



Nursing Program Student Handbook

Associate of Applied Science in Nursing (A.A.S.)

2025 - 2026



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We are excited to welcome you to the Associate of Applied Science Degree in Nursing Program at Wayne County Community College District (WCCCD). The Associate Deans, Faculty, and Administrative Staff are pleased you have chosen WCCCD to pursue your nursing education. We are committed to helping you achieve your career goals. The Nursing Program is rigorous and academically challenging. However, you can be successful.

Essential to your success is ongoing communication between you, the student, and the faculty. Faculty will provide instruction in didactic, lab, and clinical courses, integrating 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 to the program's completion.

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

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

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 complying with the current rules, policies, and procedures outlined 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 progress toward completing 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: www.wcccd.edu

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

Nursing Administrators, Faculty & Staff

Information in this handbook describes the WCCCD Nursing Program at the time of publication. However, policies and procedures may change.

CHAPTER ONE: NURSING PROGRAM MISSION, VISION, AND PHILOSOPHY

This section outlines the mission, vision, and values that guide the Wayne County Community College District (WCCCD) and its Nursing 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 we value people from all socioeconomic, 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 quality education, to the citizens who support us with their tax dollars, and to the businesses that depend on us to provide them with highly trained employees. We commit to being good stewards of the resources that are provided to us 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.

The Nursing Program at WCCCD offers an Associate of Applied Science Degree in Nursing. Program requirements include designated nursing major courses as well as general education courses. The program is designed to prepare graduates to deliver safe and effective nursing care as staff nurses in a variety of healthcare settings. Upon successful completion, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Nursing Program's mission and vision statements are aligned with the core values and strategic goals and objectives of the College. The Nursing Program embraces the same values as the College. Additionally, the Nursing Program faculty affirms these statements:

Nursing Program Mission

The Nursing Program's mission is aligned with that of the college. We educate, prepare, and empower student nurses to become competent healthcare professionals who deliver safe patient care in a state-of-the-art healthcare environment, working with interdisciplinary teams, and promote health and wellness to individuals, families, and communities within our culturally diverse society.

Nursing Program Goal

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

Nursing Program 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.

The Wayne County Community College District's Associate of Applied Science Degree in Nursing, located on the Northwest campus in Detroit, Michigan, is accredited by the **Accreditation Commission for Education in Nursing (ACEN)** **3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326**

Nursing Program 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>.

The curriculum is designed to ensure that graduates develop the essential knowledge, skills, and attitudes necessary to meet the expectations of professional roles, providing safe and 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 WCCCD Nursing 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 – Resources

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

CHAPTER TWO: NURSING PROGRAM CURRICULUM

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

Educational Theory

The Nursing Program offers a curriculum that reflects the educational needs of the adult learner. The curriculum is progressive, with new learning supported by 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 nursing program curriculum is intended to be completed in two years, excluding the prerequisite courses. Many students complete most or all of the general education courses before being admitted into the program. The required credit and contact hours for general education and nursing courses are listed in the table on the next page.

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

Credit Clock Hours Table

Course Number & Title	Number of Academic Credits	Theory, Lab, Clinical, Simulation (contact hours)	Clinical Location Site(s) *ENG 110;119: English 1
*ENG 110; 119: English 1	3	Theory- 45 contact hours	Classroom
*BIO 155: Intro to Biology BIO 155 is a prerequisite to BIO 240	4	Theory: Lab- 90 contact hours	Classroom/lab
*ALH 105: Medical Math	3	Theory- 45 contact hours	Classroom
*BIO 240: Anatomy and Physiology I	4	Theory: Lab - 90 contact hours	Classroom/lab
*BIO 250: Anatomy and Physiology II	4	Theory: Lab - 90 contact hours	Classroom/lab
*BIO 295: Microbiology	4	Theory: Lab - 90 contact hours	Classroom/lab
NUR 110: Nursing Foundations	4	Theory - 30 contact hours Skills lab- 85 contact hours Simulation - 5 contact hours	Classroom Skills lab Simulation lab
NUR 118: Physical Assessment	2	Theory with embedded lab- 30 contact hours	Classroom/skills lab
NUR 112: Medical Surgical Nursing I	4	Theory- 30 contact hours Clinical- 85 contact hours Simulation- 5 contact hours	Classroom Acute care hospital: Surgical Simulation lab
NUR 119: Pharmacology	2	Theory- 30 contact hours	Classroom
*PSY 101: Intro to Psychology	3	Theory- 45 contact hours	Classroom
NUR 114: Obstetric Nursing	3	Theory- 22.5 contact hours Clinical- 62.5 contact hours Simulation- 5 contact hours	Classroom Hospital: L&D/OB Simulation lab
NUR 116: Medical Surgical Nursing II	4	Theory- 30 contact hours Clinical- 85 contact hours Simulation-5 contact hours	Classroom Acute care hospital: cardiac, respiratory Simulation lab
*SOC 100: Intro to Sociology	3	Theory- 45 contact hours	Classroom
NUR 210: Psychiatric Nursing	3	Theory- 22.5 contact hours Clinical - 62.5 contact hours Simulation-5 contact hours	Classroom Inpatient psychiatric, community Simulation lab
NUR 212: Medical Surgical Nursing III	4	Theory- 30 contact hours Clinical- 85 contact hours Simulation- 5 contact hours	Classroom Acute care hospital: GI/GU Simulation lab
*ENG 120: English II	3	Theory- 45 contact hours	Classroom
*PS 101: American Government	3	Theory- 45 contact hours	Classroom
NUR 214: Pediatric Nursing	3	Theory- 22.5 contact hours Clinical- 62.5 contact hours Simulation: 5 contact hours	Classroom Inpatient pediatric, community health and school Simulation lab
NUR 216: Medical Surgical Nursing IV	4	Theory- 30 contact hours Clinical- 85 contact hours Simulation-5 contact hours	Classroom Acute care hospital: rehab and neuro Simulation lab
NUR 218: Nursing Issues, Transitions and Leadership	2	Theory- 30 contact hours	Classroom

