr>
<td>NUR 214 Pediatric Nursing</td>
<td>This second year course focuses on the nursing care of the pediatric patient and family unit. The concepts of growth and development related to the pediatric patient will be examined. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios synthesizing knowledge and refining critical thinking skills. Emphasis is on the nursing student evolving to the role of the professional nurse and the responsibilities this entails. Students are concurrently enrolled in the clinical component of NUR 214 where skills in the application of the nursing process are sharpened in managing care of the pediatric patient and family unit.</td>
</tr>
<tr>
<td>NUR 216 Medical Surgical Nursing IV</td>
<td>This second year course focuses on the nursing care of patients with neurologic, musculoskeletal, connective tissue, eye and ear disorders, and rehabilitation. Emphasis is on the nursing student evolving into the role of the professional nurse. The course is organized according to the associate degree graduate outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry with supporting integrating concepts and core values described by the National League for Nursing (NLN). Additionally, Quality and Safety Education for Nurses (QSEN) competencies are addressed. Students participate in high fidelity simulated patient care scenarios synthesizing knowledge and refining critical thinking skills. Students are concurrently enrolled in the clinical</td>
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</table>
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 designee 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 review carefully.

- It is the student’s responsibility to notify the Nursing Program of any disability impacting the ability to perform the essential functions prior to entering Nursing Program.

- It is the student’s responsibility to inform Nursing Administration of any change in health status that impacts the ability to perform the essential functions as the student progresses in the nursing program.

Students must be able to perform all functions without restrictions. If a student cannot complete the required functions, it is the student’s responsibility to contact Nursing Administration to discuss options.

This list of Essential Functions is not all inclusive:

**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; 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,

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 assessment of a client in a timely manner, and correctly interpreting assessment data, readily responding with appropriate nursing/medical interventions and treatment plans, can work independently for positive patient outcome.

Ability to Maintain Emotional Stability
Ability to function safely under highly stressful situations and adapt to changes in 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 if Taking Prescribed Medication
If taking prescribed medication, student must be able to function safely without impairment to physical and mental functions. Nursing Administration will require a statement from the student’s health provider indicating student can perform expected functions in the nursing program fully, safely, and without restrictions.

References
Chapter Two/Nursing Program Curriculum


National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, and master’s, practice doctorate, and research doctorate programs in nursing. N.Y.: NLN.


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 course 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.
- 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.

Nursing Administration will contact students if the registration process changes.

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.

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.

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 unit 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 are not allowed in any learning environments.
7. Voices 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

Theory 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.**

Clinical Skills Lab and Simulation Lab / Electronic Devices
A voice recorder to record skill demonstration is permitted in the labs however, only with the individual faculty’s permission. **Students must seek the faculty’s permission with each course.**

Clinical Practice Setting / Electronic Devices
Electronic devices are allowed in the clinical environment in **non-patient care** areas as designated by hospital policy and procedures. Students are responsible for knowing which devices are allowed by the hospital, which areas are designated by the hospital as “non-patient”, and the hospital policies and procedures regarding use of electronic devices in the setting. **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, YouTube 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.

Students should review the following:

  [http://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf](http://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf)
- ANA – Social Networking Principles Toolkit, American Nurses Association resource guide for nurses and nursing students on how to maintain professional standards in new media environments.
  [http://www.nursingworld.org/socialnetworkingtoolkit](http://www.nursingworld.org/socialnetworkingtoolkit)

### NURSING SKILLS LABS

#### Nursing 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. This will require students to visit the skills lab on own time, not just the time associated with a course.

#### 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 head covering (white or blue cornette or hijab) 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 prior to entering the learning environment. No decorative hair pieces permitted. Beards, mustaches, 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 on a clip (NO LANYARDS). ID holders are available for purchase in the college bookstore.

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

SIMULATION LAB

Simulation Lab Learning Environment
Simulation is utilized throughout the nursing program allowing students to develop, enhance, and apply knowledge and skills in a realistic clinical situation. Students participate in simulated patient care scenarios within a specific clinical environment, appropriate to the level and course, gaining experience, learning and refining skills and developing competencies without fear of harm to a live patient. The high fidelity mannequins along with the patient care scenarios allow students to synthesize knowledge, integrate evidence, work in collaboration, problem solve, critically think, and reflect on their skills. All courses have a required simulation component and the course faculty will inform students of their scheduled date.

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 and other clinical guidelines as described n this Handbook.

