Welcome

Welcome to the Associate of Applied Science Degree in Nursing Program at Wayne County Community College District (WCCCD). Nursing administrators, faculty and staff are pleased you have chosen WCCCD to pursue your nursing education. We are committed to assist you in accomplishing your career goals. The nursing program is rigorous and academically challenging. However, you can be successful.

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

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

The Nursing Student Handbook provides information about the WCCCD Nursing Program, its mission, vision and values, curriculum, policies, and other valuable information essential for retention, progression, and graduation from the program. The Handbook is arranged by chapters for easy location and retrieval of information. The Handbook is reviewed and revised annually 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 serve as a reference and students are expected to review often.

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

Additionally, nursing students are required to comply and conduct themselves within the published rules, policies and procedures of the District, including, without limitation, the WCCCD Student Handbook, which is available at: https://www.wcccd.edu/academic/pdfs/Nursing_Student_Handbook_2020-2021_FINAL.pdf

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

Nursing Administration

Faculty and Staff

Information in this Handbook describes the WCCCD Nursing Program at the time of publication. However, changes may occur in policies and procedures. Such changes will be disseminated prior to implementation.
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CHAPTER ONE: NURSING PROGRAM MISSION, VISION, AND PHILOSOPHY

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

College Mission Statement
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 excellence in teaching and learning; we enable students to achieve desired learning outcomes through individual attention and varied approaches to teaching. Our programs and courses are designed for students from all backgrounds in an effort to help them achieve academic and career success.

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

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

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

5. Operating with Integrity: We exemplify the values of honesty, trust, fairness, reliability and mutual respect in every aspect of our work.

The Nursing Program at WCCCD offers an Associate of Applied Science Degree in Nursing. Program requirements include specific courses in the nursing major and general education. The Nursing Program is designed to prepare graduates to provide nursing care as staff nurses in a variety of health care settings. Graduates of the Nursing Program are eligible to complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
The Nursing Program’s mission and vision statements are aligned with the core values and strategic goals and objectives of the College. The Nursing Program embraces the same values as the College. Additionally, Nursing Program faculty affirms these statements:

**Nursing Program Mission**
The mission of the WCCCD nursing program is to educate, prepare and empower student nurses to become competent registered nurses who exemplify professional practice in a compassionate caring manner. The program strives for excellence using best practice standards that promotes the health and wellness of individuals, families, groups, and communities in a culturally diverse society.

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

**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

ACEN Accreditation: The Nursing Program earned initial accreditation by the Accreditation Commission on Education (ACEN) in a decision letter dated April 23, 2021.

**Nursing Program Standards**
Professional standards and competencies for the nursing program are derived from:
1. Accreditation Commission on Education in Nursing (ACEN) [https://www.acenursing.org/acen-home/](https://www.acenursing.org/acen-home/).
   - NLN Core Values [http://www.nln.org/about/core-values](http://www.nln.org/about/core-values) and
   - NLN Integrating Concepts ([http://www.nln.org/professional-development-programs/competencies-for-nursing-education](http://www.nln.org/professional-development-programs/competencies-for-nursing-education));
4. Michigan Board of Nursing([https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27542---,00.html](https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27542---,00.html));
6. Quality and Safety Education for Nurses (QSEN) initiative were utilized in the development of the curricular directives, to include the program educational outcomes([https://qsen.org/](https://qsen.org/)).

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

**Systematic Plan for Evaluation (SPE)**
The Systematic Plan for Evaluation assesses every aspect of WCCCD Nursing Program and consists of the following Accreditation Commission for Education in Nursing (ACEN) standards:

- **Standard 1** – Mission and Administrative Capacity
- **Standard 2** – Faculty and Staff
- **Standard 3** – Students
- **Standard 4** – Curriculum
- **Standard 5** – Resources
- **Standard 6** – Outcomes

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

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

Educational Theory
The nursing program offers a curriculum that reflects the educational needs of the adult learner. The curriculum is progressive with new learning supported by content of previous nursing courses. Memorization of content is minimized as the student learns and sharpens psychomotor skills and articulates the “why” behind the skill. Students are taught to “think like a nurse” by using nursing judgment - critical thinking, clinical reasoning, and the integration of best evidence – to guide nursing practice (NLN, 2012).