34 Gen Ed Courses Credit hours

35 Nursing Credit hours

Nursing Program Total = 69 Credits

Theory Credit: 20.5

612.5 clinical/lab hours

40 Simulation hours

Nursing – total 652.5 Contact Hours

Clinical Credit: 14.5

PREREQUISITE COURSES

COURSE	COURSE TITLE	CREDIT HOURS
ENG 119	English I	3
BIO 155*	Introduction to Biology	4
BIO 240	Human Anatomy and Physiology I	4
BIO 250	Human Anatomy and Physiology II	4
BIO 295	Microbiology	4
ALH 105	Medical Math	3

***BIO 155 is a prerequisite to BIO 240. Prerequisite Total: 22 Credit Hours**

SEMESTER 1 - FIRST 7.5 WEEKS

COURSE	COURSE TITLE	CREDIT HOURS
NUR 110	Nursing Foundations	4
NUR 118	Physical Assessment	2

SEMESTER 1 - SECOND 7.5 WEEKS

NUR 112	Medical Surgical Nursing I Theory & Clinical	4
NUR 119	Pharmacology	2

Semester 1 Total: 12 Credit Hours

SEMESTER 2

PSY 101	Introduction to Psychology	3
NUR 114	Obstetric Nursing Theory & Clinical	3
NUR 116	Medical Surgical Nursing II Theory & Clinical (Hasemester)	4

Semester 2 Total: 10 credit Hours

SEMESTER 3

SOC 100	Sociology	3
NUR 210	Psychiatric Nursing Theory & Clinical	3
NUR 212	Medical Surgical Nursing III Theory & Clinical (Halfsemester)	4

Semester 3 Total: 10 Credit Hours

SEMESTER 4

NUR 214	Pediatric Nursing Theory & Clinical	3
NUR 216	Medical Surgical Nursing IV Theory & Clinical (Halsemester)	4
NUR 218	Nursing Issues, Transitions and Leadership	2

Semester 4 Total: 9 Credit Hours

COLLEGE DEGREE REQUIRED COURSES

PS 101	American Government	3
ENG 120	English Composition II	3

College Degree Required Courses Total: 6

Nursing Program Total: 69

Students must also complete College Degree Requirements 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)
- 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)

PLEASE NOTE: To earn an Associate of Applied Science in Nursing, students MUST earn a C or higher in ALL courses, not just NUR core courses. Failing to do so will only result in earning an Associate of Applied Science.

Course; Semester	Course Description
NUR 110 Nursing Foundations Semester 1	This course introduces the nursing profession including history, standards of practice, legal and ethical issues, nursing process, and foundational nursing skills. Emphasis is placed on the roles and responsibilities of the nurse as a caregiver. Students will apply the skills learned in a supervised laboratory practicum to develop care for patients in today's changing healthcare environment.
NUR 118 Physical Assessment Semester 1	This course focuses on the nursing knowledge necessary to perform and document a physical assessment. Common conditions and deviations of physical assessment are identified. Students apply the nursing process and demonstrate assessment skills in a supervised laboratory practicum.
NUR 112 Medical Surgical Nursing I Semester 1	This course focuses on the application of the nursing process to the care of adult patients experiencing medical-surgical health conditions in a variety of healthcare settings. Evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Content includes cultural and psychosocial influences in the care of diverse patient populations.
NUR 119 Pharmacology Semester 1	This course examines the nursing process for managing the pharmacological care of the patient in today's changing healthcare environment. It explores safe medication administration with a focus on medication drug classification, concepts, and principles. Dosage calculations for safe medication administration are also incorporated. The emphasis is on the nursing student as a caregiver and the responsibility involved administration of medications.
NUR 114 Obstetric Nursing Semester 2	This course focuses on the application of the nursing process to the care of obstetric patients, the newborn, and the family unit in a variety of 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. The use of evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Content includes a focus on cultural and psychosocial influences in the care of diverse populations.
NUR 116 Medical Surgical Nursing II Semester 2	This course is a continuation of Medical-Surgical Nursing I with an application of the nursing process in the care of patient experiencing health-illness conditions in a variety of healthcare settings. Evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. Content includes a focus on cultural and psychosocial influences in the care of diverse patient populations.
NUR 210 Psychiatric Nursing Semester 3	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. The 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.

Course; Semester	Course Description
NUR 212 Medical Surgical Nursing III Semester 3	This course is a continuation of Medical-Surgical Nursing II with an application of the nursing process in the care of patients experiencing health-illness conditions in a variety of healthcare settings. The 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's application of the nursing process is enhanced in managing care of the adult patient.
NUR 214 Pediatric Nursing Semester 4	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. The 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.
NUR 216 Medical Surgical Nursing IV Semester 4	This course is a continuation of Medical-Surgical Nursing III with application of the nursing process in the care of the patient experiencing 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's application of the nursing process is enhanced in managing care of the adult patient.
NUR 218 Nursing Issues, Transitions and Leadership Semester 4	This course focuses on the successful transition of the graduate student nurse into safe clinical practice as a professional nurse. This course prepares students with the necessary NCLEX preparatory skills. It 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 patient care.

Essential Functions Related to the Profession of Nursing

Students in the Nursing Program must demonstrate the ability to perform specific cognitive functions and 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 program.

This list of Essential Functions is **not** all-inclusive:

Visual acuity with corrective lenses to identify color changes in skin and respiratory movement in patients; read fine print; write on physician's orders; view and read monitors and equipment calibrations; measure medications in syringes; administer medications; assess wound status; read thermometers and IV's; read charts and flow sheets; etc.

Hearing ability with auditory aids to hear monitor alarms, emergency signals, call bells, and telephone orders, blood pressure, heart, lung, and abdominal sounds with a stethoscope. This includes understanding a normal speaking voice without viewing the speaker's face, as well as conversing with clients, families, and staff from various distances and in environments with varying audible sounds.

Tactile ability to: feel differences in skin temperature and to perform physical assessments; perform palpation; give injections; start IVs; address sterile and non-sterile dressing changes; aid in urinary catheterization; assess 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 refers to effective communication skills in English, both verbal and written, necessary for interacting with clients, families, and members of the healthcare team from diverse social, emotional, cultural, and intellectual backgrounds. This includes the ability to clearly and accurately document in the patient's record for legal purposes, convey the patient's response to therapy to other healthcare team members, follow verbal and written instructions, and consult with colleagues and healthcare personnel professionally.

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).

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 and the Campus Dean.

Listed below are the **Essential Functions of a Nursing Student at WCCCD**. Please review carefully.

