



Wayne
County
Community
College
District

**LPN to RN
Bridge
Program
Student
Handbook**

2025-2026

**LPN to RN
Bridge Program**



WELCOME

Welcome to the Associate of Applied Science Degree in Nursing, LPN to RN Bridge Program at Wayne County Community College District (WCCCD). Nursing administrators, faculty, and staff are pleased you have chosen WCCCD to pursue your nursing education. ***The LPN to RN Bridge Program is rigorous and academically challenging;*** however, with commitment and appropriate support, students can be successful. Nursing faculty, administration, and staff are dedicated to providing the guidance and resources necessary to assist students in achieving their educational and professional goals.

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 at each scheduled class session prepared and assuming responsibility for your learning from the initial day of class through the completion of the program.

We expect you will have questions during the next twelve months. 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 LPN to RN Bridge Program Student Handbook provides information about the program's mission, values, curriculum, policies, and other valuable information essential for retention, progression, and completion of the program. The Handbook is arranged by chapters for easy location and retrieval of information. The Handbook is reviewed and revised annually by the nursing faculty and administration.

It is essential 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, serves as a reference, and students are expected to review it 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: <https://www.wcccd.edu/>

We look forward to preparing you to become a Registered Nurse.

Nursing Administration, Faculty, and Staff

Information in this Handbook describes the WCCCD LPN to RN Bridge Program at the time of publication. However, policies and procedures may change.

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CHAPTER ONE: LPN to RN BRIDGE PROGRAM MISSION, VISION, AND VALUES

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

College Mission Statement

Wayne County Community College District's mission is to empower individuals, businesses, and communities to achieve their higher education and career advancement goals through excellent, accessible, culturally diverse, and globally competitive programs and services.

College Vision Statement

Wayne County Community College District will be known as a premier community college and innovator in the areas of high-quality academic and career education, talent development in support of regional economic growth, diversity and inclusion, and technological advancement.

College Values

1. Supporting Excellence in Teaching and Learning:

We value and support effective teaching and learning. We are committed to excellence in teaching and learning as defined by high standards for student learning outcomes. We are committed to providing a supportive, caring, safe, and responsive learning environment for students that will maximize their opportunities for academic and career success. We value our faculty and staff as productive contributors to the future of the college and its students.

2. Honoring Diversity:

We honor the worth of individuals of all racial, gender, ethnic, and national origins and value persons from all socio-economic, educational, and experiential backgrounds. We value our role as "Democracy's College," providing an open door of educational opportunity to all who can benefit from our services. We help our students live responsibly in a global society by nurturing in them an increased appreciation and understanding of diverse cultures and ideas.

3. Serving the Common Good:

We value being an integral part of the communities we serve, providing community services that improve the economic, social, cultural, and educational life of these communities.

4. Being Accountable:

We are accountable to the students who depend on us to provide them with a quality education, the citizens who support us with their tax dollars, and 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 to carry out our mission.

5. Operating with Integrity:

We exemplify the values of honesty, responsibility, trust, fairness, reliability, and mutual respect in every aspect of our work.

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The LPN to RN Bridge 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 healthcare settings. Graduates of the Nursing Program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The LPN to RN Bridge Program aligns with the mission, vision, core values, strategic goals, and objectives of the College. Additionally, the program's faculty affirms the following statements:

LPN to RN Bridge 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.

LPN to RN Bridge Program Goal

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

LPN to RN Bridge Program Concepts

1. Professional nursing practice
2. Best practice
3. Caring and diversity
4. Excellence

End-of-Program Student Learning Outcomes

1. Apply professional accountability congruent with the roles, responsibilities, and values associated with nursing practice.
2. Integrate evidence-based principles as a foundation for nursing practice.
3. Demonstrate effective patient-centered care to diverse populations in a variety of care environments.
4. Examine care standards with continuous scrutiny for the betterment of individuals, families, groups, and communities

Professional Standards

Professional standards and competencies for the nursing program are derived from the American Nurses Association (ANA) Standards of Practice and Professional Performance

https://www.nursingcenter.com/journalarticle?Article_ID=3882547&Journal_ID=54029&Issue_ID=388239, NLN Core Values <https://www.nln.org/about/about/core-values>, the Michigan Board of Nursing https://www.michigan.gov/_/media/Project/Websites/lara/bpl/Folder26/Nursing_Licensing_Guide.pdf?rev=509b9f9d867f441f85a588d19bda2b34, the National Council for State Boards of Nursing (NCSBN) four major client needs for NCLEX-Test plan https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf, and the Quality and Safety Education for Nurses (QSEN) initiative were utilized in the development of the curricular directives, to include the program educational outcomes <https://www.qsen.org/competencies/pre-licensure-ksas>.

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The curriculum is planned to ensure that graduates develop the essential knowledge, skills, and attitudes to meet professional role expectations to provide safe, quality nursing care within complex healthcare systems. The four major client needs are incorporated into the curriculum as they are utilized within the NCLEX-RN test plan.

Systematic Plan for Evaluation (SPE)

The Systematic Plan for Evaluation assesses every aspect of the LPN to RN Bridge Program and consists of the following Accreditation Commission for Education in Nursing (ACEN) standards:

Standard 1 – Administrative Capacity and Resources

Standard 2 – Faculty

Standard 3 – Students

Standard 4 – Curriculum

Standard 5 – Outcomes

Students will have many opportunities to evaluate the Nursing Program and actively participate in the program's Systematic Plan for Evaluation (SPE).

Program Approval

The WCCCD LPN to RN Bridge Program has initial approval from Michigan Board of Nursing.

Michigan Board of Nursing

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CHAPTER TWO: LPN to RN BRIDGE PROGRAM CURRICULUM

The curriculum prepares students to achieve the program's outcomes, including safe practice in contemporary healthcare environments.

Educational Theory

The LPN to RN Bridge Program offers a curriculum that reflects the educational needs of the adult learner. The curriculum is progressive, with new learning supported by the content of previous nursing courses.

Memorization of content is minimized as students develop and refine psychomotor skills while articulating the rationale behind each action. They are taught to 'think like a nurse' by applying nursing judgment, which includes critical thinking, clinical reasoning, and the integration of best evidence to guide safe and effective nursing practice (NLN, 2012).

Self-reflection is encouraged as students discover their strengths and areas for improvement, guided by nursing faculty to help them achieve their goals. Experiential learning occurs through the varied clinical sites provided in urban and suburban settings, offering rich exposure to diverse populations with different economic, ethnic, and racial backgrounds. This "real world" exposure prepares nursing students for the clients and families they will meet.

Our Nursing faculty members play a multifaceted role in our students' educational lives, serving as facilitators, evaluators, advisors, mentors, and resource persons. Rather than solely being a lecturer or grader, our students gain a deeper learning of the content. Guiding students to connect didactic content to the clinical setting enhances learning and achievement of student learning outcomes, ultimately contributing to graduate success. 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 throughout the curriculum, with an emphasis on the nurse's role as a lifelong learner.

Teaching strategies are varied and designed to meet the needs of adult learners through case study analyses, simulations, student self-reflection, and NCLEX-RN-style questions, with a growing emphasis on application, small and large group discussions, and role-playing. These strategies offer a four-part approach to learning through didactic, skills lab, clinical, and simulation experiences, targeting all types of students, including those with visual, auditory, tactile, kinesthetic, and social learning styles. The nursing faculty acknowledges the eight core competencies outlined in "The Scope of Practice for Academic Nurse Educators" (NLN, 2022) and endeavors to integrate these competencies into daily teaching and interactions with students.

Length of Nursing Program

The LPN to RN Bridge Program curriculum is intended to be completed in one year, excluding the prerequisite courses. Prerequisite courses must be completed prior to being admitted into the program.

Students should meet with a nursing advisor as needed for additional information.

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Credit Clock Hours Table

Course Number & Title	Number of Academic Credits	Theory/Lab/Clinical/Simulation (Contact Hours)	Clinical Location Site(s)
Prerequisites			
ENG 119: English I	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
BIO 155: Introduction to Biology <i>BIO 155 is a prerequisite to BIO 240</i>	Theory & Lab-4 Credits	Theory & Lab - 90 Contact Hours	Classroom/Lab
ALH 105: Medical Math	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
BIO 240: Anatomy and Physiology I	Theory & Lab-4 Credits	Theory & Lab- 90 Contact Hours	Classroom/Lab
BIO 250: Anatomy and Physiology II	Theory & Lab- 4 Credits	Theory & Lab- 90 Contact Hours	Classroom/Lab
BIO 295: Microbiology	Theory & Lab-4 Credits	Theory & Lab- 90 Contact Hours	Classroom/Lab
Courses			
RNB 200: LPN to RN Transformation	Theory with Embedded Lab- 3 Credits	Theory with Embedded Lab- 45 Contact Hours	Classroom/Skills Lab
PSY 101: Introductory Psychology <i>*Must be taken before students are eligible to take RNB 202</i>	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
RNB 201: Intermediate Medical Surgical Nursing	Theory & Clinical-4 Credits	Theory – 30 Contact Hours Clinical – 85 Contact Hours Simulation – 5 Contact Hours Clinical & Simulation- 90 Contact Hours	Classroom Acute Care Hospitals: Medical-Surgical Units Simulation Lab
RNB 202: Mental Health Nursing	Theory & Clinical-3 Credits	Theory – 22.5 Contact Hours Clinical - 62.5 Contact Hours Simulation - 5 Contact Hours Clinical & Simulation- 67.5 Contact Hours	Classroom Inpatient Psychiatric Facilities Community/Outpatient Facilities Simulation Lab
RNB 203: Obstetrical Nursing	Theory & Clinical-3 Credits	Theory - 22.5 Contact Hours Clinical - 62.5 Contact Hours Simulation - 5 Contact Hours Clinical & Simulation- 67.5 Contact Hours	Classroom Acute Care Hospitals: Labor and Delivery, and Postpartum Units Simulation Lab
RNB 204: Complex Medical Surgical Nursing	Theory & Clinical-4 Credits	Theory - 30 Contact Hours Clinical - 85 Contact Hours Simulation - 5 Contact Hours Clinical & Simulation- 90 Contact Hours	Classroom Acute Care Hospital: Medical-Surgical Units Simulation Lab
RNB 205: Pediatric Nursing	Theory & Clinical-3 Credits	Theory - 22.5 Contact Hours Skills Lab Clinical - 62.5 Contact Hours Simulation - 5 Contact Hours Clinical & Simulation- 67.5 Contact Hours	Classroom Acute Care Hospitals: Pediatric Units, Community Setting/Schools Simulation Lab
RNB 206: Transitions to Professional Practice	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
College Degree Required Courses			
ENG 120: English II	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
PS 101: American Government	Theory-3 Credits	Theory - 45 Contact Hours	Classroom
SOC 100: Introduction to Sociology	Theory- 3 Credits	Theory – 45 Contact Hours	Classroom