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

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

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

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

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

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

The required credit and contact hours for general education and nursing courses are listed in the table below (Page 5). Students should meet with a nursing advisor as needed for additional information.
Credit Clock Hours Table

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Number of Academic Credits</th>
<th>Clinical Location Site(s)</th>
<th>Theory/Lab/Clinical/Simulation (Contact Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENG 110/119: English I</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>*BIO 155: Intro to Biology</td>
<td>4</td>
<td>Classroom/Lab</td>
<td>Theory/Lab- 90 contact hours</td>
</tr>
<tr>
<td>BIO 155 is a pre-requisite to BIO 240</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*PSY 101: Intro to Psychology</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>*BIO 240: Anatomy &amp; Physiology I</td>
<td>4</td>
<td>Classroom/Lab</td>
<td>Theory/ Lab - 90 contact hours</td>
</tr>
<tr>
<td>*BIO 250: Anatomy &amp; Physiology II</td>
<td>4</td>
<td>Classroom/Lab</td>
<td>Theory/ Lab - 90 contact hours</td>
</tr>
<tr>
<td>*BIO 295: Microbiology</td>
<td>4</td>
<td>Classroom/lab</td>
<td>Theory/ Lab - 90 contact hours</td>
</tr>
<tr>
<td>NUR 110: Fundamentals</td>
<td>4</td>
<td>Classroom/Skills Lab Simulation Lab</td>
<td>Theory- 30 contact hours Skills Lab - 85 contact hours Simulation- 5 contact hours</td>
</tr>
<tr>
<td>NUR 118: Physical Assessment</td>
<td>2</td>
<td>Classroom/Skills Lab</td>
<td>Theory with embedded lab- 30 contact hours Lab</td>
</tr>
<tr>
<td>NUR 112: Medical/Surgical I</td>
<td>4</td>
<td>Classroom/Acute Care Hospital: Medical-Surgical Simulation Lab</td>
<td>Theory- 30 contact hours Clinical- 85 contact hours Simulation- 5 contact hours</td>
</tr>
<tr>
<td>NUR 119: Pharmacology</td>
<td>2</td>
<td>Classroom</td>
<td>Theory- 30 contact hours</td>
</tr>
<tr>
<td>*DT 130: Nutrition</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>NUR 114: Obstetrics</td>
<td>3</td>
<td>Classroom/Hospital L&amp;D/OB Simulation Lab</td>
<td>Theory- 22.5 contact hours Skills Lab - 62.5 contact hours Simulation- 5 contact hours</td>
</tr>
<tr>
<td>NUR 116: Medical/Surgical II</td>
<td>4</td>
<td>Classroom/Acute Care Hospital: Cardiac/Respiratory Simulation Lab</td>
<td>Theory- 30 contact hours Clinical- 85 contact hours Simulation-5 contact hours</td>
</tr>
<tr>
<td>*SOC 100: Intro to Sociology</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>NUR 210: Mental Health</td>
<td>3</td>
<td>Classroom/Inpatient Psychiatric/Community Simulation Lab</td>
<td>Theory- 22.5 contact hours Skills Lab - 62.5 contact hours Simulation-5 contact hours</td>
</tr>
<tr>
<td>NUR 212: Medical/Surgical III</td>
<td>4</td>
<td>Classroom/Acute Care Hospital: GI/GU Simulation Lab</td>
<td>Theory- 30 contact hours Clinical- 85 contact hours Simulation- 5 contact hours</td>
</tr>
<tr>
<td>*ENG 120: English II</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>*PS 101: Political Science</td>
<td>3</td>
<td>Classroom</td>
<td>Theory- 45 contact hours</td>
</tr>
<tr>
<td>NUR 214: Pediatrics</td>
<td>3</td>
<td>Classroom/Inpatient Pediatric/Community Health/School Simulation Lab</td>
<td>Theory- 22.5 contact hours Skills Lab - 62.5 contact hours Simulation- 5 contact hours</td>
</tr>
<tr>
<td>NUR 216: Medical/Surgical IV</td>
<td>4</td>
<td>Classroom/Acute Care Hospital: Rehabilitation/Neurology Simulation Lab</td>
<td>Theory- 30 contact hours Clinical- 85 contact hours Simulation-5 contact hours</td>
</tr>
<tr>
<td>NUR 218: Issues and Transitions</td>
<td>2</td>
<td>Classroom</td>
<td>Theory- 30 contact hours</td>
</tr>
</tbody>
</table>

34 Gen Ed Course Credit Hours + 35 Nursing Credit Hours = 69 Total Nursing Credit Hours
527.5 Nursing Clinical + 85 Skills Lab + 35 Simulation = Total Nursing Hours 647.5
<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>ENG 119</td>
<td>English I</td>
<td>3 Credits</td>
</tr>
<tr>
<td>BIO 255*</td>
<td>Introduction to Biology</td>
<td>4 Credits</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4 Credits</td>
</tr>
<tr>
<td>BIO 250</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4 Credits</td>
</tr>
<tr>
<td>BIO 295</td>
<td>Microbiology</td>
<td>3 Credits</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>*BIO 155 is a pre-requisite to BIO 240.</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite Total: 22 Credit Hours

**SEMIESTER ONE – FIRST 7.5 WEEKS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>NUR 110</td>
<td>Nursing Foundations</td>
<td>4 Credits</td>
</tr>
<tr>
<td>NUR 118</td>
<td>Physical Assessment</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

**SEMIESTER ONE – SECOND 7.5 WEEKS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>NUR 112</td>
<td>Medical-Surgical I – Theory &amp; Clinical</td>
<td>4 Credits</td>
</tr>
<tr>
<td>NUR 119</td>
<td>Pharmacology</td>
<td>2 Credits</td>
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Semester One Total: 12 Credit Hours