- It is the student's responsibility to notify the Nursing Program of any disability impacting their ability to perform essential functions prior to entering the Nursing Program.
- It is the student's responsibility to inform the Nursing Administration of any changes in their health status that may impact their ability to perform essential functions as the student progresses in the Nursing Program.

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

CHAPTER THREE: NURSING PROGRAM LEARNING ENVIRONMENTS AND REQUIREMENTS

Nursing Program courses are conducted in a variety of learning settings – face-to-face on campus, virtual (Blackboard Collaborate and/or Zoom) classrooms, clinical skill labs, simulation labs, and numerous practice sites in the community. This chapter describes the requirements and guidelines for each setting. Review this chapter **carefully**, especially the dress code, for each learning environment. The purpose of a dress code is to provide safety, asepsis, and present a professional image to the community we serve.

The nursing learning environment encompasses all areas related to the education of nursing students. This includes, but is not limited to, classroom theory, computer lab, simulation lab, and practice skills lab.

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

Learning Environment Conduct

- Students are required to sign in and out when entering and exiting any learning environment.
- Smoking, drinking, eating, gum chewing, and vaping are not permitted.
- Students are not permitted in any learning environment without a faculty member or administrator present.
- The practice skills lab is a simulated hospital unit and should be treated with the same respect as a hospital.
- Only an officially admitted nursing student is permitted in any learning environment.
- Personal items not directly related to the study of Nursing are not allowed in any learning environment.
- Voices should be kept at a professional and courteous level so as not to disrupt the learning environment of others.

Electronic Devices

Theory Setting

Faculty members **shall allow students to record classroom activities** as a means of assisting the student with a study that is directly related to the course syllabus. The instructor may identify specific class sessions that cannot be recorded for sound academic reasons on the syllabus provided to students.

Clinical Practice Setting

Electronic devices are **NEVER allowed** in the **patient care areas** of a clinical setting. Students are responsible for knowing which areas are designated by the agency as “patient and non-patient” and the agency's policies and procedures regarding the 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 to the social media and networking policy). **Any activities that violate laws, hospital policies and procedures, and WCCCD Student Handbook policies can lead to dismissal from the clinical setting and the nursing program.**

Social Media Policy

Although WCCCD cannot ban the use of social networking, students must be aware of the importance of minimizing the information they make 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.
- HIPAA laws bind all students. No information related to patients, or the clinical site may be shared on any social media sites or platforms. This includes information that has been de-identified. This is a violation of HIPAA and may result in discharge from the nursing program and legal action on behalf of the clinical site or patient.
- Students cannot share information related to the nursing program or any course content on any social media sites or platforms.
- Students cannot share any information related to other students or faculty. This includes information obtained in any setting, such as a classroom, laboratory, clinical setting, or private conversation. 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 Lab

The Health Science Interdisciplinary Simulation Laboratory (HSISL) at Wayne County Community College District (WCCCD) is a state-of-the-art clinical learning environment where nursing students gain valuable hands-on experience in a safe, controlled setting. Simulation is a critical component of the WCCCD Nursing Program, designed to bridge the gap between theory and clinical practice while supporting achievement of the End-of-Program Student Learning Outcomes (EOPSLOs). Throughout the nursing program, students participate in a minimum of 40 hours of simulation-based education, ensuring consistent exposure to realistic patient care scenarios prior to graduation. These simulations are specifically designed to reinforce clinical knowledge, develop psychomotor skills, and enhance critical thinking, communication, and decision-making abilities.

HSISL is equipped with an advanced suite of high- and mid-fidelity patient simulators, including adult, pediatric, and obstetric mannequins that can mimic a wide range of physiological conditions. The lab mirrors a real hospital environment, with fully equipped patient rooms, medication and crash carts, a patient call system, and electronic monitors.

Simulation activities are tracked and managed through **SimCapture**, a secure digital platform where students log in, document participation, and receive personalized feedback. SimCapture also enables faculty to review performance recordings and evaluate key clinical behaviors using established benchmarks and rubrics.

In addition to technical skill development, each simulation experience includes structured pre-briefing and debriefing sessions. WCCCD faculty and simulation administrators utilize evidence-based debriefing tools, such as the PEARLS (Promoting Excellence and Reflective Learning in Simulation) debriefing model, to guide students through reflective learning. This model encourages students to analyze their decisions, understand their clinical reasoning, and identify areas for improvement in a supportive environment. Through this process, students gain confidence and clarity in their clinical roles.

Simulation scenarios align with course objectives and EOPSLOs, offering students the opportunity to demonstrate proficiency in patient-centered care, safety, collaboration, informatics, and evidence-based practice. As students' progress

through increasingly complex scenarios, they are challenged to manage priorities, delegate tasks, and function as members of an interdisciplinary healthcare team.

By graduation, WCCCD nursing students will have **completed 40 hours of simulation** that prepare them to enter the workforce as confident, competent, and compassionate nurses, ready to deliver safe, effective care across diverse clinical settings.

Evaluation of Simulation Experiences

All simulated clinical experiences are evaluated through a combination of formative and summative methods to support student development and ensure the quality and effectiveness of the simulation program. Students complete structured evaluations following each simulation to provide feedback on the learning experience, instructional methods, and overall environment. This learner feedback is used to guide continuous quality improvement and inform curricular decisions.

Formative evaluation occurs throughout the simulation experience, focusing on providing timely and constructive feedback to support student growth in real-time to assess overall student performance and progression toward achieving the WCCCD Nursing Program End-of-Program Student Learning Outcomes (EOPSLOs).

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.

SimCapture Usage and Consent

SimCapture is the video recording and learning management platform used in the WCCCD Nursing Simulation Lab. It is designed to enhance student learning by capturing simulation sessions for **educational and evaluation purposes**. All simulation experiences are recorded and securely stored for use in debriefing, performance review, and faculty feedback. Students will sign **video recording and participation consents** during their **first semester of simulation**, valid for two years. These consents authorize the use of recorded simulation sessions strictly for **educational purposes only** and within the secure SimCapture system.

The Health Science Interdisciplinary Simulation Laboratory (HSISL) at Wayne County Community College District (WCCCD) is a **paperless environment**. All simulation-related **assignments, evaluations, feedback, and attendance** will be managed through SimCapture. Students are responsible for **logging into the SimCapture Kiosk** to document their participation and must ensure they have an active SimCapture account before the simulation begins.