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

Theory Classroom Learning Environment
The classroom offers faculty and students ample opportunities to review and dissect course content. Faculty will use various instructional strategies to present the content and students should expect the strategy and techniques to vary among the faculty. The faculty will not review content word-by-word as provided in course readings instead, faculty will highlight key content and use clinical examples to do so. It is expected as adult learners, students will complete assigned readings prior to class and arrive ready to discuss the content. The focus is critical thinking and sharpening skill to analyze and apply course content.

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.
- Appropriate denim attire is allowed.
- A dress, dress skirt or skirted/pant suit.
- Dresses and skirts should be at knee length or longer.
- Dress shirts (with ties optional 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.*

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**CLINICAL PRACTICE SETTINGS**

Clinical Practice Learning Environment

The clinical experience is a significant learning component within the nursing curriculum. It provides nursing students with rich opportunities 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 and science 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 clinical reasoning skills, nursing skills, time management skills and become socialized into the role of the professional nurse.

As a result of completing the nursing program, students will work with children, adults, and older adults with various diagnoses and conditions, in acute care inpatient settings, long-term care facilities, and community mental health. In all settings the goal remains the same, the student providing safe, competent nursing care, based on evidence and best practice. Each setting has agency-specific rules and guidelines and students are expected to follow.

Nursing students are **guests at the clinical sites**. Safety is of the upmost importance and no student shall engage in conduct detrimental to the College community or clinical agency. The conduct of every student should reflect well on WCCCD and in no case should that conduct include behavior prohibited by policy, regulation or law. Conduct shall be deemed detrimental 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.
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Nursing Student Handbook
2016-2017
Last Revised March 22, 2017

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

Clinical Dress Code
Nursing students represent the Wayne County Community College District Nursing Program 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.
- Skirts/dresses should be below the knee in length.
- Undergarments should be skin-tone appropriate not to be obvious and distracting.
- **White or galaxy blue long sleeved undershirts** only.
- Short scrub jackets should be **galaxy blue only**.
- No thongs.
- Scrubs 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 arrives at clinical inappropriately dressed, will be sent home and will be responsible for any make-up or re-enrollment.

Course and Clinical Site Selection
Students will select a clinical site at scheduled class selection date(s). First semester class selection occurs during New Student Orientation. Thereafter, class selection is held following determination of final course grades from the current semester. Dates, location, and times of class selection is 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. Students who do not participate in class selection will be placed in course(s) based on space availability.

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 through Saturday, day, afternoon, and evening hours, one or two days a week. Theory courses can occur Monday through 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 changing 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 Remediation 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 course(s) based on space availability.

**Students Employed at Clinical Site and Access Codes**
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. However the Nursing Program recognizes this policy may vary based on the specific clinical agency.
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:

- Skills lab is considered clinical time during the first 7.5 weeks of the Nursing Program. Should circumstances arise which would involve tardiness or absence, the student is to contact the Nursing Office and their clinical faculty.
- Students are expected to arrive **15 minutes** prior to the start of the clinical day or otherwise directed by their clinical faculty. *For example, if faculty announces clinical start time as 0645, the student is late at 0646.*
- Students who are not present at the start time will 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 student not returning to 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 theory, lab, and clinical faculty 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,
lab, 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 making up the time.

**Orientation to Clinical 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. WCCCD Student ID must be worn at all times. The ID is must be displayed in a plastic holder on a clip (NO LANYARD). 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 to avoid missed clinical days or late arrivals. Students are reminded to review the discussion on late arrival and missed clinical days noted in this Handbook.

**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 as directed by clinical agency, 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 or print 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:
  1. Document the incident(s) on the WCCCD Nursing Program form, “Documentation of Clinical
Incident”
2. Forward form to Nursing Administration on day of the occurrence, and
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 faculty 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.).

Students are expected to show increasing clinical proficiency throughout the program.

Patient Safety
Patient safety is a major concern in health care organizations. The Joint Commission 2014 National Safety Patient Goals identify elements of performance for the following critical aspects of care:

- Identify patients correctly.
- Improve staff communication.
- Use medicines safely.
- Use alarms safely.
- Prevent infection.
- Identify patient safety risks.
- Prevents mistakes in surgery.