34 General Education Credits

35 Nursing Credits

69 Total Nursing Program Credits

337.5 Total Theory Contact Hours

22.5 Total Nursing Theory Credits

527.5 Clinical/Lab Contact Hours

35 Simulation Contact Hours

562.5 Total Nursing Contact Hours (*Includes Clinical/Lab/Simulation)

12.5 Clinical Credits (Includes Clinical/Lab/Simulation)

The above calculations include credits/contact hours from the four prior learning courses noted in the table below.

Key: Theory- 1:1, 1 Credit=15 Contact Hours; Clinical/Lab/Simulation: 1:3, 1 Credit=45 Contact Hours

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Sequence of Courses

PREREQUISITE COURSES		
COURSE	COURSE TITLE	CREDIT HOURS
ENG 119	English I	3 Credits
BIO 155*	Introduction to Biology	4 Credits
BIO 240	Human Anatomy and Physiology I	4 Credits
BIO 250	Human Anatomy and Physiology II	4 Credits
BIO 295	Microbiology	4 Credits
ALH 105	Medical Math	3 Credits
*BIO 155 is a pre-requisite to BIO 240. Prerequisite Total: 22 Credit Hours		
<i>The Following Courses Have Been Waived for Students Accepted into the LPN to RN Bridge Program</i>		
NUR 110 – Nursing Foundations		4 Credits
NUR 118 – Physical Assessment		2 Credits
NUR 112 – Medical Surgical Nursing I		4 Credits
NUR 119 – Pharmacology		2 Credits
Total Transfer Credits from RN Program Total = 12 Credits		
COURSE	COURSE TITLE	CREDIT HOURS
SEMESTER ONE – FIRST 6 WEEKS		
RNB 200	LPN to RN Transformation	3 Credits
PSY 101	Introductory Psychology	3 Credits
SEMESTER ONE – SECOND 6 WEEKS		
RNB 201	Intermediate Medical Surgical Nursing Theory & Clinical	4 Credits
Semester One Total: 10 Credit Hours		
SEMESTER TWO – FIRST 7.5 WEEKS		
RNB 202	Mental Health Nursing Theory & Clinical	3 Credits
SEMESTER TWO – SECOND 7.5 WEEKS		
RNB 203	Obstetrical Nursing Theory & Clinical	3 Credits
Semester Two Total: 6 Credit Hours		
SEMESTER - THREE – FIRST 7.5 Weeks		
RNB 204	Complex Medical Surgical Nursing Theory & Clinical	4 credits
SEMESTER THREE – SECOND 7.5 WEEKS		
RNB 205	Pediatric Nursing Theory & Clinical	3 Credits
RNB 206	Transitions to Professional Practice	3 Credits
Semester Three Total: 10 Credit Hours		
COLLEGE DEGREE REQUIRED COURSES		
PS 101	American Government	3 Credits
ENG 120	English II	3 Credits
SOC 100	Introduction to Sociology	3 Credits
College Degree Required Courses Total: 9		
Nursing Program Total: 69		

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Students must also complete College Degree Requirements in order to be eligible for graduation:

- Complete at least 60 credit hours
- A minimum of 12 credits of program requirements at WCCCD
- PS 101 American Government (3 Credits)
- ENG 120 English II (3 Credits)
- SOC 100 Introduction to Sociology (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)

Course/Semester Taken	Course Description
RNB 200: LPN to RN Transformation Semester 1	This course is designed to prepare the licensed practical nurse (LPN) to begin the transition into the role of the registered nurse (RN) by expanding the LPN's knowledge base and exploring the scope of practice of the RN. The course will include a review of acquired clinical skills and knowledge and will introduce the student to higher levels of cognition including clinical reasoning and clinical judgment. Content addresses the philosophy, scope, and standards of practice for the professional RN. Emphasis will be placed on the nursing process, critical thinking, and clinical reasoning to support the development of professional practice competencies.
RNB 201: Intermediate Medical Surgical Nursing Semester 1	This course is designed to provide the student with a continuation of Medical-Surgical Nursing experience gained from the practical nursing program content. Emphasis is based on applying the nursing process in the care of the patient experiencing health-illness conditions in an acute health care setting. Use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning and support critical thinking. Emphasis is also placed on the nursing student evolving into the role of the professional nurse and the responsibilities this entails. The student's application of the nursing process is enhanced in managing care of the adult patient.
RNB 202: Mental Health Nursing Semester 2	This course introduces the student to the dynamics of human behavior during psychiatric illness. Principles and concepts of mental health, mental health interventions, and therapeutic environments are explored. Use of evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Student skills in the application of the nursing process are sharpened in managing care of the diverse psychiatric patient.
RNB 203: Obstetrical Nursing Semester 2	This course focuses on applying the nursing process to caring for obstetric patients, the newborn, and the family unit in various healthcare settings. The course also explores women's health across the lifespan. Emphasis is on the nursing student as a caregiver and the responsibilities this entails related to women's health. Evidence-based practice is integrated to provide the student with current trends to facilitate the development of clinical reasoning skills better. Content focuses on cultural and psychosocial influences in caring for diverse populations.
RNB 204: Complex Medical Surgical Nursing Semester 3	This course is a continuation of Intermediate Medical Surgical Nursing with application of the nursing process in the care of the patient experience health-illness conditions in a variety of health care settings. Use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. Emphasis is on the nursing student evolving into the role of professional nurse and the responsibilities this entails. The student evolving into the nursing process is enhanced in managing care of the adult patient.

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Course/Semester Taken	Course Description
RNB 205: Pediatric Nursing Semester 3	This 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. Use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. An emphasis is on the nursing student evolving into the role of the professional nurse and the responsibilities this entails. The student's application of the nursing process is enhanced in managing care of the pediatric patient and family.
RNB 206: Transitions to Professional Practice Semester 3	This course focuses on the successful transition of the graduate student nurse into safe clinical practice as a professional nurse. The course facilitator prepares the graduate student for NCLEX success through a guided program exam review. The guided review consists of rigorous in-class as well as independent assignments and remediation. The course also highlights management and leadership issues impacting health care today. Emphasis is on the student evolving into the role of professional nurse with responsibility for prioritizing nursing actions and judgments related to the delivery of safe and effective client care.

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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 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 Nursing Dean or designee, in collaboration with Student Services, will determine what reasonable accommodation may be provided for students with disabilities and will complete an accommodation letter to be given to the Dean of Nursing.

- It is the student's responsibility to notify the LPN to RN Bridge Program of any disability that may impact the ability to perform the essential functions prior to entering the program.
- It is the student's responsibility to inform Nursing Administration of any change in health status that may impact the ability to perform the essential functions of the program while enrolled in the LPN to RN Bridge 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:

- **Visual acuity** with corrective lenses to identify color changes in skin, respiratory movement in patients; read fine print/writing on physician's 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 clients, families and staff from various distances with varying audible sounds.
- **Tactile ability** to feel differences in skin temperature and to perform physical assessment, performing palpation, giving injections, starting IV's, sterile and non-sterile dressing changes, urinary catheterization, assessing skin temperature and texture, and assist with patient care activities.
- **Motor ability** refers to the physical capacity to perform essential nursing tasks, including walking long distances independently, standing for prolonged periods, performing CPR, and performing activities such as stooping, squatting, reaching, twisting, bending, pushing, pulling, dragging, and climbing. It also includes the ability to lift, move, and transfer patients or equipment weighing 20 pounds or more, maneuver in confined spaces, provide both routine and emergency care, and demonstrate the manual dexterity and tactile sensitivity necessary for tasks such as inserting tubes, preparing medications, and performing technical procedures.
- **The 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

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legal documentation, able to communicate the patient's response to therapy to other members of the healthcare team, follow spontaneous verbal and written instructions, consult with healthcare team members/workers in a professional manner.