Equipment Use in the Simulation Lab

The Nursing Simulation Lab at WCCCD is equipped with a variety of advanced clinical tools and technologies to enhance student learning and prepare nursing students for real-world practice. This includes **high- and mid-fidelity patient mannequins** that simulate complex physiological responses, as well as fully functional **hospital-grade equipment** such as:

- Electronic patient monitors
- IV pumps
- Medication and crash carts proficiency
- Call light systems
- Hospital beds
- Suction and oxygen system

All equipment has been carefully selected to create a realistic and immersive healthcare environment that supports the development of clinical reasoning, technical proficiency, and critical thinking. **Proper care and respectful use of all equipment is mandatory.** Students are expected to handle all simulation mannequins and lab equipment as they would in a professional healthcare setting. This includes:

- Following instructions for proper use
- Reporting any damage or malfunction immediately to faculty or lab staff
- Refraining from rough handling or misuse of any simulation tools
- Keeping the lab clean and organized after use

Failure to comply with equipment use guidelines may result in restricted access to the lab and/or other consequences. Respect for simulation resources ensures a high-quality experience for all nursing students and helps maintain the integrity of the learning environment.

General Care and Maintenance of Simulation Equipment

The high- and mid-fidelity simulators, manikins, and clinical equipment in the Nursing Simulation Lab are valuable educational tools that replicate real patient care environments. Proper care and maintenance are crucial to maintaining their functionality and ensuring a safe and effective learning experience for all students. To protect these resources, students are expected to follow all equipment guidelines and handle all manikins and equipment with respect and professionalism. The following rules must be observed at all times:

- **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.

Important Notice: Any student who fails to follow these care and maintenance guidelines or engages in the misuse or mistreatment of simulation equipment or manikins may be subject to disciplinary action. **Repeated or serious violations will result in loss of access to the Simulation Lab,** which may impact clinical course progression and academic standing. All students share responsibility in maintaining the integrity of the simulation environment. Respectful and appropriate use of equipment ensures that all learners benefit from high-quality, hands-on education that prepares them for real-world nursing practice.

Simulation Laboratory Guidelines

The WCCCD Nursing Simulation Laboratory is a professional clinical learning environment designed to enhance critical thinking, clinical judgment, and technical skills through the use of high-fidelity and mid-fidelity manikins, as well as hospital-grade equipment. As an extension of both the clinical and classroom components of the nursing program, students are expected to uphold the highest standards of professional conduct while in the Simulation Lab.

Student Responsibilities and Conduct

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:
 - o Simulation scheduling and access
 - o Attendance and No-Call/No-Show policy
 - o Simulation-based assignments through SimCapture
 - o Simulation Assessments and Remediation
 - o Confidentiality

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.

Classroom Learning Environment

The classroom provides faculty and students with ample opportunities to review and analyze course content. Faculty will employ various instructional strategies to present the content, and students can expect these strategies and techniques to vary among faculty members. The faculty will not review content word by word as provided in the course readings. Instead, faculty will highlight key content and use clinical examples to do so. Students will complete assigned readings before class and arrive ready to discuss the content. The focus is on developing critical thinking skills and sharpening analysis to apply course content effectively.

Theory Classroom Dress Code

The WCCCD Nursing program has a responsibility to create a learning environment where all members of the community feel comfortable and are not offended by inappropriate dress. The dress code is designed to provide guidelines for appropriate attire in the classroom, ensuring 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 children are not allowed in face-to-face or virtual classrooms.

Inappropriate and or 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 bedroom slippers.
- Bare feet

No dress code can cover all contingencies, so students must use a certain amount of judgment 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 wearing any prohibited attire. Students who fail to abide by the dress code, even after being 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

Face-to-face clinical experiences are a crucial component of learning within the nursing curriculum. It provides nursing students with rich opportunities to apply the theory and skills learned in the classroom and laboratory 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 serves as the synthesizer for nursing education, enabling students to develop clinical reasoning skills, nursing skills, and time management skills, while also socializing them into the role of a professional nurse.

Upon completing the nursing program, students will work with children, adults, and older adults with various diagnoses and conditions in acute care inpatient settings, long-term care facilities, and community mental health 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 that students are expected to follow.

Nursing students are **guests at clinical sites**. Safety is of the utmost 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 buildings, structures, or other property under the clinical agency's control.

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

Clinical, Simulation, and Skills Lab

Dress Code for Clinical Experiences

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

- WCCCD Nursing Program-approved scrubs, clean and neat in appearance. The school insignia patch is to be **sewn on the left upper sleeve** of the scrub top, ensuring it is readable. Except for the WCCCD nursing insignia patch, the scrubs should not have any jewelry or other items attached.
- Short scrub jackets should be **galaxy blue only**. The school insignia patch is to be sewn on the left upper sleeve of the scrub jacket in a readable position.
- Socks are to be clean, plain white, and cover the ankle.
- Shoes are to be plain white, leather, with closed toes and heels. No high tops permitted. Shoes and laces must be clean and in good repair.
- Religious-based or professional head covering (white, black, or blue Cornette or hijab) is permitted. No other type of head covering is allowed.
- Avoid the use of perfumed spray and or lotion, aftershave, or scented hygiene products. Students are expected to be clean, well-groomed, and free from offensive body odors, including the smell of smoke.
- Nails are to be cleaned and trimmed to be no longer than 1/8" beyond the tip of the finger. Nails are to be in their natural state only. Artificial or 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. If you use a digital watch, it **must be set to** the analog clock.

A nursing student who comes to clinical, lab, or simulation sessions inappropriately dressed will be sent home and will be responsible for any makeup work 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 WCCCD nursing department recommends that students select clinical sites that are not affiliated with their current employer. However, if a student has a clinical course 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 Nursing Program policies and may result in dismissal from the program.** The 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 student nurses, students may practice under the direction of nursing faculty.