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 Allergy and Sensitivity
Latex allergy and sensitivity 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 allergy and 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 registered nursing require a license from 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 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 students to begin clinical at a site or continue in a site if ACE-MAPP online courses and assessments are not completed or have expired. It is the student’s responsibility to maintain compliance. All ACE MAPP requirements must be completed by the designated date or the student will be removed from the clinical group.
ACE and Nursing Program 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.
   - A student who is pregnant: 1) must submit a written statement from healthcare provider verifying the student can continue in nursing courses (clinical, lab, theory) without restrictions. 2) Following delivery, the student must submit a written statement from healthcare provider verifying the student can return to nursing courses (clinical, lab, theory) without restrictions. Both statements must be received by the Nursing Office prior to return to course(s). Nursing Administration will review and request additional information, if needed.
   - Students who experience illness or injury that causes absence must provide written documentation from their health provider verifying the student can continue in nursing courses (clinical, lab, theory) without restrictions. This statement must be received by the Nursing Office prior to returning to course(s).
   - 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. It is the student’s responsibility to follow-up any referrals.

2. Immunizations
   Evidence of absence of or immunity to infectious diseases is required. Specific immunization information or evidence of antibodies must be provided for:
   - Measles, Mumps, and Rubella (MMR immunization).
   - Chicken Pox
   - T-Dap - Tetanus injection or evidence of recent booster must be established, must provide date.
   - Tuberculosis clearance must be submitted annually in the form of a negative purified protein derivative (PPD) test (for those students who have had a positive test, verification by chest x-ray with written report every 2 years that there is not active disease).
   - Hepatitis B immunization series (signed declination must be on file if series is not yet complete), or evidence of immunity to Hepatitis B, or a signed declination to the nursing office and clinical instructor.
   - Radioallergosorbent (RAST) allergy testing specific to latex sensitivity.
   - Flu immunization.

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:

   a) Health Care Provider Course through the American Heart Association.

4. **Criminal Background Check**
   Student must provide criminal background check information from CertifiedBackground.com

   The School Code for the website is: ay20. This background check is required to be submitted once student is offered and accepts admission to the Nursing Program. The background check is completed annually once student enters the program.

5. **Urine Drug Screen**
   Starting fall 2014, students must provide a urine drug screen **every year**. A positive urine 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. All *particles* listed below must be tested.

   Urine drug screen includes the following. All listed items must have numerical values/results:

<table>
<thead>
<tr>
<th>Adulterants</th>
<th>Cannabinoids (Marijuana/THC)</th>
<th>Cocaine</th>
<th>Opiates</th>
<th>Methadone</th>
<th>Methaqualone</th>
<th>Methamphetamines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creatinine</td>
<td>Adulterants Specific Gravity</td>
<td>Benzodiazepine</td>
<td>Alcohol</td>
<td>Phencyclidine (PCP)</td>
<td>Propoxyphene</td>
<td>Barbiturates</td>
</tr>
</tbody>
</table>

   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. Visit [https://www.acesystem.org/index.php](https://www.acesystem.org/index.php)
   - In addition to the WCCCD Nursing Program Clinical Health Requirements, 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.
CHAPTER FIVE: STUDENT PROGRESSION IN NURSING PROGRAM

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:
   - Using NCLEX-RN review materials including text and online resources to prep
   - Practicing technical skills in the clinical skills lab on your own time.
6. Using online tools such as:
   - OWL – Purdue Online writing lab
     [http://owl.english.purdue.edu/owl/resource/670/05/](http://owl.english.purdue.edu/owl/resource/670/05/)
   - WCCCD Learning Resource Centers
     [http://wccd.edu/dept/learning_resource_center.htm](http://wccd.edu/dept/learning_resource_center.htm)
   - Course textbooks offer a number of links to online case studies, practice exams, study guides, and many resources to facilitate and enhance your learning of course content.
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 grading scale applies to the Nursing Program. Students must achieve a **minimum of 75%** in theory courses:

- A 93% - 100%
- B 84% - 92.9%
- C 75% - 83.9%
- D 70% - 74.9%
- E ≤ 69.9%

- 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%. 74.9% will not be rounded up to 75%.
- “Extra credit” assignments and “extra points” on an assignment(s) are not allowed in either theory, lab, or clinical courses.
- 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. This is a course failure and student cannot progress in the Nursing Program if this occurs.

Questions About Exam and Assignment Grades

Faculty will schedule time after an exam to review. Students should use this time to review their exam and ask questions about exam items. It is the faculty’s decision to complete the review in a group session and/or meetings with individual students.

Requesting Final Course 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 final course grade that has been calculated incorrectly, contact the course faculty **immediately** to discuss how the grade was calculated. If unable to reach the faculty or faculty has not responded, contact Nursing Administration.
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If after meeting the faculty you continue to believe the grade was awarded unfairly or incorrectly, please follow the grade appeal process described in 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. 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.
Academic Progression
All students must achieve a “C” or better in all nursing courses in order to progress in the nursing program. Receiving a final course grade of a “D” or “E” will not allow a student to progress. 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 course or next semester.