- **The ability to solve problems** requires strong intellectual and conceptual skills, including critical thinking for effective decision-making. This encompasses measuring, calculating, reasoning, analyzing, prioritizing, and synthesizing data. It also involves conducting timely and accurate client assessments, correctly interpreting the data, and responding promptly with appropriate nursing or medical interventions and treatment plans. Additionally, it includes the capacity to work independently to support positive patient outcomes.
- The **ability to maintain emotional stability** involves functioning safely and effectively in high-stress situations, adapting to rapidly changing clinical and patient conditions, and communicating clearly and professionally with clients, families, groups, and healthcare team members even during emergencies and other emotionally charged scenarios.
- **The ability to perform while taking prescribed medication** requires that the student can function safely without any impairment to physical or mental capabilities. If a student is taking such medication, the Nursing Administration will require documentation from the student's healthcare provider confirming that the student can fully, safely, and without restrictions carry out all expected functions of the Nursing Program (NLN, 2012).

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CHAPTER THREE: LEARNING ENVIRONMENTS AND REQUIREMENTS

The LPN to RN Bridge Program courses are conducted in a variety of learning settings, including face-to-face classroom instruction on campus, clinical skills labs, simulation labs, and clinical practice sites. This chapter outlines the requirements and guidelines for each learning environment. Students are expected to review this chapter carefully, particularly the dress code—for each setting. The purpose of the dress code is to promote safety, asepsis, and a professional image within the communities we serve.

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

Learning Environment Conduct

1. Students are required to sign in and out when entering and exiting any learning environment.
2. Smoking, drinking, eating, and chewing gum are not permitted.
3. Students are not permitted in any learning environment without a faculty member or administrator present.
4. The practice skills and simulation labs are simulated hospital units 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

Theory Setting

The nursing program supports the **purposeful use of technology** when it enhances student learning and achievement of course outcomes. To promote an effective and respectful learning environment, personal electronic devices—including cell phones, laptops, tablets (iPads, Kindles), smart watches, and similar devices—must be silenced and stored during class unless their use is explicitly permitted for instructional purposes. Students who are observed using electronic devices for non-instructional purposes may be asked to leave the classroom.

Clinical Practice Setting

Electronic devices are NEVER allowed in the **patient care** areas of the clinical setting. Students are responsible for knowing which areas are designated by the agency as “patient and non-patient,” and the agency policies and procedures regarding use of electronic devices. Students are responsible for safeguarding their electronic devices. WCCCD and the clinical agency are not responsible for loss, theft, or damage to electronic devices. At no time should a student take pictures in the clinical setting (refer student to the social media/networking policy). **Any activities that violate laws, hospital, long-term care, or community-based facility policies and procedures; or WCCCD Student Handbook policies may result in dismissal from the clinical setting and the LPN to RN Bridge Program.**

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Social Media Policy

Although WCCCD cannot ban the use of social networking, students must be aware of the importance of minimizing information that is made available to others. It is important to separate personal lives from professional lives.

- Students are not to have contact or communicate with any patient, clinical staff, or faculty via social media.
- All electronic communication with faculty must be through WCCCD e-mail.
- All students are bound by HIPAA laws. No information related to patients, or the clinical site may be shared on any social media sites. This includes information that has been de-identified. This is a violation of HIPAA and may result in discharge from the LPN to RN Bridge Program and legal action on behalf of the clinical site or patient.
- Students cannot share information related to the Bridge Program or any course content on any social media sites.
- Students cannot share any information related to other students or faculty. This includes information obtained in any setting such as classroom, lab, clinical, or private conversations. This may be a violation of FERPA and will result in disciplinary action.
- It is also important to remember that future employers may review social media when hiring new staff. You should always be aware of what can be seen by a potential employer.

Students must review the Acceptable Use Policy on WCCCD's website.

Simulation Laboratory

The Ted Scott Advanced Simulation Laboratory at Wayne County Community College District is a learning environment where nursing students gain real world experience in a controlled clinical setting. The simulation Lab is equipped with an array of mid-to high fidelity patient simulators, including adult, pediatric, and obstetric manikins that can mimic a wide range of physiological conditions to support student learning. Simulation is a critical component of the LPN to RN Bridge Program, designed to bridge the gap between theory and clinical practice while supporting achievement of the End-of-Program Student Learning Outcomes (EPSLOs).

The skills and simulation laboratory includes fully functioning patient rooms, electronic patient monitoring systems, medication dispensing carts, crash carts, a patient call system, and a nurse's station to replicate a realistic hospital environment. Simulation experiences are integrated throughout the nursing curriculum to complement classroom instruction and community-based clinical experiences and to prepare students for competent, entry-level practice. Each simulation scenario is intentionally designed to align with course student learning outcomes and EPSLOs. During simulation experiences, nursing students assume responsibility for patient care and actively engage in scenarios that promote the development of critical thinking, clinical reasoning, clinical judgment, communication, assessment, delegation, and teamwork skills.

Simulation Process

Simulation provides opportunities for students to improve their patient care and safety. The users of the simulation laboratory should respect the rights of privacy, health, and safety of others in the environment.

Additionally, simulation provides opportunities for students to enhance patient care, patient safety, and clinical decision-making skills. All users of the Simulation Laboratory are expected to agree to a fiction contract and suspend disbelief to fully engage in simulation-based learning experiences. Students must also maintain the confidentiality of simulation scenarios and demonstrate respect for others within the learning

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environment.

Pre-briefing and Debriefing

Each simulation experience includes structured pre-briefing and debriefing sessions designed to support student learning. WCCCD faculty and simulation administrators utilize evidence-based debriefing frameworks, such as co-debriefing and the PEARLS (Promoting Excellence and Reflective Learning in Simulation) model, to facilitate guided reflection. The debriefing process encourages students to analyze clinical decisions, examine their reasoning, and identify areas for improvement within a supportive and respectful environment. Through reflective debriefing, students gain increased confidence, insight, and clarity in their clinical roles.

Evaluation of Simulation Experiences

All simulated clinical experiences are assessed through formative evaluation methods to support student growth and development. Additionally, students complete structured evaluations following each simulation to provide feedback on the learning experience, instructional methods, and overall environment. Both evaluations are used to guide continuous quality improvement and inform curricular decisions.

The simulation administrator uses data collected from both student feedback and performance assessments to refine simulation scenarios, improve teaching strategies, and ensure alignment with evolving clinical and academic standards. This reflective, multi-faceted approach fosters a high-quality, student-centered simulation experience that prepares graduates for safe, competent, and compassionate nursing practice.

WCCCD Nursing Skills/Simulation Laboratories Guidelines

The Simulation Lab is a collaborative, student-centered learning environment. Proper use of time, space, and equipment is essential to support individual and group learning goals. Students who do not comply with Simulation Lab guidelines may face academic penalties and may lose access to simulation experiences, which are essential components of the nursing curriculum.

To ensure a safe, respectful, and effective learning environment, all students must adhere to the following guidelines:

- **Professionalism is required at all times.** The Simulation Lab functions as a clinical setting. Therefore, all behavioral, ethical, and dress code expectations consistent with WCCCD Nursing Program policies apply.
- **Student ID badges must be worn and visible** while in the lab.
- **No food or drinks** are permitted in the Simulation Lab to prevent damage to sensitive equipment.
- **Children are not allowed** in the Simulation Lab due to safety concerns and liability risks.
- **Cell phone use is strictly prohibited** in student work areas or during any simulation/testing activities. Phones must be turned off or silenced upon entry.
- **Respect all simulation equipment, manikins, and supplies.** Mishandling or misuse may result in disciplinary action or restricted access.
- Students are responsible for reviewing and adhering to all **Simulation Lab policies and procedures**, which include:

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- Simulation scheduling and access
- Attendance and No-Call/No-Show policy
- Simulation Assessments and Remediation
- Confidentiality

Equipment Use in the Simulation/Skills Laboratories

The equipment in the Skills/Simulation Laboratories has been selected to increase student learning, so care of equipment is expected.

General Care & Maintenance

To maintain the proper function of the simulators/manikins and equipment there are certain procedures to follow:

- **Do not write on manikins or simulators** with any writing instruments, including pens, pencils, markers, or highlighters.
- **Do not puncture or poke** the manikins with sharp objects. Use only designated injections or procedural sites as instructed.
- If a manikin becomes stained, clean the affected area gently using **mild soap, warm water, and a soft cloth**.
- **Always lubricate** prior to inserting chest tubes, urinary catheters, or airway devices to prevent internal damage.
- **No students or individuals are permitted to sit, lie, or climb onto the manikin beds.**
- Manikins or simulators are not to be moved unless by authorized and trained faculty or simulation staff.
- Routine cleaning and maintenance schedules are based on manikin usage and are overseen by lab personnel.
- Do not use betadine or iodine-based products on any manikins, task trainers, or simulation equipment, as these substances can cause permanent damage.

It is up to all faculty/staff and students to make sure the equipment is properly taken care of. All unused supplies and equipment should be returned to the proper storage area when not in use. All used supplies should be disposed of in the proper waste containers. Storage areas are to only be accessed by staff, faculty, and course instructors unless permission is granted.

All simulated medications are labeled for simulation use only and not for human use.

Standard Precautions

All students should follow Standard Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Skills/Simulation Labs.
- All injuries, including “clean” needle sticks, should be reported to the faculty and Nursing Skills/Simulation Lab staff immediately. A WCCCD Non-Employee Accident Report form should be completed.