Clinical Attendance and Tardiness Policy

- It is the expectation of the nursing department that students attend all clinical, lab, simulation, and theory sessions.
- If a student is absent from the clinical, lab, or simulation this is an occurrence.
 - An occurrence is defined as any reason the student is not present or is absent from clinical or lab. Illness-related absences 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 request a rescheduled 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%** reduction from their theory grade 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.**
 - More than one clinical occurrence will result in the student not returning to the clinical, resulting in a clinical as well as a course failure.
 - The student must notify the faculty by email that they cannot attend clinical or lab. Faculty members can also have students call or text them; however, sending an email is still **required**. Ideally, this should be done before the start of clinical; however, faculty must receive email communication the same day.
 - Students are expected to be prompt for all scheduled activities. They are expected to arrive 15 minutes prior to the start of the lab 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 or clinical. You are considered tardy after 1 minute. Any tardiness exceeding 15 minutes is considered an absence. The student will not be permitted to stay in the lab or clinical.
 - Being tardy twice is considered an absence; after the second tardy, the student will be sent home and will be written up as absent. At that point, the student will be prohibited from staying in the lab or clinical setting. Any missed time must be made up. Failure to do so will result in clinical failure, which will, in turn, lead to course failure.
 - A **third tardy** will result in course failure. No exceptions.
 - Coming unprepared for the 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.
 - Students are expected to attend all theory sessions. Theory attendance will be taken and monitored by the faculty.
- 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, lab, clinical faculty, and 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 clinical components of the course. Therefore, students should contact the court immediately to request 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 will discuss options for making up the time.

Orientation to Clinical Site

Students are required to attend a mandatory orientation at each assigned clinical agency. The clinical faculty will arrange the orientation. Orientation will include, but is not limited to, policies and procedures related to the student's role in safe patient care, as well as the physical layout of the hospital and the assigned unit(s).

***PLEASE NOTE:** Students are required to attend all clinical agency mandatory training when scheduled; failure to attend may result in the student being dropped by the clinical agency and subsequently the course. **Students dropped by the clinical agency for failure to meet any required training and orientation will be removed from the course and have to sit out until the start of the 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 late arrivals. Students are required to review the attendance policy outlined in this handbook.

Clinical Responsibilities

The following general guidelines are provided, with the understanding that they are not exhaustive and may not cover all possible situations or clinical settings. **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 the 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 in 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 the directions of the clinical instructor in all matters.
- Students are NEVER allowed to photocopy or print any patient record.
- Students will not use the agency's online system to search for records of hospitalized individuals not assigned to them.
- Confidentiality and respect for client privacy must always be 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 a clinical setting, on a client unit, in a conference room, or any area of the agency.

- Any display of student behavior deemed “unprofessional” or “uncooperative” will result in the 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 will 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 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 allergies and sensitivity have become a growing healthcare concern in recent years. Since several products used in healthcare are made of latex (e.g., gloves, syringes, tubing), all applicants to a healthcare program must be aware of this concern. WCCCD Nursing Program cannot guarantee a 100% latex-free environment in the lab or clinical settings. Individuals with latex allergies and sensitivity may not be able to meet the student learning outcomes required to complete the WCCCD Nursing Program or successfully find employment in health care. Researchers suggest that early recognition and diagnosis of latex sensitivity may prevent the progression 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 health care 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, 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.

ACEMAPP and Nursing Program Requirements

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

1. WCCCD Nursing Program Health Requirements: Students must provide a current health history and physical examination form when starting the Nursing Program. The physical examination must be signed by a physician, nurse practitioner, or physician's assistant. The original copy is maintained in the Nursing Office.
 - Physical examinations are **valid for two years**, provided there is no change in the student's health status. The Nursing Administration will require further written documentation from the student's health provider regarding positive findings. It is the student's responsibility to obtain the written documentation upon request of the Nursing Administration.
 - A student who suspects they are pregnant:
 - Must notify clinical faculty and submit written documentation to administration.
 - Must submit a written statement from the healthcare provider 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 Office prior to returning to the course(s). The 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, and theory, without restrictions. This statement must be received by the Nursing Office prior to returning to the course(s).
 - Latex allergies are to be documented by a physician and submitted to the Nursing office.

2. Immunizations: Evidence of absence 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, or a signed declination to the nursing office and clinical instructor.
- COVID-19 Immunization
- Annual seasonal influenza immunization

3. Basic Life Support (BLS): BLS training evidence must be kept current during the time the student is in the Nursing Program. A photocopy of a current BLS training card must be submitted to the Nursing Office for each clinical rotation. **The recommended BLS course is the Health Care Provider Course offered by the American Heart Association.**

4. Criminal Background Check: Students must submit to and pass a criminal background check and be cleared per the Nursing program policy, appropriate State Board of Nursing rules and regulations, and clinical site requirements. **Background checks are performed before admission and annually.** Students must provide criminal background check information from **Castlebranch.com**. **The School Code for the website is ay20.**

- 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 WCCCD Nursing Program are subject to this legislation. **Students must maintain a clear criminal background while enrolled in the Nursing Program.** Students must report to the Dean of Nursing, in writing, any change in their criminal background or current 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. WCCCD's Nursing Program does not accept responsibility for any student eligibility for: admission; and or continued progression to clinical training; and for licensure as a health care 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. The Nursing Administration will require further written documentation from the student's health provider regarding positive findings. It is the student's responsibility to obtain the written documentation upon request from the 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 Nursing Program.
- The Nursing Program Health Requirements are also a part of the ACEMAPP requirements.
- Students are expected to complete ACEMAPP requirements and update as prompted.
- Failure to comply with ACEMAPP and Nursing Program Health Requirements will result in dismissal from clinical placement, which will be considered a clinical failure. Your return to the clinical will be based on available space.
<https://acemapp.org>
- In addition to the WCCCD 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 will be based on seat availability.

CHAPTER FOUR: STUDENT PROGRESSION IN THE NURSING PROGRAM

Your progression in the Nursing Program is dependent upon several factors. Review these items carefully throughout the program.

Profile of the Successful Nursing Student

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

- Prepare prior to class periods, including all assigned readings.
- **Establish regular hours of study (study 2-3 hours per credit per week).**
- Review all course material throughout the program, transferring knowledge from one course to the next.
- Follow the course objectives and performance behaviors to guide their study.
- Seek out challenging clinical experiences.
- Participate in study groups and or have a study partner.
- Take the standardized competency tests and utilize the resources provided.
- Establish frequent visits to the Nursing Skills Lab to practice and sharpen psychomotor skills. Maintain this schedule throughout the. Nursing Program.
- Maintain ongoing interactions with assigned faculty Mentors to discuss progress in the Nursing Program.
- Balance work, home, and academic schedules as you move through the Nursing Program.