Lapse in Enrollment
A one-year lapse since last enrolled in a NUR course renders a student ineligible to resume nursing courses. 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: 1) contact with the Nursing Office occurs within 30 days of release from active duty and 2) resumption of course work occurs at the next available semester 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. The request must be accompanied by support documentation, for example, statement from healthcare provider. The Dean of Nursing will review and respond in writing. A student must be in good academic standing at the time of the request (passing course with minimum of 75%, not in remediation, not returning from remediation, etc.).

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 student should be aware a withdrawal from a nursing course is considered a course failure.

First NUR Course Failure or Withdrawal from Nursing (NUR) Course and Remediation Program
Upon a first NUR course failure or withdrawal the student will be placed on probation and will enter a 7.5 week Remediation Program:
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- Students are required to attend a Remediation Orientation which will explain the requirements for the program. The orientation is scheduled approximately one week after the end of the failed course semester and the Nursing Office will contact the student with the date, time and location of the orientation. Attendance at the Remediation Orientation is mandatory. If a student does not attend the orientation, it will be considered a second course failure and the student is dismissed from the Nursing Program.
- The Remediation Program requires students to meet with their assigned Nursing Faculty Mentor. Each course has a plan designed to address the academic issues that impacted a student’s performance.
- Students will not complete any nursing courses while in the Remediation Program.
- Students are required to successfully complete all aspects of the Remediation Program in order to return to Nursing courses. Students who successfully complete all requirements are placed in courses based on space availability. The student will continue on probation until the student successfully completes the course.
- If a student does not complete the Remediation Program requirements, it will be considered a second course failure which will result in automatic dismissal from the nursing program.

Review the section, “Academic Support” for additional discussion.

Second NUR Course Failure or Withdrawal from Nursing (NUR) Course
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 form, “Departure and Request to Re-Enter”, which is available from the Nursing Office. The form along with a letter of appeal to the Dean of Nursing is submitted. The letter 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 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 from Nursing (NUR) Course
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 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 prior to departure or withdrawing from courses to discuss their decision to leave the 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 exams/quizzes:

Students will follow all rules pertaining to testing contained in the Student Handbook.

- Please write your name on the test booklet and Scantron, LAST name 1st.
- 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.
- If Fill-in-the-Blank Questions, write responses on the “shaded area on Part 2” of the Scantron ONLY.
- If Math Questions, write responses on the “shaded area on Part 2” of the Scantron ONLY.
- If Math Questions, no credit for partial answers.
- 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 instructor 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 instructor 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.

Exam and Quiz Make-Up
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 Dean of Nursing or Associate Dean of Nursing MUST approve the request for a make-up quiz/exam prior to next scheduled exam.
- The reason for the absence is significant, unavoidable and substantiated with written verifiable documentation within 24 hours. The student will provide the documentation to the Nursing Office.
- 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 and Quiz Review
The student will not bring children, family members, or guests to the exam/quiz review. The 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. The student will be given his/her exam/quiz and Scantron to review. 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. The student will meet with the Dean of Nursing for further action.

It is the responsibility of the student to review Scantron during the scheduled time for errors in scoring. There will be no further opportunity to make grade/score changes once the review is completed.

At no time will student:

- Take notes during the exam/quiz review.
- Photograph exam/quiz or Scantron during the exam/quiz review.
- Electronically record faculty’s oral review of exam/quiz.
- Write content from exam/quiz onto other paper.
- Remove exam/quiz or Scantron from review room/area.
- Discuss quiz/exam questions outside of testing area.

If any of the above items occur, 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

The District and the Nursing Program offer the student several programs and services for academic success.

Nursing Program Mentoring Program
The WCCCD Nursing Program provides a combination retention and academic development program aimed at supporting nursing students as they matriculate through the Nursing Program. This program incorporates nursing faculty as mentors to assist nursing students to identify and address issues that may hinder successful completion of nursing studies. These areas could include academic performance and social support. Our mission is to improve and enhance the lives of the nursing students by offering a caring, supportive team of nursing professionals to assist in overcoming barriers to successful completion of the program.

Each student will be assigned a faculty mentor upon entry to the Nursing Program. The assignment of faculty is intended to facilitate a student’s progression through the program and to have faculty available to address student concerns and discuss future goals. It is the nursing student’s responsibility to initiate contact with the assigned faculty mentor.