Confidentiality

- All skills/simulation day information is considered confidential and is not to be discussed outside of the Nursing Skills/Simulation Labs.

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- All participants in skills/simulation scenarios are to be treated in a professional manner. No student performance

Photography and Video Recording Use Policy

Photography and digital recordings outside of faculty and staff are PROHIBITED during any simulation experience without proper consent of the Dean of Nursing or designee.

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 use evidence-based active teaching and learning strategies to engage students in the learning process. Students will complete assigned readings prior to class and arrive ready to discuss the content. The focus is critical thinking and sharpening skill to comprehend, analyze and apply course content.

Theory Classroom Dress Code

WCCCD LPN to RN Bridge Program has a responsibility to create a learning environment where all members of the community are comfortable and not offended by inappropriate dress. The dress code is designed to provide guidelines for appropriate dress in the classroom so that all students dress in a manner that is respectful of themselves and the community. Students' clothing and personal appearance should be neat, clean, well-groomed and free of offensive body odors-including cigarette smoke, perfumes, and scented body lotions. Babies, toddlers and /or children are not allowed in face-to-face or virtual classroom settings.

Inappropriate/Prohibited Attire:

- Sheer or provocative garments without proper undergarments to obscure their transparency; halter tops; midriff blouses.
- Clothing with derogatory, profane language, offensive and or lewd messages either in words or pictures.
- Any visual display of underwear and or private parts.
- Baseball caps, stocking caps, skullcaps, hoods, sun-visors, do-rags and bandannas except for religious or cultural dress.
- No tank tops.
- Pajamas, hair rollers, and/or bedroom slippers.
- Bare feet

No dress code can cover all contingencies, so students must use a certain amount of judgement in their clothing choices. Any student who comes to the face-to-face or virtual classroom inappropriately dressed will be either sent home or asked to log out and will be responsible for any make-up or re-enrollment.

Faculty, program administrators, and staff have the right to address policy violators and/or deny admission to students dressed in any of the prohibited attire. Students who fail to abide by the dress code, when advised by a College Official, shall be considered in violation of the dress code and will be subject to disciplinary action.

Clinical Practice Learning Environment

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Clinical experiences are a significant learning component within the nursing curriculum. It provides LPN to RN Bridge 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 registered nurse.

While completing the Bridge Program, students will work with children, adults, and older adults with various diagnoses and conditions, in acute care inpatient settings, long-term care facilities, rehabilitation facilities, and community mental health settings. In all settings the goal remains the same to provide safe, competent nursing care, based on evidence and best practice. Each setting has agency-specific rules and guidelines, and LPN to RN Bridge nursing students are expected to follow.

Nursing students are **guests at 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.

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

Clinical, Simulation, and Skills Lab Dress Code (Includes Embedded Lab Sessions)

Students must follow these guidelines:

- WCCCD LPN to RN Bridge Program **approved** scrubs (**white scrub top and navy blue scrub bottom**), clean and neat in appearance. The school insignia patch is to be sewn on the left upper sleeve of the scrub top and be readable. Other than the WCCCD nursing insignia patch, the scrubs should not have any jewelry adornments or other items attached.
- Short scrub jackets should be **White Only**. The school insignia patch is to be sewn on the left upper sleeve of the scrub jacket and be readable.
- White or navy blue undershirts, long sleeved undershirts only are approved colors to wear under (white scrub top).
- 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 navy blue cornette or hijab) is permitted. No other type of head covering is

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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 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 piercings, such as facial jewelry, tongue piercings, or earring gauges.
- 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 sideburns must be clean, short and neatly trimmed.
- Undergarments are to be worn. They should be conservative, supportive, neutral color and not visible.
- **WCCCD student ID must be worn and visible at all times** in face-to-face and virtual classroom/ clinical settings. 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 clinical, lab, or simulation inappropriately dressed, will be sent home and will be responsible for any make-up or re-enrollment

Student Employment Parameters

Students must work within the student role under the direction of the clinical faculty. Students who are currently employed in a healthcare setting may not use skills performed in their work role while in the WCCCD Nursing clinical setting unless those skills fall under the student nurse role.

The Nursing Department recommends students select clinical sites that are not affiliated with their current employer. However, if a student has a clinical course that is within the healthcare system where they are employed, the student is NOT to use any access codes assigned for their employment. Doing so, is a violation of clinical agency policy and WCCCD LPN to RN Bridge Program policies and may result in dismissal from the program. Nursing faculty will follow agency policy regarding obtaining student access.

Performing Registered Nurse duties without a license is an illegal violation of the Michigan Public Health Code. However, as a student nurse, students may practice under the direction of nursing faculty.

Attendance/Tardiness Policy (Clinical, Simulation, Skills Lab- Includes Embedded Lab Sessions)

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It is the expectation of the Nursing Department that students attend all clinical, skills lab (including embedded skills lab), simulation, and theory sessions. If a student is absent from any of the clinical, simulation, or lab (including embedded lab) sessions, this is an occurrence.

- An occurrence is defined as any reason the student is not present or is absent from any clinical, simulation, or lab session. Illness-related absences are not excused and are not excluded from these guidelines.
- An occurrence can be 1 or 2 consecutive days (With no days in between).
- Students who are scheduled for jury duty must inform faculty immediately after receiving notice from the court system. The student should contact the court immediately to ask for a reschedule date due to attending a healthcare class or clinical that requires no absences. If the student cannot be released from jury duty the options for program progression will be evaluated individually.
- The student will receive a **mandatory 5%** theory grade reduction for the absence unless they can provide supporting documentation that reflects the day(s) of illness (i.e., doctor's note). Any missed time must be made up. **Failure to do so will result in clinical failure, which will, in turn, lead to course failure.** Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
- More than one clinical occurrence will result in the student not returning to clinical, resulting in a clinical as well as a course failure.
- The student must notify the faculty by email that they cannot attend clinical, simulation, or lab. Faculty can have students call or text them as well, however sending an email is required. Ideally this should be done before the start of clinical, **however it is mandatory that faculty receive email communication the same day.**
- Students are expected to be prompt for all scheduled activities and are expected to arrive 15 minutes prior to the start of lab, simulation, or clinical or as otherwise directed by their faculty.
- A tardy is defined as arriving 1-15 minutes after the scheduled start time for lab, simulation, or clinical. You are considered tardy after 1 minute. Any tardy that exceeds 15 minutes is considered an absence. The student will not be permitted to stay in lab or clinical.
- **Being tardy twice is considered an absence** after the second tardy day, the student will be sent home and will be written up as absent. At that point the student will not be allowed to stay in the lab, simulation or clinical. Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
- A **third tardy** will result in course failure. **No exceptions.**
- Coming unprepared for lab or clinical will be considered an absence. The student will not be allowed to stay on-site and will be written up as absent.
- ***It is the student's responsibility to obtain any missed assignments or course content that they may have missed.***

Absence Due to Jury Duty

Students who are scheduled for jury duty must inform the theory, skills 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 rescheduling date due to attending a healthcare 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 the Nursing Administration Team will discuss options for making up the time.

Orientation to Clinical Site

Students are required to attend a mandatory orientation to each assigned clinical course and agency. The

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orientation will be arranged by the clinical faculty. Orientation will include but, not limited to policies and procedures that relate to the student's role in safe patient care and the physical layout of the facility and the assigned unit(s).

***PLEASE NOTE:** Students are required to attend all clinical agency mandatory training courses when scheduled; failure to attend may result in students being dropped by the clinical agency and subsequently the course. **Students dropped by the clinical agency for failure to meet any required training/orientation will be removed from the course and must sit out until the start of next semester pending space availability.**

Where to Report

Students are to report to the clinical agency lobby 15 minutes prior to the start of clinical unless otherwise stated by the clinical faculty.

Transportation to Assigned Clinical Placement Site

Healthcare settings used for clinical experiences are in various locations. Transportation to and from the clinical facilities is the student's responsibility. Students need reliable transportation to avoid missed clinical days and/or late arrivals. Students must review the attendance policy in this handbook.

Clinical Responsibilities

The following general guidelines are offered, with the recognition that such guidelines are not exhaustive and cannot cover all possible situations or clinical sites. **Follow the direction of your clinical faculty:**

- Students will park in designated areas as directed by the clinical agency, enter the agency using the designated entrance, and report to instructor at the specified clinical time (at the designated reporting area) ***Failure to do so may result in clinical agency removal from the clinical rotation, which will result removal from the course.**
- Students will not participate in patient care activities without WCCCD faculty presence on the unit with the approval of the clinical instructor.
- Students must follow directions of the clinical instructor in all matters.
- Students must only administer medications in the presence of the clinical instructor.
- Students are NEVER allowed to photocopy or print any patient record.
- Students will not use the agency online system to search for records of hospitalized individuals not assigned to them.
- Confidentiality and respect for client privacy must be always maintained.
- Documentation in the patient records must be accurate and truthful.
- Students interact professionally and cooperatively with clients, staff, visitors, other students, and clinical faculty always 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.
- 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 will 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.