**SEMIESTER TWO**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td>DT 130</td>
<td>Introduction to Nutrition</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 114</td>
<td>Obstetrical Theory &amp; Clinical</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 116</td>
<td>Medical-Surgical II – Theory &amp; Clinical (Half-Semester)</td>
<td>4 Credits</td>
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</table>

Semester Two Total: 10 Credit Hours

**SEMIESTER THREE**

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Sociology</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Psychiatric Nursing Theory &amp; Clinical</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Medical-Surgical III Theory &amp; Clinical (Half-Semester)</td>
<td>3 Credits</td>
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</tbody>
</table>

Semester Three Total: 10 Credit Hours

**SEMIESTER FOUR**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 214</td>
<td>Pediatrics Theory &amp; Clinical</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 216</td>
<td>Medical-Surgical IV Theory &amp; Clinical (Half-Semester)</td>
<td>4 Credits</td>
</tr>
<tr>
<td>NUR 218</td>
<td>Nursing Issues, Transitions, &amp; Leadership</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

Semester Four Total: 9 Credit Hours

**COLLEGE DEGREE REQUIRED COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 101</td>
<td>American Government</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ENG 120</td>
<td>English Composition II</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

NURSING PROGRAM TOTAL: 69 Credit Hours
<table>
<thead>
<tr>
<th>Course/ Semester Taken</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 110 Nursing Foundations Semester 1</strong></td>
<td>This course provides an introduction to the nursing profession including history, standards of practice, legal and ethical issues, nursing process, and foundational nursing skills. An 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 health care environment.</td>
</tr>
<tr>
<td><strong>NUR 118 Physical Assessment Semester 1</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>NUR 112 Medical Surgical Nursing I Semester 1</strong></td>
<td>This course focuses on the application of the nursing process to the care of the adult patient experiencing medical-surgical health conditions in a variety of health care 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.</td>
</tr>
<tr>
<td><strong>NUR 119 Pharmacology Semester 1</strong></td>
<td>This course examines the nursing process for managing the pharmacological care of the patient in today’s changing health care 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. An emphasis is on the nursing student as a caregiver and the responsibility involved in administration of medications.</td>
</tr>
<tr>
<td><strong>NUR 114 Obstetric Nursing Semester 2</strong></td>
<td>This course focuses on the application of the nursing process to the care of obstetric patient, the newborn, and the family unit in a variety of health care settings. The course also explores women’s health across the life span. Emphasis is on the nursing student as a caregiver and the responsibilities this entails related to women’s health. 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.</td>
</tr>
<tr>
<td><strong>NUR 116 Medical Surgical Nursing II Semester 2</strong></td>
<td>This course is a continuation of Medical-Surgical Nursing I with application of the nursing process in the care of the patient experiencing health-illness conditions in a variety of health care 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.</td>
</tr>
<tr>
<td><strong>NUR 210 Psychiatric Nursing Semester 3</strong></td>
<td>This course introduces the student to the dynamics of human behavior during psychiatric illness. Principles and concepts of mental health, mental health interventions, and therapeutic environments are explored. Use of evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Student skills in the application of the nursing process are sharpened in managing care of the diverse psychiatric patient.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Medical-Surgical Nursing III</td>
</tr>
<tr>
<td>NUR214</td>
<td>Pediatric Nursing</td>
</tr>
<tr>
<td>NUR216</td>
<td>Medical-Surgical Nursing IV</td>
</tr>
<tr>
<td>NUR218</td>
<td>Nursing Issues, Transitions and Leadership</td>
</tr>
</tbody>
</table>
Essential Functions Related to the Profession of Nursing

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

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

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

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

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

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

This list of Essential Functions is not all inclusive:

- Visual acuity with corrective lenses to identify color changes in skin, respiratory movement in patients; read fine print/writing on physician’s orders, monitors, equipment calibrations, measure medications in syringes, administering medications, assessing wound status, reading charts/flow sheets, reading thermometers, IV’s, etc.

- Hearing ability with auditory aids to hear monitor alarms, emergency signals, call bells, telephone orders; hear blood pressure, heart, lung and abdominal sounds with a stethoscope; to understand a normal speaking voice without viewing the speaker’s face, converse with client, families and staff from various distances with varying audible sounds.

- Tactile ability to feel differences in skin temperature and to perform physical assessment, performing palpation, giving injections, starting IV’s, sterile and non-sterile dressing changes, urinary catheterization, assess skin temperature and texture, and assist with patient care activities.

Motor Ability

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

Ability to Communicate

Ability to communicate effectively in English in verbal and written form through interaction with clients, family, and healthcare members from a variety of social, emotional, cultural, and intellectual
backgrounds; to write clearly and correctly on patient’s record for legal documentation, able to communicate the patient’s response to therapy to other members of the health care team, follow spontaneous verbal and written instructions, consult with health care team members/workers in a professional manner.