It is anticipated the faculty mentor will remain for the duration of the program as the student progresses. However changes in mentor may occur if the faculty is no longer available or to balance the number of mentees assigned to faculty.

Students should contact Nursing Administration if unsuccessful attempts to reach the mentor have occurred.

What is Mentoring?
Mentoring is a commitment by caring, concerned individuals to offer positive, supportive outreach to nursing students in various areas of academic, vocational, personal or social development. These activities include, but are not limited to: tutoring to increase academic performance, knowledge and understanding; role modeling to enhance social and ethical standing; one-on-one talks and discussions to provide a supportive atmosphere to keep the lines of communication open. A faculty mentor is assigned to all students upon entry to the Nursing Program and students are strongly encouraged to seek the assistance of their mentor throughout the Nursing Program.

Mentoring Program – Anticipated Outcomes
The mentoring program anticipated outcomes are:
- Acquire an understanding of the roles and responsibilities of a professional nurse
- Promote competent skill acquisition
- Improve time management
- Enhance real-world expectations of the nursing profession
- Promote student responsibility for learning
- Facilitate development of professional values
- Enhance self-esteem and promote confidence
• Decrease anxiety and stress
• Increase student retention

Early and Often Program
The Early and Often (EO) Program is designed to serve as an early academic alert process for identifying students at risk. The program provides a supportive intervention process for addressing the need to improve academic performance, impact student attrition and retention, and improve student and program outcomes. It also serves as a way to quickly identify factors that restrict or block academic achievement and develop a plan in conjunction with the student to immediately address concerns.

The target group is nursing students identified in the first four weeks of a course who are experiencing difficulty meeting academic requirements, students experiencing attendance and tardiness issues, students working too many hours to allot for adequate study, or students that become involved in situations that serve as a barrier to program progression. These students should be immediately identified to allow initiation of appropriate interventions and guidance to take place.

Any nursing faculty involved with student instruction can identify a student at risk. The faculty identifying the student would initiate the process or make the initial contact with the student. Faculty must communicate their observations or concerns to the student and inform the student of the process being initiated, complete the referral form and forward the completed referral form to Nursing Administration. Faculty and student must sign and date the referral form.

Any of the following behaviors require early and often intervention:
• Exam or quiz scores below the expected level of achievement (ELA) of 75%.
• Late submission of scheduled assignments.
• Clinical assignments receiving an “Unsatisfactory” assessment.
• Clinical competencies receiving an “Unsatisfactory” assessment.
• Missing a theory or clinical day within the first three weeks of a course (Theory or Clinical).
• Notable episodes of absences or tardiness.
• Violation of any component of the code of conduct outlined in the Student Handbook.
• Violation of any documented policy.
• Any pattern of unacceptable behavior or any behavior that is disruptive to the learning environment.

Students demonstrating or experiencing any of the above behaviors or situations are advised to do the following:
• Review and sign the EAO Referral Form.
• Schedule a meeting and meet with the alerting faculty and mentor within 48 hours to discuss the situation.
• Discuss and clarify behaviors and/or situation of concern with faculty member or mentor.
• Design an acceptable Plan of Action which must be approved by the student’s mentor, faculty member of the related course; or faculty member identifying student as a risk.
• Meet with the related course faculty, assigned mentor or administrator for the remainder of the semester or as designated by Plan of Action.
• Maintain a log of events including meetings that may occur, study sessions, meeting discussion content, etc.
• Contact Student Services and schedule a meeting with an Advisor for identification and access to available supportive services offered to support student success.
- Attend workshops in the Student Services related to their individual situation.

**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.

- The Nursing Program began using the HESI™ - A2 Entrance Exam fall 2013.
- Graduating students will continue to 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.**

**Multi-Learning Lab (MLL)**

The MLL 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.

**Learning Resource Center (LRC)**

WCCCD has six campus Learning Resource Centers (LRC) that support the District’s curricula. The Northwest Campus is the central location for Health Science Programs. At the Northwest Campus the LRC is located in the lower level of the Welcome Center (WC). At the Western Campus it is located on the first floor of the building. A semi-enclosed walkway joins the Western Campus and Health Science Center on the ground level. The close proximity facilitates access to library materials and services by nursing faculty and students.

The LRCs offer 24/7 online access to the Library catalog, research guides, article databases (including full-text), and a variety of other resources. The library facilitates audiovisual equipment and material delivery to classrooms for instruction. Audiovisual equipment and materials are also made available to students within the library.