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

- Frequent conferences with the instructor at their announced office hours.
- Prompt attendance at all planned learning experiences.
- Frequent self-evaluation to determine progress toward goals.
- Early and continuous use of the College's Multi-Learning Lab and the Nursing Skill Lab.
- Meeting with assigned faculty for assistance in course planning and progression. Students can further enhance learning by:
 - Using NCLEX-RN review materials including text and online resources to prep
 - Practicing technical skills in the clinical skills lab on your own time.
- 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 several links to online case studies, practice exams, study guides, and many resources to facilitate and enhance your learning of course content.

Grading Scale

The following grading scale applies to the Nursing Program. Students must earn an **80% average** for all course quizzes, exams, and Sherpath graded assignments **BEFORE any papers or other activities** are added. Students must achieve a **minimum cumulative average of 80%** in theory courses to earn a passing grade:

- A 93% - 100%**
- B 86% - 92.9%**
- C 80% - 85.9%**
- D 70.9% - 79.9%**
- E ≤ 69 %**

- Numerical grades are based on the theory component of the course and will be consistently recorded to the hundredth place but will never be rounded up. For example, 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 the student cannot progress in the Nursing Program if this occurs.

The **HESI Exam** is a computerized nursing test given online. **The benchmark for the HESI exam is 900.** Students who do not achieve the required benchmarks on the **HESI exam (900)** **MUST** complete a remediation plan. Students will utilize their HESI score and resources to direct their remediation and further learning.

Questions about Exam and Assignment Grades

Faculty will schedule a time for students to review individual exams within two weeks of the exam date. This review period provides an opportunity for students to examine their performance and ask questions about specific exam items. Faculty may choose to conduct the review in a group setting or meet with students individually at their discretion. Please note that once the next exam has been administered, students will forfeit the opportunity to review the previous exam.

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 the faculty has not responded, contact the 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 to progress in the nursing program. **Receiving a final course grade of a “D” or “E” will not allow a student to progress.** In courses with both theory and clinical components, failure to achieve a passing grade in either theory or clinical component results in failure of the course. Clinical evaluations are graded as “Satisfactory” or “Unsatisfactory”. Students must successfully meet all the clinical objectives and learning outcomes to receive a “Satisfactory” clinical evaluation.

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

Lapse in Enrollment

A **one-year lapse** since last enrolled in a NUR course renders a student ineligible to resume nursing courses. If such an occurrence occurs, a student can reapply to the Nursing Program in two years, provided the student meets the admission requirements in effect at the time of reapplication. The student understands that if readmitted after 2 years, they will start the Nursing Program with the first-semester courses, regardless of the semester they departed the Program.

Exceptions to this policy include students who are military reservists called to active duty. Written, active-duty orders must be submitted, upon receipt, to the 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 nursing program, not to exceed 12 months since their last nursing course. Circumstances regarding a leave of absence need to be discussed with and approved by the Nursing Administration and must be submitted in writing. The request must be accompanied by supporting documentation, for example, a statement from a healthcare provider. The Nursing Administration will review and respond 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 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%.
- Meet with their assigned Nursing Faculty Mentor.

Withdrawal from Nursing (NUR) Course

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

- *Two (2) withdrawals in core courses of any career program will result in automatic dismissal from that program.*

Theory Course Failure and Remediation Workshops

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

- Register for the mandatory remediation workshop(s).
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 and spring, 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 Failure:

- After one NUR course failure and one remediation workshop failure, student progression cannot continue without the approval of the College-Wide Re-Entry Committee.

Second NUR Course Failure or Withdrawal from Nursing (NUR) Course Failure:

- Two (2) NUR course failures; students must apply for the College-Wide process.
- College policy on student re-entry and retention in career programs states: *"Two (2) failures in core courses of any career program will result in automatic dismissal from that program."*

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 on the second day of the second 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 passing score of 80%.
- Upon successful completion of the Remediation Workshop, the student will be placed in the NUR course that was previously failed.
- Placement is based on seat availability.
- **Any** further NUR course or remediation workshop failures will result in automatic dismissal from the Nursing Program.
 - o After two NUR course failures and one 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 two years, 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 two years, 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.

Third NUR Course Failure or Withdrawal from Nursing (NUR) 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 two years, provided the student meets admission requirements at the time of reapplication.

Departure from Nursing Program

A student who elects to depart the Nursing Program will complete the "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 two years.
- 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.

CHAPTER FIVE: ASSIGNMENTS, EXAMS, AND QUIZ GUIDELINES

Late Assignment Policy

This policy does not include any quizzes or exams, see exams and quiz policy.

1. Submission Deadline:

All assignments must be submitted by the stated deadline. Any submission after the deadline will be considered late.

2. Penalties for Late Submissions:

- **0–24 hours late: 10% deduction** of the total possible points.
- **24–48 hours late: 20% deduction** of the total possible points.
- **More than 48 hours late:** The assignment will receive a score of zero (0).
- There will be **no grace periods or exceptions** for late submissions unless approved by nursing administration.

3. Technical Issues:

Students are responsible for ensuring assignments are submitted correctly and on time. **Technical difficulties** (e.g., internet outages, file upload errors) will **not** be considered a valid excuse for late submissions. Always verify submissions and keep backup copies. Please submit Elsevier support or IT ticket to the faculty.

4. Final Note:

This policy will be enforced strictly to promote accountability and fairness to all students.

Exam and Quiz Guidelines (Face-to-Face or Virtual Exams)

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

- **The 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 disseminating the exam or quiz are 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 or 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 will be used.
- Cheating or sharing of answers of any kind is academic dishonesty and will be immediately dismissed from testing.
- **NO ELECTRONIC DEVICES OF ANY KIND ARE ALLOWED IN THE EXAM ROOM (including smartwatches).**
- The student can only have a blank piece of paper, the exam or quiz, a pencil, an eraser, and a Scantron on their desk. If the exam contains a math question(s), then a simple calculator is also allowed on the desk. No other written information is permitted in the vicinity of the student.
- All students are to remain seated during the exam or 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 or quiz at the same time.
 - All tests are timed and must be submitted and 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 or computer testing room.**
- If you leave the exam at any point, it will be considered complete and will be graded based on the answers submitted up to that time.
- Upon completion of the exam, students should not discuss the exam or congregate outside the exam room.
- At no time will a student photograph an exam, quiz, or Scantron. Nor will a student write content from an exam or quiz onto another paper, or remove an exam, quiz, or Scantron from a classroom. **If such occurs, a student will receive a "0" for the exam or quiz, the "0" score is calculated with the final course grade, and the student will be referred to the Dean, or Associate Deans of Nursing, for further action, up to and including dismissal from the program.**

Exam and Quiz Make-Up

Make-up exams or 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 **10% reduction** on the exam or quiz.