**Ability to Problem-Solve**

Intellectual and conceptual ability to think critically in order to make decisions, which includes measuring, calculating, reasoning, analyzing, prioritizing and synthesizing data; competent assessment of a client in a timely manner, and correctly interpreting assessment data, readily responding with appropriate nursing/medical interventions and treatment plans, can work independently for positive patient outcome.

**Ability to Maintain Emotional Stability**

Ability to function safely under highly stressful situations and adapt to changes in clinical and patient situations, able to converse effectively with clients, families, groups and healthcare members in stressful patient care situations such as emergencies.

**Ability to Perform if Taking Prescribed Medication**

If taking prescribed medication, student must be able to function safely without impairment to physical and mental functions. Nursing Administration will require a statement from the student’s health provider indicating student can perform expected functions in the nursing program fully, safely, and without restrictions.

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**Reference**

National League for Nursing. (2012). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, and master’s, practice doctorate, and research doctorate programs in nursing. N.Y.: NLN.
CHAPTER THREE: NURSING PROGRAM LEARNING ENVIRONMENTS AND REQUIREMENTS

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

Nursing learning environment is defined as all areas related to the education of the nursing student. This includes, but is not limited to: classroom theory, computer lab, simulation lab, and practice skills lab.

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

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

Electronic Devices

Theory Setting
Cell phones, laptops, I-Pads, Kindles, Smart watches, and other electronic devices must be turned off or silenced and put away during class. Anyone who is observed text messaging or using an electronic device during class will be asked to leave the classroom.

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 policies and procedures regarding use of electronic devices. Students are responsible for safeguarding their electronic devices. WCCCD and the clinical agency are not responsible for loss, theft, or damage to electronic devices. At no time should a student take pictures in the clinical setting (refer student to the social media/networking policy). Any activities that violate laws, hospital policies/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 information that is made available to others. It is important to separate personal lives from professional lives.

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

Students must review WCCCD’s policy on Acceptable Use. It can be found at http://www.wcccd.edu/dept/IT_summary_of_pp.htm

Simulation Lab
The Nursing Simulation Lab is a learning center where nursing students gain real world experience in a controlled clinical setting. The Nursing Simulation Lab is equipped with an array of mid to high fidelity patient simulators, an electronic medical record system, and realistic medical equipment to support student learning. The psychomotor skills classroom and the health assessment classrooms are fully equipped for safe, realistic, and repeated practice of nursing skills like IV insertion, medication administration, dressing changes, and physical assessment.

The simulation labs are equipped with fully functioning patient rooms, electronic patient monitors, medication dispensing system, crash carts, a patient call system, and a nurse’s station to simulate a real hospital setting. Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork.

Simulation Process
Simulation provides opportunities for students and other learners to improve their patient care and safety. Wayne County Community District (WCCCD) nursing follows clinical policy. The users of the WCCCD Sim Lab should also respect the rights of privacy, health, and safety of others in the environment.

Pre-briefing
Pre-briefing sets the stage of the simulated clinical experience. This provides the opportunity for an orientation to simulation setting, manikin, roles, and specifics of the scenario. Students are given time to ask questions and get clarification on any aspect of the environment or the scenario.
Debriefing

Debriefing allows time for reflection which is the essential component of the simulated clinical experience. All debriefing is conducted by faculty that has observed the simulated clinical experience and is competent in the debriefing process. Debriefing occurs in the simulation room with chairs provided for student comfort so that it is more conducive to learning. The debrief facilitation is guided by the simulation scenario objectives. The debriefing framework used is guided reflection.

The debriefing session is not for lecturing rather it is a time for guided reflection led by faculty. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Driefuerst, 2015).

The program utilizes the Debriefing for Meaningful Learning (DML) model as the debriefing method (Driefuerst, 2015). DML is an evidence-based debriefing method for use in both the simulation setting and in the clinical setting. DML is rooted in Socratic questioning and guided reflection. Socratic questioning is a method of asking questions so students may reveal answers to problems. The phases of DML include: engage, explore, explain, elaborate, evaluate, and extend (Driefuerst, 2015).

Evaluation

All simulated clinical experiences are evaluated by the learner. This evaluation is used for quality improvement and curricular changes as needed. In addition, formative evaluation is done for all simulated clinical experiences using the Simulation Rubric based on the program learning outcomes.

WCCCD Nursing Skill/ Simulation Lab Guidelines

Skills Lab Responsibilities Guidelines
1. The Nursing Skills Lab is an extension of the clinical and didactic Nursing program. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (i.e. dress and behavior, etc.).
2. NO FOOD OR DRINK – may cause damage to equipment
3. NO CHILDREN - risk of injury from equipment
4. NO CELL PHONES during testing or in student work areas (turn phones off)
5. Students are always required to wear student ID while in the lab and follow the dress code of WCCCD.
6. Respect lab equipment at all times.
7. Review all Skills Lab Policies and Procedures
   1. Scheduling
   2. No Call No Show
   3. Skills Testing (Checkoffs)
   4. Remediation Policy
   5. Competency Testing: Returning Students
8. Review and check lab schedules for open and closed times (Posted outside of lab area)
9. Sign in and out of the lab at all times for both practice and testing.
   1. Book is located inside skills lab by front door.
10. Leave coats, book bags, valuables in your locked vehicle. DO NOT put in practice or testing areas.