Patient Safety

Patient safety is a major concern in healthcare organizations. The Joint Commission 2025 National

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Patient Safety Goals (NPSG)-identifies 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**
- **Improve Health Care Equity**
- **Prevent 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 discussions with students throughout the course. Students are expected to be familiar with the NPSG's as they apply to the setting and assigned clients. *For in-depth information about the National Patient Safety Goals and the Joint Commission, refer to <https://www.jointcommission.org/standards/national-patient-safety-goals/>

Latex Allergy and Sensitivity

Latex allergy and sensitivity have grown as a healthcare concern in recent years. Since several products used in healthcare are made of latex, (gloves, syringes, tubing, etc.), it is imperative that all applicants to a healthcare program are aware of this concern. WCCCD's Bridge Program cannot guarantee a 100% latex-free environment in lab or clinical settings. Individuals with latex allergies and sensitivity may not be able to meet the student learning outcomes required to complete WCCCD's LPN to RN Bridge Program or successfully find employment in healthcare. Researchers suggest that early recognition and diagnosis of latex sensitivity may prevent the evolution of the sensitivity to more severe symptoms. It is the student's responsibility to notify each nursing faculty on the first day of each nursing course (including nursing clinical skills lab and simulation lab faculty) that the student has a latex allergy or sensitivity.

Alliance for Clinical Experience Matching and Placement (ACEMAPP) Program Requirements

ACEMAPP, the online education tool developed by the ACEMAPP System, is designed to:

- Track compliance with healthcare standards in three key subjects: HIPAA, OSHA, and Bloodborne Pathogens
- Record of immunizations and their completion dates

ACEMAPP Education provides a secure online platform for schools to manage student clinical experiences. ACEMAPP placement is a confidential, collaborative, web-based system that allows member healthcare and educational institutions a database for student clinical placements. The ACEMAPP system maintains the necessary medical health information that is required for a student to work in a healthcare facility.

ACEMAPP is an online course and assessment platform for healthcare professionals in training. As a nursing student, you must maintain a good standing within ACEMAPP for the duration of your enrollment in the nursing program. All students must comply with ACEMAPP clinical requirements three weeks prior to the start of each semester.

Online Education

WCCCD pays the associated ACEMAPP system fee. The ACEMAPP system comprises online courses and assessments, which include, but are not limited to, OSHA standards, HIPAA requirements, and Bloodborne Pathogens. Online education is a prerequisite for all clinical rotations,

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and the use of the ACEMAPP 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 or continue at a site if ACEMAPP online courses and assessments are not completed or have expired. **It is the student's responsibility to maintain compliance.** All ACEMAPP requirements must be completed by the designated date, or the student will be removed from the clinical group for the entire semester and considered a failure. Your return to clinical will be based on seat availability.

Bridge Program and ACEMAPP Requirements

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

1. Students must provide a current health history and physical examination form when starting the LPN to RN Bridge Program. The physical examination must be signed by a physician, nurse practitioner, or physician's assistant. **The original copy is maintained in the student's file.**
 - Physical examinations are valid for one year, 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 by Nursing Administration.
 - A student who suspects they are pregnant: 1) Must notify clinical faculty and submit written documentation to administration. 2) Must submit a written statement from healthcare providers verifying the student can continue in nursing courses (clinical, lab, theory) **without restrictions.**
 - Following delivery, the student must submit a written statement from the healthcare provider verifying the student can return to nursing courses (clinical, lab, theory) **without restrictions.** Both statements must be received by the Nursing Administration 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 Nursing Administration prior to returning to course(s).
 - Latex allergies are to be documented by a physician and submitted to the Nursing office.
2. **Immunizations:** Evidence of absence of or immunity to infectious diseases is required. Specific immunization information or evidence of antibodies must be provided and updated for:
 - Measles, Mumps, and Rubella (MMR immunization). Two (2) documented valid doses.
 - Chicken Pox (Varicella)
 - DTP/DTaP/DT/Td/Tdap (must be within 10 years)
 - Tuberculosis clearance must be submitted annually in the form of a negative Purified Protein Derivative (PPD), T-SPOT, or Quantiferon Gold test. For students who have had a positive test, verification by chest x-ray with a written report is required every 2 years to confirm the absence of 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.
 - Annual seasonal influenza immunization
 - COVID immunizations

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3. Basic Life Support (BLS): BLS training evidence must be kept current during the time the student is in the LPN to RN Bridge Program. A photocopy of a current BLS training card must be submitted to Nursing Administration for each semester's rotation. The acceptable BLS course is the Healthcare Provider Course through the American Heart Association only. *No other forms or courses of BLS are accepted. No Exceptions.*

4. Criminal Background Check Student must provide criminal background check information from Castlebranch.com. The School Code for the website is: **ay20**. This background check is required to be submitted once a student is offered and accepts admission to the Bridge Program. The background check is completed annually once a student enters the program.

- The costs associated with this background check will be the sole responsibility of the nursing student. Following graduation, all nursing license applicants in the State of Michigan are required by the Bureau of Health Professions to complete an updated criminal background fingerprint check before taking the NCLEX exam.
- The following links provide information on the State of Michigan exclusions for criminal history. Please review the information if you have a criminal record to determine your eligibility for clinical placement as a nursing student.
- Felonies typically have restricted admission until after a 10-15-year period from the time of completion of sentence and all probation time served. Misdemeanors vary in the severity of the crime and the time frame during which a student would be excluded from placement in a healthcare setting. Misdemeanor guidelines do not require completion of probation time within the exclusion period.
- Michigan Health Code (<http://legislature.mi.gov/doc.aspx?mcl-333-20173a>)
- Public Health Code Act 368 of 1978 (<http://legislature.mi.gov/doc.aspx?mcl-333-16174>)

Once admitted to the program, students subsequently convicted of crimes identified at the State and Federal levels as exclusionary will be dismissed from the Nursing Program.

Michigan Public Acts 27, 28, and 29 of 2006 requires that a health facility or agency that is a: Psychiatric facility, Hospital that provides swing bed services, ICF/MR Home for the Aged, Nursing home, Home Health Agency, County Medical Care Facility, Adult Foster Care Facility, Hospice, shall not employ, independently contract with, or grant clinical privileges to an individual who regularly has direct access to, or provides direct services to patients, or residents, in the health or adult foster care facility or agency until the health facility, or agency, conducts a criminal background check. Students doing clinical training for more than 120 hours in a facility requiring a criminal background check must also undergo a criminal background check.

Additionally, many clinical sites affiliated with the college for educational purposes have adopted this requirement. WCCCD's nursing program requires students to participate in patient care in various healthcare settings. Therefore, students in the Bridge Program are subject to this legislation. **Students must maintain a clear criminal background while enrolled in the program.** Students must report to the Dean of Nursing, in writing, any change in their criminal background or current

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status within 72 hours of its occurrence (including new citations and/or charges, regardless of pending or final adjudication). Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program. Students must be aware that many clinical sites list a conviction of any felony as grounds for not accepting a student for clinical training. The LPN to RN Bridge Program does not accept responsibility for any student eligibility for: admission; and or continued progression to clinical training; and for licensure as a healthcare professional after failure to pass a criminal background check.

5. Urine Drug Screen: 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. ***Note:** Updated 16 Panel Urine Drug Screen.

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

Adulterants Creatinine	Cannabinoids (Marijuana/THC)	Cocaine	Opiates	Methadone	Fentanyl	Methamphetamines/ Amphetamines	Oxycodone/ Oxymorphone
Adulterants Specific Gravity	Benzodiazepine	Alcohol	Phencyclidine (PCP)	Buprenorphine	Meperidine	Barbiturates	Tramadol

- Falsification of any health records will result in dismissal from the Bridge Program.
- The LPN to RN Bridge Program Health Requirements are also a part of program compliance requirements.
- Students are expected to complete and update as prompted. It is the student's responsibility to track when their healthcare requirements expire. Failure to do so may result in being unable to attend classes, resulting in an absence.
- Failure to comply with the LPN to RN Bridge Program Health Requirements will result in dismissal from clinical placement; skills lab and/or simulation, which will be considered as a clinical failure. Your return to the clinical setting will be based on available space.
<https://acemapp.org>
- In addition to the nursing program clinical health requirements, individual clinical partners will require students to comply with orientation and health requirements specific to the clinical site. A student's compliance is expected, and failure to comply will result in clinical failure. Your return to the clinical setting will be based on available space.

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CHAPTER FOUR: STUDENT PROGRESSION THE BRIDGE PROGRAM

Your progression in the LPN to RN Bridge 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. Seeking out challenging clinical/simulation experiences.
6. Participate in study groups and/or have a study partner.
7. Take the standardized competency tests and utilize the resources provided.
8. Establish frequent visits to the Nursing Skills Lab to practice and sharpen psychomotor skills. Maintain this schedule throughout the Bridge program.
9. Maintain ongoing interactions with the course faculty to discuss progress in the Bridge program.
10. Balance work, home, and academic schedules as you move through the Bridge 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
 - Practice 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/>
 - WCCCD Learning Resource Centers
<https://www.wcccd.edu/learning-resource-centers>
 - 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.

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Grading Scale

The following grading scale applies to the LPN to RN Bridge Program. Students must achieve a minimum cumulative average of 80% on course quizzes and exams BEFORE CoursePoint, Sherpath, papers, or any other course activities are added.

A	93% - 100%
B	86% - 92.9%
C	80% - 85.9%
D	70% - 79.9%
E	≤ 69.9%

- Numerical grades are based on the theory component of the course and will never be rounded up. For example, **79.9% will not be rounded up to 80%**.
- **“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 80% 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 students cannot progress in the LPN to RN Bridge program if this occurs.