Exam and Quiz Review

Only WCCCD students are permitted to attend an exam or quiz review.

- The review will be scheduled by faculty to enhance the students' learning.
- The student will be given his or her exam or quiz and Scantron to review.
- The exam or quiz and Scantron are returned to the faculty.
- If the Scantron and exam or quiz are not returned, a grade of zero ("0") will be recorded and will be calculated in the final course grade.
- The student is referred to the Dean or Associate Deans for further action.

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

There will be no further opportunity to make grades or score changes once the review is completed. **At NO time will the student:**

- Take notes during the exam or quiz review.
- Photograph the exam, quiz, or Scantron during the exam or quiz review.
- Electronically record faculty's oral review of exams or quizzes.
- Write content from exams or quizzes onto other papers.
- Remove the exam, quiz, or Scantron from the review room and or area.
- Discuss quiz or exam questions outside of the testing area.

If any of the above items occur, regardless of the student's original exam or quiz score, the student will receive a zero ("0") for the exam or quiz; the "0" score is calculated with the final course grade. The student will be referred to the Dean or Associate Deans for further action.

Math Quiz or Exam Policy

All students will take a math calculation quiz in each nursing course every semester **Except NUR 218**. The math calculation quiz **is worth 5% of the course grade and there will be only ONE attempt, no retakes.**

CHAPTER SIX: ACADEMIC SUPPORT

WCCCD and the Nursing Program offer students supportive services to promote program and academic success.

The 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 WCCCD Nursing Program provides a comprehensive range of retention, student, and educational development programs designed to support students as they progress through the Nursing 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.

The nursing student is responsible for initiating contact with the assigned faculty mentor. 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 professional 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 offered every Wednesday from 2:00 to 4:00 pm. Effective communication is crucial for achieving a successful outcome. The Dialogue with the Deans sessions aim to hear the concerns and experiences of staff, faculty, and students. Effective communication is a fundamental but complex concept in nursing practice.

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 and competencies received an “Unsatisfactory”.
- Attendance (missing or tardiness in clinical)
- Violation of any WCCCD student policies.
- 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 situations of concern with faculty members or a mentor.
- Design, collaborate, and sign an acceptable Plan of Action with the identified faculty member.
- Complete the requirements of the Plan of Action.
- Maintain a record of events, including meetings that may occur, study sessions, meeting discussion content, etc.

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

WCCCD's Nursing Program has partnered with HESI™ (Health Education Systems, Inc.) to provide students with complete diagnostic testing. This educational program supports students throughout the nursing program, helping them prepare for the NCLEX-RN. This program will help assess and identify weaknesses in nursing content mastery and provide a means of addressing concerns as students progress through the nursing program. **Please note:**

- HESI™ Exams are given in all nursing courses, except NUR 118, to evaluate students' achievement of course objectives.
- Graduating students will continue to complete the HESI™ Exit exam as a predictability exam prior to the NCLEX-RN.

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. **See the link below:** www.wcccd.edu

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 request and welcome instructors to walk students to the lab to familiarize them with the location. Tutoring is available for all courses, subject to the tutor's availability.

Learning Resource Center (LRC)

WCCCD has Learning Resource Centers (LRCs) that support the district's curriculum. Our learning resource centers (LRCs) aren't your average libraries. Spread across five campus locations with a virtual hub, each LRC offers you 24/7 access to:

- eBooks
- Multimedia Resources for course projects
- Literacy Education
- Interlibrary loan services

The Northwest Campus is the central location for Health Science Programs. At the Northwest Campus, the LRC is on the lower level of the Welcome Center (WC). The Health Science Center (HSC) LRC is in the HSC behind the front desk. <https://www.wcccd.edu/learning-resource-centers>

Each LRC collection includes books, periodicals, electronic databases, audiovisual materials, course-reserve materials, instructional videos, and audiocassettes to support the college's curricula and community needs. Workstations for study groups, individual cubicles, and computer stations with Internet access are available. Each collection has an area where students can check out materials, reserve items, and access online nursing databases. Reference librarians are also available to assist students with research projects and to host workshops on 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 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 the availability of 25 to 45 computer workstations per campus. Group study rooms and access to pre-designed 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: (313) 496-2634.**

More information can be found on the District's Website: www.wcccd.edu

CHAPTER SEVEN: COMMUNICATION

Communication

Communication is crucial as students' progress through the 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 for communicating 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:

- Nursing Program or school information will be communicated only on college email, never through personal email accounts.
- Students must open their college email daily for any student communication, including junk and or spam mail.
- The nursing department expectation is that any communication to the student is answered promptly.
- It is expected that any electronic media (HESI, EVOLVE, PREP U, PASSPOINT, BLACKBOARD, etc.) will be used during your tenure in The Nursing 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 in the Nursing Office

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

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

Surveys and Questionnaires

The Division of Institutional Effectiveness (IE) administers routine surveys. It develops comprehensive survey reports, which provide evidence-based feedback to support continued assessment and strategic planning related to the District-wide assessment plan. As a result, IE enables continuous improvement of the District's services to students, staff, and faculty.

- Students will have many opportunities to evaluate all areas of the Nursing Program through surveys disseminated by the District Office for Institutional Effectiveness.
- Surveys are to be completed prior to the HESI course final examination.

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>.

CHAPTER EIGHT: GUIDELINES AND POLICIES

Medication Administration

Safe medication administration is a critical component of clinical nursing practice. All nursing students must demonstrate proficiency by successfully passing a medication examination prior to administering medications during clinical rotations. Student nurses are expected to adhere strictly to all medication administration guidelines in accordance with:

- Clinical agency policies and procedures
- WCCCD's Medication Administration Policy
- Clinical facility-specific protocols

Compliance with these guidelines ensures patient safety and supports the development of clinical competence in medication management.