Equipment Use in the Simulation Lab

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.
General Care & Maintenance
To maintain proper function of the manikins and equipment there are certain procedures to follow:
- Do not mark on manikins with writing instruments (ex. Sharpie, pen, pencil, etc.).
- Do not poke manikins with sharp objects to prevent marking or tears of the skin. The manikins have designated areas that can be used for injections if needed.
- If staining occurs, use mild soap, warm water, and a soft cloth to gently rub areas.
- Before insertion of chest tubes, urinary catheters and, airway tubes be sure to lubricate that path of the tubes.
- If simulation manikin is in the bed, no individuals are to be in the bed.
- Use good judgement when moving the manikins – they can be heavy!
- Manikins are not to be moved unless done so by trained personnel.
- Cleaning of the manikin is based on the usage.
- Do not use betadine on the manikins or task trainers.

Supplies & Inventory
The WCCCD SIM LAB Coordinator is responsible for ordering supplies & equipment that will be needed. There are designated areas of storage for those items. All equipment and supply requests should be sent to fwillia1@wcccd.edu, who will communicate availability and/or confirmation.
It is up to all faculty/staff and students to make sure the equipment is properly taken care of. All unused supplies and equipment should be returned to the proper storage area when not in use. All used supplies should be disposed in the proper waste containers. Storage areas are to only be accessed by staff, faculty, and course instructors unless permission is granted.
All simulated medications are labeled for simulation use only and not for human use.

Standard Precautions
All students should follow Standard Precautions against infectious disease while participating in clinical activities in the lab.
- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- All injuries, including “clean” needle sticks, should be reported to the faculty and Nursing Simulation Lab staff. A WCCCD Non-Employee Accident Report form should be completed.

Simulation Days Attendance
- Students will adhere to current nursing attendance policies.
- Students will be notified at the beginning of the semester of their scheduled simulation day.
- Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.

Conduct
- Professional conduct and communication are always expected in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The Nursing Simulation should always be treated as a real clinical setting. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.
- Cellular phones are not to be used during your simulation day and should be off or silenced.
Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality
- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations
Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete. Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

Photography and Video Recording Use Policy
In the WCCCD SIM LAB all simulation and competency rooms are equipped with motion activated video recorders and microphones along with signs indicating there is video monitoring in use. Photography and digital recordings outside of faculty and staff are PROHIBITED during any simulation experience without proper consent of the Dean of Nursing or designee.

Video recordings are kept for a minimum of 14 days. If for any reason a video needs to be reviewed, the film with be pulled from the hard drive. After the 14-day time window the film with be discarded. All students will sign consent for photography and videography upon entering the program.

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

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

Inappropriate/Prohibited attire:
- Sheer or provocative garments without proper undergarments to obscure their transparency; halter tops; midriff blouses.
- Clothing with derogatory, profane language, offensive and or lewd messages either in words or pictures.
- Any visual display of underwear and or private parts
- Baseball caps, stocking caps, skullcaps, hoods, sun-visors, do-rags and bandannas except for religious or cultural dress

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- No tank tops
- No hair rollers, pajamas, and/or bedroom slippers
- Bare feet

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

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

Clinical Practice Learning Environment

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

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

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

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

WCCCD clinical partners have the authority to refuse or dismiss any WCCCD Nursing student for any action deemed detrimental to the clinical placement.
Clinical/Simulation 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 and be readable. Other than the WCCCD nursing insignia patch, the scrubs should not have any jewelry adornments or other items attached.
- Short scrub jackets should be galaxy blue only. The school insignia patch is to be sewn on the left upper sleeve of the scrub jacket and be readable.
- Socks are to be clean, plain white and cover the ankle.
- Shoes are to be plain white, leather with closed toe and heel. No high tops permitted. Shoes and laces must be clean and in good repair.
- Religious based or professional head covering (white or blue Cornette or hijab) is permitted. No other type of head covering is allowed.
- Avoid use of perfumed spray/lotion, aftershave or scented hygiene products. Students are to be clean, well-groomed, and free of offensive body odors—including smile.
- Nails are to be clean and trimmed to be no longer than 1/8” beyond the tip of the finger. Nails are to be in natural state only. Artificial/acrylic nails or polish of any type (including wraps or shellac) are strictly prohibited.
- Makeup is to be conservative and neutral in color. No false eyelashes. No visible tattoos at any time.
- A watch with a second hand is required. Wedding band and/or engagement ring are the only acceptable rings to be worn. Earrings should be small (studs) and inconspicuous—one earring per earlobe. No visible piercings, such as facial jewelry, tongue piercings, or earring gauges.
- Hair to be clean, natural color, well-groomed and neat. Long hair must be pulled back off face and above shoulders prior to entering the learning environment. No decorative hair pieces permitted. Beards, mustaches, and sideburns must be clean, short and neatly trimmed.
- Undergarments are to be worn. They should be conservative, supportive, neutral color and not visible.
- WCCCD student ID must be worn and visible at all times in face-to-face and virtual classroom/clinical settings. The ID is to be displayed in plain plastic holder on a clip (NO LANYARDS). ID holders are available for purchase in the college bookstore.