Standardized Testing: HESI™ (Health Education Systems, Inc.)

WCCCD’s LPN to RN Bridge Program has partnered with HESI™ (Health Education Systems, Inc.) to provide students with a complete diagnostic testing and remediation platform. This educational program assists students during the LPN to RN Bridge 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 Bridge program.

- Graduating Bridge nursing students will continue to complete the HESI™ Exit exam as a predictability exam prior to the NCLEX-RN.

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.

Students must submit their own work. Work submitted from another student or individual other than the student will result in a grade “Zero” and may result in dismissal from the program.

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 you are unable to reach the faculty or faculty has not

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responded, contact Nursing Administration. If after meeting the faculty you continue to believe the grade was awarded unfairly or incorrectly, please follow the grade appeal ***Official Procedure for Grade Appeal*** outlined in the WCCCD Student Handbook.

Academic Progression

All students must achieve a “C” or better in all nursing courses in order to progress in the LPN to RN Bridge 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/lab components, failure to achieve a passing grade in either theory or a “Satisfactory” in clinical/lab component results in failure of the course. Clinical/lab 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 LPN to RN Bridge Program is designed to be completed in one year, excluding prerequisites. Current semester courses must be successfully completed before progression to the next course or next semester is permitted.

Lapse in Enrollment

A one-year lapse since last enrolled in the LPN to RN Bridge Program (RNB) course renders a student ineligible to resume Bridge Program courses. If such occurs, a student **can reapply** to the LPN to RN Bridge Program with the upcoming application date, providing the student meets the admission requirements in effect at the time of reapplication.

The student understands that if readmission occurs after 1 year, he/she will start the LPN to RN Bridge Program with the first semester courses regardless of the semester he/she departed from the 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 Nursing Administration. Upon return from active duty, the student will be accommodated, provided:

1. Contact the Nursing Office occurs within 30 days of release from active duty.
2. Successfully complete the remediation workshop.
3. Resumption of coursework 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 LPN to RN Bridge Program not to exceed 12 months since their last RNB nursing course. Circumstances regarding a leave of absence need to be discussed with and approved by Nursing Administration and must be submitted in writing. The request must be accompanied by support documentation, (i.e.,) statements from healthcare provider, etc. The Nursing Administration will review and respond to the request in writing. ***A student must be in good academic standing at the time of the request (passing the course with a minimum cumulative average of 80%).***

Returning from a Leave of Absence

Students will enter a remediation workshop. Students are required to:

- Register for the mandatory workshop(s).
- Attend/participate in each **workshop(s)** as planned and designed to address the academic issues that impacted a student’s performance.
- Complete the workshop with a minimum cumulative average of 80%.

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- Meet with their assigned Nursing Faculty Mentor.

Course Failure and Remediation Workshop

Upon a first RNB course failure the student will enter a remediation workshop. Students are required to.

- Register for the mandatory remediation workshop. **The Remediation Workshop** is not intended to replace the course curriculum or course requirements, but to supplement the students' learning. The purpose of remediation is to improve students' critical thinking, reasoning skills, and test-taking strategies to achieve NCLEX success.
- Remediation workshops are offered every fall, spring, and summer, and attendance is mandatory.
- Complete the workshop with a minimum cumulative average of **80%**.
- Attend or participate in each workshop(s) as planned and designed to address the academic issues that impacted a student's performance.
- Meet with their assigned Nursing Faculty Mentor when applicable.

Remediation Workshop Failure:

- After one RNB course failure and one remediation workshop failure, student progression cannot continue without the approval of the College-Wide Re-Entry Committee. Students must apply for the College-Wide process and follow all procedures.

College-Wide Appeal and Re-Entry Process: The purpose of this policy is to ensure that students receive fair, consistent, and unbiased due process when facing academic dismissal. It also offers students another opportunity to complete the Licensed Practical Nurse to Registered Nurse Bridge (RNB) Program. The College-Wide Re-Entry Committee will include administrators from across Wayne County Community College District.

After two withdrawals or two failures or one withdrawal and one failure in any RNB course(s), student progression cannot continue without the approval of the College-Wide Re-Entry Committee.

- College withdrawal procedures, as outlined in the college's schedule of classes, are followed regarding deadlines, signatures required, refunds, and grades issued concerning the timing of withdrawal for full-semester courses. For 6-7.5-week courses, deadlines are proportionately adjusted. **A student should be aware that a withdrawal from a nursing course is considered a course failure.**
 - One (1) withdrawal equals a course failure.
 - Two (2) withdrawals, students must apply for the College-Wide process.

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College-Wide Re-Entry Committee Role and Responsibilities

If a student has experienced two nursing course failures or withdrawals, they can appeal to the College-Wide Re-Entry Committee for a **one-time-only** consideration for re-entry.

- **The student must initiate the review process within one week of the failure or withdrawal.**

The process is initiated by completing the forms: “Nursing Program Departure Form” and “Request to Re-Enter Nursing Program,” which are available in the Nursing Office. The forms, along with a letter of appeal, must be submitted to the Nursing Office. The letter must include:

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.

Students will appear in person at the College-Wide Re-Entry Committee meeting to present their appeal. The College-Wide Re-Entry Committee will either approve or deny re-entry.

If the Committee approves re-entry:

- The student must attend and complete a **mandatory** Remediation Workshop with a minimum cumulative average of **80%**.
- Upon successful completion of the Remediation Workshop, the student will be placed back into the previously failed RNB course by Nursing Administration.
- Placement is based on seat availability.
- **Any** further RNB course or remediation workshop failures will result in automatic dismissal from the Nursing Program.
- After one RNB course failure and two sequential remediation workshop failures, student progression cannot continue and will result in the student's dismissal from the Nursing Program.
 - After two RNB course failures and a subsequent remediation workshop failure, student progression cannot continue and will result in the student's dismissal from the Nursing Program.
 - A student can reapply to the Nursing Program after **one year**, provided the student meets admission requirements at the time of reapplication.

If the Committee denies re-entry:

- A student may not return to the Nursing Program.
- The decision by the Committee is final.
- A student can reapply to the Nursing Program after **one year**, provided the student meets admission requirements at the time of reapplication.

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

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Third RNB Course Failure or Withdrawal from Nursing (RNB) Course

If a student experiences three (3) nursing course failures, the student is dismissed from the Nursing Program. A student can reapply to the Nursing Program after **one year**, 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 “Nursing Program Departure Form” and submit it 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 **one year**.
- Students must follow the admission process for consideration of admission to the Nursing Program.

The student is encouraged to meet with the Nursing Administration prior to departure or withdraw from courses to discuss their decision to leave the program.

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CHAPTER FIVE: EXAM AND QUIZ GUIDELINES

Exams and quizzes are used in the theory (didactic) courses to measure a student's achievement of student learning outcomes. **In the event of an emergency, students must follow the make-up exam policy.**

Exam and Quiz Guidelines

- **Students must present their WCCCD ID, No Exception.**
- Students must complete the following information on all scantron tests: booklet number, test version, and name.
- The faculty will provide students with directions for exam seating. The process and procedure for dissemination of the exam/quiz is determined by the faculty.
- All testing materials MUST be left in the room with the instructor following the exam. Any papers given to students by faculty during testing must be returned with the exam/quiz.
- No backpacks or personal items should be in the classroom during the test.
- No verbal or nonverbal communication is allowed among students.
- Multiple exam forms may be used.
- Cheating/sharing of answers is prohibited and will result in immediate expulsion.
- Students will remain in the testing area until dismissed by the instructor following completion of the exam or quiz.
- **NO ELECTRONIC DEVICES OF ANY KIND ARE ALLOWED IN THE EXAM ROOM (including smart watches). NO EXCEPTIONS. THIS WILL RESULT IN A GRADE OF “ZERO”**
- The student can only have a blank paper, the exam/quiz, pencil/eraser, and Scantron on their desk. 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.
- No pre-written notes, of any kind, or any notes with course information is allowed during the exam. This can be viewed as “cheating” and the student will receive a grade of “Zero” and may be dismissed from the program.
- All students are to remain seated during the exam/quiz.
- Students must raise their hand if there is a need to communicate with the faculty. Only questions pertaining to typos, miss-numbering, missing pages, and other exam mechanics will be answered.
- All students will start the exam/quiz at the same time. All tests are timed and must be submitted/handed in within the designated time limit.
- No hats should be worn during an exam (religious head attire is an exception).
- Students are responsible for avoiding behaviors that raise suspicion of cheating, such as talking, signaling, looking at another exam, not covering one's own answer sheet, etc.
- No food or drink is permitted in the classroom.
- If you leave the exam at any time, your exam is complete and graded as is. **NO EXCEPTIONS**
- Upon completion of the exam, students should not discuss the exam or congregate outside the exam room.

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- At no time will students 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 Nursing Administration for further action.

Exam and Quiz Make-Up

Make-up exams/quizzes are not anticipated. In the event a student is not able to take an exam or quiz FOR ANY REASON (including lack of ID), the student will receive a 5% reduction on exam /quiz. **Make-up exams/quizzes must be taken before the next scheduled quiz/exam.**

A student who consistently misses examinations and requires make-up testing may be referred to Nursing Administration for further action in accordance with institutional and program policies; further action may include academic review, development of a written success plan, or referral to support services.