Each LRC collection includes books, periodicals, electronic databases, audiovisual hardware and software, course-reserve materials, instructional videos, and audiocassettes to support the college curricula and community needs. Workstations for study groups, individual cubicles, and computer stations for Internet are available. Each collection has an area for students to check out reserve materials and use of online nursing databases. Reference librarians are also available to assist students with research projects and to host workshops for research.
Other features include:

- Students have access to learning tools, which are all electronic resources including credible websites, tutorials, and applications.
- Mobile applications have been added to increase the access to valuable, credible information “on the go” including the online shared catalog and databases.
- Ask-a-Librarian is a 24/7 virtual chat service that may be accessed on or off WCCCD campuses.
- In addition to information resources, the LRCs provide access to audio-visual equipment that may be requested for in-class usage.
- Students have access to computers, with availability of 25 and up to 45 computer workstations per campus. Group study rooms, access to predesigned study spaces have been established at the campuses.

Students are encouraged to contact the LRC for any additions to nursing program resources.

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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</thead>
<tbody>
<tr>
<td>Downriver</td>
</tr>
<tr>
<td>Downtown</td>
</tr>
<tr>
<td>Eastern</td>
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<tr>
<td>Northwest</td>
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<tr>
<td>Western</td>
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</table>

Communication is crucial as students progress through the program.

**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.

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**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 govern 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 or 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 program requirements.

Michigan Public Health Code 20173:

The background check is completed annually.

Medication Calculation Competency
Students must successfully complete a dosage calculation competency exam in the fall and spring in order to continue progression in the nursing program. All students must successfully complete the Medication Calculation Competency in two attempts:

• 90% required for Year One students.
• 95% required for Year Two students.

A student’s inability to achieve the required score in two attempts will result in failure of the Medication Calculation Competency. The student will be removed from the course and enter the 7.5 week Remediation Program. Upon successful completion of the Remediation Program, the student can return to the course.
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. Students should review the Joint Commission’s “Ten Rights of Medication Administration” as noted in the reference, Potter and Perry, Fundamentals of nursing, 2017, p. 626.

Students will be evaluated in the clinical setting based on adherence to the six rights listed below:

1. Right Medication
2. Right Dose
3. Right Time
4. Right Route
5. Right Client
6. Right Documentation

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 from start to completion of the medication administration process.

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.

Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. 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.

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,
- 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.

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.

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. The Handbook is available at www.wcccd.edu.
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 certifies each applicant as having met:

a. Nursing Program course requirements following completion of the fourth semester and determination of grades.

b. Completion of required NCLEX-RN review programs.

c. Completion at the required level of performance on the standardized exit exam scheduled by the Nursing Program.

The Dean of Nursing will forward to the Michigan Board of Nursing a Certificate of Completion confirming student has completed all requirements.

Request for Testing Modification on Licensure Examination
Students who require accommodations during testing situations are able to request testing modifications when submitting application to take the National Council of Licensing Examination-Registered Nurse (NCLEX-RN).
CHAPTER THIRTEEN: RESOURCES

WCCCD Publications
The following publications are published for student information and available on the District’s website at www.wcccd.edu

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.

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.

WCCCD Student Handbook
The WCCCD Student Handbook is a valuable guide for information about policies, services, and programs offered through WCCCD.

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:

<table>
<thead>
<tr>
<th>Academy of Medical Surgical Nursing</th>
<th>Health Insurance Portability and Accountability Act (HIPPA)</th>
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</thead>
<tbody>
<tr>
<td>Academy of Neonatal Nursing</td>
<td>National Council of State Boards of Nursing</td>
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<tr>
<td><a href="http://www.academyonline.org">www.academyonline.org</a></td>
<td><a href="http://www.ncsbn.org">www.ncsbn.org</a></td>
</tr>
<tr>
<td>American Association of Critical Care Nurses</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td><a href="http://www.aacn.org">www.aacn.org</a></td>
<td><a href="http://www.nlm.org">www.nlm.org</a></td>
</tr>
<tr>
<td>American Nurses Association</td>
<td>National Student Nurses Association (WCCCD Nursing Program has a chapter students can join!)</td>
</tr>
<tr>
<td><a href="http://www.nursingworld.org">www.nursingworld.org</a></td>
<td><a href="http://www.nsna.org">www.nsna.org</a></td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>Oncology Nurses Society</td>
</tr>
</tbody>
</table>

Additional resources are noted with each course syllabi.