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

Student Employment Parameters

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

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

Performing Registered Nurse duties without a license is an illegal violation of the Michigan Public Health Code. However, as a student nurse, students may practice under the direction of nursing faculty.
Clinical Attendance/Tardiness Policy
1. It is the expectation of the nursing department that students attend all clinical, lab and theory sessions.
2. If a student is absent from clinical or lab this is an occurrence.
   a. An occurrence is defined as any reason the student is not present or is absent from clinical or lab. Illness related absences are not excused and are not excluded from this guideline.
   b. An occurrence can be 1 or 2 consecutive days (with no days in between)
   c. Students who are scheduled for jury duty must inform faculty immediately after receiving notice from the court system. The student should contact the court immediately to ask for a reschedule date due to attending a health care 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.
   d. The student will receive a mandatory 5% theory grade reduction for the absence. Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
   e. More than one clinical occurrence will result in the student not returning to clinical, resulting in a clinical as well as a course failure.
   f. The student must notify the faculty by email that they cannot attend clinical or lab. Faculty can have student call or text them as well, however, sending an email is required. Ideally this should be done before the start of clinical; however, it is mandatory that faculty receive the email communication the same day.
3. Students are expected to be prompt for all scheduled activities and are expected to arrive 15 minutes prior to the start of lab or clinical or as otherwise directed by their faculty.
4. 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 tardy that exceeds 15 minutes is considered an absence. The student will not be permitted to stay in lab or clinical.
5. 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 not be allowed to stay in lab or clinical. Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
6. A third tardy will result in course failure. No exceptions.
7. Coming unprepared for lab or clinical will be considered an absence. The student will not be allowed to stay on-site and will be written up as absent.
8. Students are expected to attend all theory sessions. Theory attendance will be taken and monitored by 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, and clinical faculty and the nursing office immediately after receiving notice from the court system. Written documentation from the court must be submitted. Students who attend jury duty will still be considered absent from theory, lab, and/or clinical components of the course. Therefore, students should contact the court immediately to ask for a reschedule date due to attending a health care class or clinical that requires no absences. If the student cannot be released from jury duty, the number of missed days will be assessed, and Nursing Administration will discuss options for making up the time.

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

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

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

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

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

- Students will park in designated areas as directed by the clinical agency, enter the agency using the designated entrance, and report to instructor at the specified clinical time (at the designated reporting area). *Failure to do so may result in clinical agency removal from the clinical rotation, which will result removal from the course.*
- Students will not participate in patient care activities without WCCCD faculty presence on the unit the approval of the clinical instructor.
- Students must follow 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 online system to search records of hospitalized individuals not assigned to them.
- Confidentiality and respect for client privacy must be maintained at all times.
- Documentation in the patient records must be accurate and truthful.
- Students interact professionally and cooperatively with clients, staff, visitors, other students, and clinical faculty at all times while in clinical setting-on client unit, in conference room or any area of the agency.
- Any display of student behavior deemed “unprofessional” or “uncooperative” will result in student being dismissed from the clinical site.
- Students will report any safety concerns, errors, or unexpected occurrences to the clinical faculty promptly for guidance and resolution.
- Students do not leave the assigned area without the permission of the clinical faculty.
- Students will leave promptly when dismissed by the clinical faculty, and do not return for unsupervised patient care activities.
- Students will not remove any documents from a client’s medical record.

Patient Safety
Patient safety is a major concern in health care organizations. The Joint Commission 2019 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
- Prevents mistakes in surgery
Each clinical performance evaluation tool identifies patient safety goals and expected performance competencies specific to your clinical agency and experience. Clinical faculty will hold discussion with students throughout the course. Students are expected to be familiar with the 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/hospital-national-patient-safety-goals/

Latex Allergy and Sensitivity
Latex allergy and sensitivity have grown as a health care concern in recent years. Since a number of products used in health care are made of latex, (gloves, syringes, tubing, etc.), it is imperative that all applicants to a health care program are aware of this concern. WCCCD Nursing Program cannot guarantee a 100% latex-free environment in lab or clinical settings. Individuals with latex allergy and sensitivity may not be able to meet the student learning outcomes required to complete WCCCD Nursing Program or successfully find employment in health care. Researchers suggest that early recognition and diagnosis of latex sensitivity may prevent the evolution of the sensitivity to more severe symptoms. 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 (ACE) and Program Requirements
ACE placement is a confidential, collaborative, web-based system that allows member healthcare and educational institutions a database for student clinical placements. The ACE system maintains the necessary medical/health information that is required for a student to work in a healthcare facility. ACE-MAPP is an online course and assessment area for those training in the health care professions. As a nursing student, you are required to pay a yearly program fee ($50) and maintain good standing within the ACE network for the duration of your enrollment in the nursing program.