Exam and Quiz Review

Only WCCCD Bridge nursing students are permitted to attend an exam/quiz review. The review will be scheduled by faculty for the purpose of enhancing the students' 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 and exam/quiz is not returned, a grade of zero (“0”) will be recorded and is calculated in the final course grade. The student is referred to Nursing Administration for further action. Students have a period of one week following the scheduled quiz/exam to request a review with faculty.

It is the responsibility of the student to review their Scantron during the scheduled time for errors in scoring.

At no time will students:

- 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.
- Have prewritten notes or content in their possession during the exam/quiz.
- Remove exam/quiz or Scantron from review room/area.
- Discuss quiz/exam questions outside of the testing area.
- Have phones, iPads, and electronic devices on desk during time when any exam material is being used.

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 Administration for further action.

MEDICATION CALCULATION QUIZ POLICY

- All students will take a medication calculation quiz in each nursing course every semester Except RNB 206. **There will be only ONE attempt, no retakes.**

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CHAPTER SIX: ACADEMIC SUPPORT

The District and the LPN to RN Bridge Program offer programs and services to promote program and academic success.

Mentoring Program

This program is designed to help nursing students at all levels of the curriculum achieve their individualized goals in their nursing careers. Mentoring is a commitment by caring and concerned individuals who offer positive and supportive outreach to nursing students in various areas of academic, vocational, personal, or social development. The LPN to RN Bridge Program provides a comprehensive range of retention, student, and educational development programs designed to support students as they progress through the program.

Our mission is to enhance the lives of nursing students by providing a caring and supportive team of nursing professionals to help them overcome barriers to successful program completion.

Mentoring includes but is not limited to the following:

- Supporting the mission and values of WCCCD.
- Role modeling to enhance social and ethical standing.
- Acting as a resource and upholding WCCCD policies.
- Understanding strategies to increase academic performance.
- Individual discussions: To provide a supportive atmosphere and keep the line of communication open.
- Providing constructive feedback.

It is anticipated that the faculty mentor will remain with the nursing student for the program as the student progresses. Mentor changes may occur if the assigned faculty mentor is no longer available or if the number of mentees assigned to a faculty member's balance. **Faculty Mentor assignments are posted outside the Nursing Lab.** Students should contact the Nursing Administration if they have been unsuccessful in reaching a mentor.

Mentoring Program-Anticipated Outcomes

The mentoring program's anticipated outcomes are:

- Acquire an understanding of the roles and responsibilities of a nurse.
- Promote competent skill acquisition.
- Promote student responsibility for learning.
- Improve time management.
- Enhance real-world expectations of the nursing profession.
- Facilitate the development of professional values.
- Enhance self-esteem and promote confidence.

Dialogue with the Deans

Dialogue with the Deans is available to all nursing students, faculty, and staff throughout the week to promote effective communication and support positive outcomes. These sessions provide a forum for students, faculty, and staff to share concerns, experiences, and feedback in a respectful, collaborative environment. Effective communication is a fundamental and essential component of professional nursing practice. To schedule an appointment, please contact the Nursing Office.

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Early and Often Document of Academic Practices

The Early and Often Document of Academic Practices serves as an early academic alert process for identifying at-risk student behaviors, such as academic underperformance, attendance issues, conduct or behavioral concerns, and unsafe clinical or laboratory practices. It also serves as a way to quickly identify factors that restrict or block academic achievement and assists faculty, in conjunction with the student, in developing a plan to address concerns immediately. The policy enables a supportive intervention process to address the need for improving academic performance, reducing student attrition and retention, and enhancing student and program outcomes.

The target group consists of nursing students who are experiencing difficulty meeting academic requirements, those with attendance and tardiness issues, students working excessive hours that limit adequate study time, or those who become involved in situations that serve as a barrier to program progression. These students should be immediately identified to allow the initiation of appropriate interventions and guidance to take place.

Any of the following behaviors require early and often intervention:

- Exam or quiz scores below the expected level of achievement (ELA) of 80%.
- Late submission of scheduled assignments.
- Clinical assignments/competencies receiving an “Unsatisfactory”.
- Attendance (Missing or tardiness in clinical)
- 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.
- Unsafe clinical practices, including medication errors.

Students must do the following:

- Schedule a meeting and meet with the initiating faculty and mentor within 48 hours.
- Discuss and clarify behaviors and/or situation of concern with faculty member or mentor.
- Design, collaborate, sign an acceptable Plan of Action with the identifying faculty member.
- Complete the requirements/requirements of the Plan of Action.
- Maintain a record of events including meetings that may occur, study sessions, meeting discussion content, etc.

Faculty Conference Office Hours

- Faculty conference office hours are designed to help students experiencing difficulties or challenges achieve academic success.
- Students should contact their assigned faculty directly by phone and or email to schedule an appointment.

Student Assistance Program

The Student Success Center is a one-stop center that offers one-on-one assistance to help students plan for and achieve their academic and career goals in a supportive environment. The center provides a range of programs, resources, and services to all students www.wcccd.edu

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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 Centers (LRCs)

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 Ted Scott Campus the LRC is on the lower level, of the building near the open atrium vending machines.

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 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, 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 up to 25 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.

Student Support Services - Disability Support Services

Disability Support Services provides resources according to the individual needs of students with disabilities. WCCCD Disability Support Services coordinates assessment and includes services such as tutoring, visual aids, sign language interpreters, language interpreters, and note-takers, as well as special equipment often required to support academic success in college. Instructors and advisors may refer to students who need assistance. However, students are welcome to come and discuss their concerns without a referral. Contact Number: **734-699-7008**. More information can be found on the District's Website: www.wcccd.edu

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CHAPTER SEVEN: COMMUNICATION

Communication

Communication is crucial as students' progress through the LPN to RN Bridge Program. To promote effective communication, all students receive a free WCCCD student email account upon enrollment. This account provides students with instant access to important student and District-wide information. It is a safe and secure method by which to communicate with WCCCD faculty, staff, and students. Information may include class selection dates, grades, scholarship information, schedule changes, and job opportunities. Below are the nursing department policies all students are expected to follow:

- LPN to RN Bridge Program or school information will be communicated **only** on the student's WCCCD college email, never through personal email accounts.
- Students must open their college email daily for any student communication, including junk/spam mail.
- The nursing department expectation is that any communication to the student is answered promptly.
- It is the expectation that any learning management system (HESI, EVOLVE, PREP U, PASSPOINT, BLACKBOARD etc.) used during your tenure in the Bridge program be attached to your college email and not your personal. If you unintentionally create an account with your personal email, it will be the student's responsibility to correct this issue immediately.

Information on File

Each student has an individual file that is securely maintained in a locked file cabinet within a secured room located adjacent to the Nursing Office. The file contains all material related to students' program status. For example, initial application and supporting documents, ongoing health information, course grades, evaluation documents, and corrective action plans, any written correspondence to or from the student, as well as address and contact information. It is recommended students make copies for their own records of any material submitted to the Nursing Administrative Office.

- It is the Nursing Department's expectation that all addresses and communicative information be kept current in the nursing administrative office. Students are expected to update changes in information every semester.

Surveys and Questionnaires

Students will have many opportunities to evaluate all areas of the LPN to RN Bridge Program through surveys and surveys disseminated by the District Office for Institutional Effectiveness. Timely completion of the surveys is expected, as the feedback helps with quality improvement.

Financial Aid

Students receiving financial aid must understand their legal obligation to repay loans as required. Students must schedule an appointment with a representative of financial assistance in the first semester and the last semester of the program to determine their legal obligations <https://www.wcccd.edu/financial-aid/federal-programs>; <https://www.wcccd.edu/financial-aid/student-rights-and-responsibilities>.

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CHAPTER EIGHT: GUIDELINES AND POLICIES

Medication Administration

Clinical experience in nursing requires safe administration of medication. The student nurse is required to adhere to the following guidelines in accordance with agency policies and procedures, WCCCD's medication administration policy, and clinical facility-specific protocol.

Medication Administration Procedure for ALL LPN to RN Bridge Nursing Students:

1. Demonstrate competency in calculating medications prior to administering the medication.
2. Administer medications with the **direct supervision of the clinical faculty only**.
3. Adhere to WCCCD LPN to RN Bridge Program medication administration policy.
4. Validation of medication knowledge, nursing implications and considerations must be reviewed outside the patient room, before reaching the patient's bedside for scanning.
5. All medication errors must be reported immediately per agency policy.

Students will not be allowed to administer items listed below

- a. Blood products
- b. IV push medication
- c. IV narcotic medications

Students are not allowed to accept verbal or telephone orders from any healthcare provider.

The student must:

1. Identify key information regarding the medication to be administered outside the patients' room:
 1. Mechanism of action
 2. Major side effects and incompatibilities
 3. Rationale for medication use
 4. Correct medication dosage/IV rate calculation completed
 5. Available assessment considerations (i.e. BP, HR, drug levels, blood sugar)
 6. Selection of proper needle/syringe size, site (for IM/SQ administration), and volume capacity for site chosen
 7. Saline flush guidelines
2. Identify/verify patient's allergies **prior** to medication administration.
3. Identify the **eight rights** of medication administration as follows:
 1. Right Patient
 2. Right Medication
 3. Right Dose
 4. Right Route
 5. Right Time
 6. Right Documentation
 7. Right of Patient to Refuse
 8. Right Patient Education
4. Students must prepare medications for **only one patient at a time to ensure safety**. Prior to entering the patient's room, students must perform "three checks" of the "rights" to ensure the correct medication is being administered to the right patient.
 1. **First Check:** After collecting the medication from the stocked location(s), return to the EMR and compare the medication label against the MAR. Check the generic name and expiration date.