PROCEDURE for ALL Nursing Students:

- Demonstrate competency in calculating medications prior to administering the medication.
- Administer medications with the **direct supervision of the clinical faculty**.
- Adhere to the WCCCD Nursing program medication administration policy.
- All medication errors must be reported immediately per agency policy.

Students **will not** be allowed to administer the items listed below.

- Blood products
- IV push medication
- 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:
 - a. Mechanism of action
 - b. Major side effects and incompatibilities
 - c. Rationale for medication use
 - d. Correct medication dosage and or IV rate calculation completed.
 - e. Available assessment considerations (i.e., BP, HR, drug levels, blood sugar)
 - f. Selection of proper needle and syringe size, site (for IM/SQ administration), and volume capacity for the site chosen
 - g. Saline flush guidelines
2. Identify and verify the patient's allergies **prior** to medication administration.

3. Identify the **rights** of medication administration, including but not limited to the following listed below:
 - a. Right Patient
 - b. Right Medication
 - c. Right Dose
 - d. Right Route
 - e. Right Time
 - f. Right Documentation
 - g. Right of Patient to Refuse
 - h. 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.
 - a. **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.
 - b. **Second Check:** Double-check the medication label against the MAR, preparing as necessary. Show calculations.
 - c. **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.
 - d. 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.
 - e. Use two patient identifiers prior to medication administration to ensure safety.
 - f. If the Clinical Partner's policy allows documentation 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 and or initials.

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

The Wayne County Community College District (WCCCD) Nursing Program has a responsibility to maintain a safe environment for its students and ensure 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 of 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 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 or 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 a student from performing the essential functions of their role in the classroom, lab, and clinical setting.

A 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:**

- Odor of drug and alcohol on breath or person
- Alertness (change in alertness, sleepy, confused).
- Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic
- Excessive sick days and excessive tardiness when reporting for clinical or class.
- Missed deadlines, careless mistakes, and taking longer than customary to complete work.
- Unsteady or staggering gait
- Rapid or slurred speech
- Pinpoint or dilated pupils
- Unresponsiveness
- Bloodshot eyes
- Fine motor tremors
- Difficulty participating in activities.
- Nausea, vomiting, & sweating
- Erratic behavior
- Incoherent speech
- Verbal or physical outbursts
- Self-report of drug use or alcohol abuse
- Sloppy, inappropriate clothing and /or appearance
- Unsafe behavior

- Performance (unsafe practices, unsatisfactory work)
- Unsatisfactory care for others, and threats to harm self or others.
- 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 Dean of Nursing, and or Associate Dean of Nursing.
2. The student may be tested according to WCCCD's 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 12-17 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.**
9. The test should screen for the use of 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, methadone, 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 be allowed to attend classes, pending approval from the Dean of Nursing and/or the Associate Dean of Nursing.***
14. The testing facility will make a final report of the test results (positive, negative, or inconclusive) to the Dean of Nursing or 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 a 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, will remain confidential and disclosed only to those individuals within the College, the Dean of Nursing, the Associate Dean of Nursing, or an affiliated clinical site with a legitimate need-to-know basis, or as required by law.

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

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 of drug or alcohol tests.

- 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 Nursing program, effective immediately. It is the policy of WCCCD Nursing 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 Nursing Program.

CHAPTER NINE: ETHICS, CIVILITY, AND BEHAVIOR STANDARDS

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, or Fraud).

The Nursing 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, as well as the guidelines of the cooperating clinical agency for training purposes. Students and faculty are required to follow agency policies regarding the use of and access to electronic medical records. Cooperating agency compliance modules must be completed as per the cooperating clinical agency's 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 and or 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 actions.
- Theft or damage to property of the College and District or of a member of the College community or 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 the college and or District-owned or controlled property.
- Failure to comply with directions of College and or District officials or law enforcement officers acting in the performance of their duties, and /or failure to identify oneself to these people when requested to do so.
- Use of tobacco and tobacco products (smoking) in unauthorized areas.

- Verbal abuse OR abusive behavior includes excessive profanity, threats, intimidation, harassment, coercion, or other conduct which threatens or endangers the health or safety of any person, or which places them in fear of being physically abused.
- Unlawful possession, use, sale, or distribution, or being under the influence of any narcotics or other controlled substances or drug paraphernalia, except as may be expressly permitted by law.
- Engaging in lotteries or other forms of gambling on College and or District-owned or controlled property.
- Leaving unattended minor children on college-owned or controlled property or at College and or District-sponsored or supervised functions without making provisions for them to be cared for or supervised.
- Use computers for unauthorized purposes and engage 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; however, they are not intended to be all-inclusive. Such conduct will result in discipline up to and including expulsion.

Nursing students should refer to the District Student Handbook for the complete scholastic code of ethics, including disciplinary actions for violations of ethics. The Handbook is available at www.wcccd.edu.

CHAPTER TEN: GRADUATION PROCEDURES AND REQUIREMENTS

The pinning ceremony, along with commencement, signals your successful completion of the Nursing Program.

Nursing Pinning Ceremony

The pinning ceremony is a momentous occasion for nursing students. The distinctive pin they receive from their school Nursing Program symbolizes program completion.

The pinning ceremony for eligible graduate nursing students is held biannually (May and December) in conjunction with the Allied Health Programs Recognition Ceremony. Nursing students are encouraged to attend the formal commencement ceremony for WCCCD held annually in June.

Special Note:

*Before the start of the second year (third semester) of the Nursing Program, students must meet with a **nursing representative** to review the program completion form and transcript (forms are available in the nursing administration office).*

Application for Degree

Fourth-semester students in the Nursing Program must follow WCCCD procedures and timelines to apply for a degree. Eligibility to participate in commencement exercises hinges upon satisfying degree completion requirements. Please refer to and follow the district graduation process located in the College Catalog and the WCCCD Student Handbook.

Graduation with Honors

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

CHAPTER 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 licensure applications during the fourth semester of the Nursing Program. The Dean of Nursing certifies each applicant as having met:

- a. Nursing Program course requirements following completion of the fourth semester and determination of grades.
- b. Completion of required NCLEX-RN review programs.
- c. Completion at the required level of performance on the standardized exit exam scheduled by the Nursing Program.

The Dean of Nursing will forward 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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