Online Education
The ACE program fee includes online courses and assessments (which include but are not limited to: OSHA standards, HIPAA requirements, and Blood Borne Pathogens). Online education is a requirement to begin all clinical rotations and use of the ACE system will fulfill this requirement for a one year period. You will have the ability to take the courses and assessments at your convenience and view the status of your coursework and clinical requirements at any time. However, they must be completed by August 1 (fall semester) or December 1 (spring semester). The clinical site will not allow students to begin clinical at a site or continue in a site if ACE-MAPP online courses and assessments are not completed or have expired. It is the student’s responsibility to maintain compliance. All ACE MAPP requirements must be completed by the designated date, or the student will be removed from the clinical group for the entire semester and considered a failure. Your return to clinical will be based on available space.

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

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.
1. **Physical Examinations:** valid for two years, provided there is no change in the student’s health status.
   Nursing Administration will require further written documentation from student’s health provider regarding positive findings. It is the student’s responsibility to obtain the written documentation upon request of Nursing Administration.
   - A student who suspects they are pregnant: 1) Must notify clinical faculty and submit written
documentation to administration. 2) Must submit a written statement from 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 healthcare provider verifying the
  student can return to nursing courses (clinical, lab, theory) without restrictions. Both statements must be
  received by the Nursing Office prior to return to course(s). Nursing Administration will review and
  request additional information, if needed.
- Students who experience illness or injury that causes absence must provide written documentation from
  their health provider verifying the student can continue in nursing courses (clinical, lab, theory) without
  restrictions. This statement must be received by the Nursing Office prior to returning to course(s).
- Latex allergies are to be documented by a physician and submitted to the Nursing office.

2. **Immunizations**: Evidence of absence of or immunity to infectious diseases is required. Specific
   immunization information or evidence of antibodies must be provided and updated for:
   - Measles, Mumps, and Rubella (MMR immunization).
   - 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) test (for those students who have had a positive test, verification by chest x-ray with written
     report every 2 years that there is not active disease)
   - Hepatitis B immunization series (signed declination must be on file if series is not yet complete), or
     evidence of immunity to Hepatitis B, or a signed declination to the nursing office and clinical instructor
   - Annual season 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 acceptable BLS course is the Health Care Provider Course through the American
   Heart Association.

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

5. **Urine Drug Screen**: student must provide a urine drug screen every year. A positive urine drug screen may
   result in dismissal from the Nursing Program. Nursing Administration will require further written
   documentation from student’s health provider regarding positive findings. It is the student’s responsibility to
   obtain the written documentation upon request of Nursing Administration. All particles listed below must be
   tested.
Urine drug screen includes the following. All listed items must have numerical values/results:

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

- Falsification of any health records will result in dismissal from the Nursing Program.
- The Nursing Program Health Requirements are also a part of ACE requirements.
- Students are expected to complete ACE requirements and update as prompted.
- Failure to comply with ACE and Nursing Program Health Requirements will result in dismissal from clinical placement which will be considered as a clinical failure. Your return to clinical will be based on available space. [https://acemapp.org/](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 clinical will be based on available space.
CHAPTER FOUR: STUDENT PROGRESSION IN NURSING PROGRAM

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

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

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

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

1. Frequent conferences with the instructor at his/her announced office hours.
2. Prompt attendance at all planned learning experiences.
3. Frequent self-evaluation to determine progress toward goals.
4. Early and continuous use of the College's Multi-Learning Lab and the Nursing Skill Lab.
5. Meeting with assigned faculty for assistance in course planning and progression.
   Students can further enhance learning by:
   - Using NCLEX-RN review materials including text and online resources to prep
   - Practicing technical skills in the clinical skills lab on your own time.
6. Using online tools such as:
   - OWL – Purdue Online writing lab
     https://owl.purdue.edu/
   - WCCCD Learning Resource Centers
     https://www.wcccd.edu/dept/learning_resource_center.htm
   - Course textbooks offer a number of links to online case studies, practice exams, study guides, and many resources to facilitate and enhance your learning of course content.
Evaluation of Progress
Evaluation of student performance is recorded by the instructor in theory, clinical and laboratory settings. Written test results, clinical performance notes, and laboratory practice are utilized by the instructor to document evidence of a student’s progress and learning needs.

Clinical evaluations are maintained for each clinical student to document the extent of achievement of expected behaviors (clinical competencies). Students should expect the clinical faculty to provide ongoing evaluation through the course with a focus on a midterm (formative) and final evaluation (summative).