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2. **Second Check:** Double check the medication label against the MAR, preparing as necessary. Show calculations.
3. **Third Check:** A final check of the medication label against the MAR is done prior to administration of the medication and before entering the patient's room or vicinity.
4. Maintain standards of patient safety, including proper hand washing and clean or sterile techniques, and disposal of sharps as appropriate during the entire medication administration process.
5. Use two patient identifiers prior to medication administration to ensure safety.
6. If the Clinical Partner's policy allows document with the clinical faculty in the patient's medication administration record (MAR) providing correct medication, dose, and administration time according to the agency procedures along with the clinical faculty signature/initial.

Violation of Policy

Violations of this policy will result in disciplinary actions including course failure and/or dismissal from the nursing program.

Drug and Alcohol Testing Policy and Use

Wayne County Community College District's (WCCCD) LPN to RN Bridge Program has a responsibility to maintain a safe environment for its students as well as maintain safe conditions for patients. To fulfill this responsibility, nursing students must be free of chemical impairment. Nursing students are expected to comply with the American Nurses Association Code of Ethics for Nurses, Standards of Nursing Practice, and the personnel policies of contracted affiliating clinical agencies.

To protect student and public welfare, the illegal use, possession, or distribution alcohol, controlled substances, drugs and/or drug paraphernalia on campus premises and off-campus in clinical settings is prohibited. No student shall come to class, laboratory, or clinical settings under the influence of alcohol, marijuana, controlled substances, or other drugs that can impair cognition and function. Evidence of usage or reasonable suspicion will result in immediate dismissal of the student from the setting, and additional follow-up.

Marijuana, for recreational or medicinal use, is illegal under the federal law. Any college or university that receives federal funds must prohibit the unlawful possession and use of illegal drugs, including marijuana. Even where otherwise permitted under local or state law, recreational or medicinal marijuana use, possession or influence on college premises or at College events is prohibited. Testing positive for marijuana, including medical marijuana, may result in disciplinary action and/or criminal prosecution.

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.

All students are subject to random drug screens at their own cost. In addition, students will be tested for the use of alcohol and drugs upon "reasonable suspicion." Reasonable suspicion is defined to mean that the student's instructor/faculty believes that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the classroom, lab, and the clinical setting.

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

- a. Odor of drug and alcohol on breath or person

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- b. Alertness (change in alertness, sleepy, confused).
- c. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
- d. Excessive sick days, excessive tardiness when reporting for clinical or class
- e. Missed deadlines, careless mistakes, taking longer than customary to complete work
- f. Unsteady or staggering gait
- g. Rapid or slurred speech
- h. Pinpoint or dilated pupils
- i. Unresponsiveness
- j. Bloodshot eyes
- k. Fine motor tremors
- l. Difficulty participating in activities
- m. Nausea, vomiting, & sweating
- n. Erratic behavior
- o. Incoherent speech
- p. Verbal or physical outbursts
- q. Self-report of drug use or alcohol abuse
- r. Sloppy, inappropriate clothing and/or appearance
- s. Unsafe behavior
- t. Performance (unsafe practices, unsatisfactory work)
- u. Unsatisfactory care for others, and threats to harm self or others
- v. Other clinical observations consistent with impairment

Procedure:

- 1. If the clinical agency, faculty, or fellow students form a reasonable suspicion that a student has used, is using, possessing, transferring, or selling alcohol or illegal drugs, the faculty will notify the Nursing Administration.
- 2. The student may be tested according to WCCCD drug and alcohol policy and the clinical agency's drug and alcohol testing policy. ***The student will be responsible for the fees associated with the testing.***
- 3. Informed consent will be obtained prior to testing.
- 4. Faculty reserves the right to request drug and alcohol testing if there is reasonable suspicion in a class, laboratory, or clinical setting.
- 5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation.
- 6. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol.
- 7. Non-acceptance and acceptance values for lab results will be determined according to the agency policy. Collection procedures will adhere to the required "chain of custody" protocol as indicated by the assigned clinical agency.
 - a. Some clinical site guidelines may be more stringent than industry standards and require 12 panel drug screening tests.
 - b. The student must fully comply with the testing facility's methods and procedures for collecting samples.
- 8. Refusal to provide a specimen for drug testing will be considered a positive drug test and subject to the established procedures for positive tests.

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9. The test shall screen for the use of the controlled substances or any other controlled substances that are suspected of being abused or used by the student.
10. Urine, serum, hair, and saliva analysis or a combination of these may be tested.
11. The following may be screened for including ***but not limited to***: amphetamines, barbiturates, benzodiazepines, cocaine, fentanyl, hydrocodone, marijuana, methaqualone, opiates, oxycodone, phencyclidine (PCP), and tramadol.
12. The student will disclose any prescribed or over-the-counter medications, as well as any dietary habits that could modify testing results.
13. If the test is inconclusive, the screening will be treated as positive until definitive analysis by alternate testing is accomplished. During this time the student ***will not be permitted*** to have any contact with patients but ***may not*** be allowed to attend classes, pending the approval of the Campus Dean of.
14. The testing facility will make a final report of the test results (positive, negative, or inconclusive) to the *Dean of Nursing and/or the Associate Dean of Nursing*.
15. A student who is required to submit to drug and alcohol screening will be expected to authorize the release of the results to the College.
16. 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.***

The requirement that a student be tested, as well as the test results, remain confidential and disclosed only to those individuals within the College, the *Dean of Nursing and/or the Associate Dean of Nursing*, Campus Administration or an affiliated clinical site with a need to know or as required by law.

The test results will be communicated only to the students, the *Dean of Nursing and/or the Associate Dean of Nursing* and the physician reviewing the results with the student. Upon written request, students will be provided with a copy of test results. Records will be maintained in a separate file by the College in a secured area. Requests for information will require a court order or may be released by the students' signed written consent.

While it is not the intent of the College to monitor students' behavior outside of the Program, students' use or suspected use of drugs and alcohol outside of the Program may affect their behavior during Program Clinical Activities and lead to a reasonable suspicion drug or alcohol test.

- Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event to the *Dean of Nursing or Associate Dean of Nursing within three days of the event and prior to any clinical contact with patients*.

This policy applies to all students admitted to the LPN to RN Bridge Program and is effective immediately. It is the policy of WCCCD's LPN to RN Bridge Program to comply with federal and state laws and regulations dealing with the usage and detection of drugs and alcohol. In the clinical setting, this policy enhances patient safety.

Any violation of this policy by a student will result in disciplinary action including dismissal from the LPN to RN Bridge Program.

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CHAPTER NINE: ETHICS, CIVILITY, AND BEHAVIOR STANDARDS

LPN to RN Bridge nursing students are expected to comply with WCCCD Student Handbook policies related to the *Scholastic Ethics Code* (including the Guidelines for Scholastic Code of Ethics; Scholastic code of Ethics Violation; Cheating; Plagiarism; Collusion; and Compromising Instructional and Test Materials/Misrepresentation/Fraud).

The LPN to RN Bridge Program will also follow the WCCCD Student Handbook regarding Complaint Procedures for Code of Ethics Violations and Disciplinary Action for violations.

In addition, nursing students must comply with HIPAA rules and regulations, and cooperating clinical agency guidelines for training. Students and faculty are required to follow agency policies regarding use of and access to electronic medical records. Cooperating agency compliance modules must be completed as per cooperating clinical agency protocols. Patients' Protected Health Information (PHI) must be de-identified. PHI includes sufficient information about a patient such that the patient could be identified.

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. 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 threaten or endangers the health or safety of any person, or which places them in fear of being physically abused;

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- 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 lottery 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.

LPN to RN Bridge 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.

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CHAPTER TEN: GRADUATION PROCEDURES AND REQUIREMENTS

Application for Graduation

Third-semester students in the LPN to RN Bridge Program must follow WCCCD procedures and timelines to apply for degree. Please refer to the district graduation process at <https://www.wcccd.edu/graduation>, as well as in the college catalog, and WCCCD Student Handbook. Eligibility to participate in commencement exercises hinges upon satisfying degree completion requirements.

Nursing students are encouraged to attend the formal commencement ceremony for WCCCD held annually in June.

Special Note:

Prior to the start of the third semester of the LPN to RN Bridge Program, students must meet with Nursing Administration to review the program completion form and transcript.

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 graduate 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.

Nursing Pinning Ceremony

The pinning ceremony is a momentous occasion for nursing students. The distinctive pin presented by the LPN to RN Bridge Program symbolizes the graduate's achievement and transition into nursing practice.

The pinning ceremony for LPN to RN Bridge Students is conducted each May.

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CHAPTER ELEVEN: 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 the application for licensure during the third semester of the LPN to RN Bridge Program, during the RNB 206 course. The Dean of the Nursing certifies each applicant as having met:

- a. Successful completion of all LPN to RN Bridge Program course requirements through the third semester.
- b. Completion of all required clinical hours in accordance with program and regulatory requirements.

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

Request for Testing Modification on Licensure Examination

Students who require accommodations during testing situations can request testing modifications when applying to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

<https://www.ncsbn.org/index.page>

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