Grading Scale
The following grading scale applies to the Nursing Program. Students must earn a 75% average for all course quizzes and exams BEFORE any papers, CoursePoint+, or other activities will be added. Students must achieve a minimum cumulative average of 75% in theory courses to earn a passing grade:

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

Numerical grades are based on the theory component of the course and will be consistently recorded to the hundredth place, but will never be rounded up. For example, 69.9% will not be rounded up to 70%. 74.9% will not be rounded up to 75%. “Extra credit” assignments and “extra points” on an assignment(s) are not allowed in theory, lab, or clinical courses. For courses with a clinical component, students must achieve a “Satisfactory” grade in clinical/lab AND at least 75% in the theory component to successfully complete the course. Unsuccessful performance in clinical/lab or theory will mean unsuccessful performance in the course. This is a course failure and student cannot progress in the Nursing Program if this occurs.

Questions about Exam and Assignment Grades
Faculty will schedule time to review an individual exam within one-two weeks after the exam is given. Students should use this time to review their exam and ask questions about exam items. It is the faculty’s decision to complete the review in a group session and/or meetings with individual students. Students lose their opportunity to review an exam once the next exam is given.

Requesting Final Course Grade Changes
Students are encouraged to establish a relationship with their instructors and to discuss their progress regularly. If you feel you have received a final course grade that has been calculated incorrectly, contact the course faculty immediately to discuss how the grade was calculated. If unable to reach the faculty or faculty has not responded, contact Nursing Administration. If after meeting the faculty you continue to believe the grade was awarded unfairly or incorrectly, please follow the grade appeal Official Procedure for Grade Appeal outlined in the WCCCD Student Handbook.
Academic Progression
All students must achieve a “C” or better in all nursing courses in order to progress in the nursing program. Receiving a final course grade of a “D” or “E” will not allow a student to progress. In courses with both theory and clinical components, failure to achieve a passing grade in either theory or clinical component results in failure of the course. Clinical evaluations are graded as “Satisfactory” or “Unsatisfactory”. Students must successfully meet all of the clinical objectives/learning outcomes to receive a “Satisfactory” clinical evaluation.

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

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

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

Exceptions to this policy are students who are military reservists who are called to active duty. Written, active-duty orders must be submitted, upon receipt, to the Nursing Administration. Upon return from active duty, the student will be accommodated, provided: 1) contact with the Nursing Office occurs within 30 days of release from active duty and 2) resumption of course work occurs at the next available semester in the academic cycle.

Leave of Absence
Students may seek approval for a temporary leave of absence from the nursing program not to exceed 12 months since their last nursing course. Circumstances regarding a leave of absence need to be discussed with and approved by the Nursing Administration and must be submitted in writing. The request must be accompanied by support documentation, for example, statement from 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 course with minimum of 75%).

Withdrawal from Nursing (NUR) Course
College withdrawal procedures, as explained in the college’s schedule of classes, are followed related to deadlines, signatures required, refunds, and grades issued relative to the timing of the withdrawal for full semester courses. For 7.5-week courses, deadlines are proportionately adjusted. A student should be aware a withdrawal from a nursing course is considered a course failure.
Theory Course Failure
Upon a NUR course failure, the student will be re-enrolled in the failed course pending seat availability. If a seat is not available a student will be allowed to enroll in the next course in sequence, then repeat the failed course the next semester.

- Each course has a plan designed to address the academic issues that impacted a student’s performance.
- Students are required to meet with their assigned Nursing Faculty Mentor.

Second NUR Course Failure or Withdrawal from Nursing (NUR) Course
Students with two (2) NUR course failures or withdrawals will be referred to the Nursing Office to meet with Nursing Administration to discuss options for their continued placement in the Nursing Program:

- A student cannot continue nursing courses with two course failures or withdrawals.
- College policy on student re-entry and retention in career programs states: “Two (2) failures in core courses of any career program will result in automatic dismissal from that program.”
- In addition to the college policy, the Nursing Program requirements are: “After two withdrawals or two failures or one withdrawal and one failure in any NUR course, student progression cannot continue without approval of the College Wide Re-Entry Committee.”

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

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

Student will appear in person at the College Wide Re-Entry committee meeting to present their appeal and explain numbers 1, 2, 3 above. The College Wide Re-Entry Committee will either approve or deny re-entry.

If re-entry is approved by the Committee:

1. The student will be placed in the NUR course that was previously failed. Placement is based on space availability.
2. Any further NUR course failures will result in automatic dismissal from the Nursing Program with appeal options exhausted within the Nursing Program. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.
If re-entry is denied by the Committee:
1. A student may not return to the Nursing Program.
2. The decision by the Committee is final.
3. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

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

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

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

The student is encouraged to meet with Nursing Administration prior to departure or withdrawing from courses to discuss their decision to leave the program.
CHAPTER FIVE: EXAM AND QUIZ GUIDELINES

Exams and quizzes are used in the theory (didactic) courses to measure a student’s achievement of student learning outcomes. Specific information related to the number of exam/quizzes, number of exam items, and percentage of knowledge versus application/analysis type questions, date scheduled, content the exam will address, and percentage of final course grade is contained in the course syllabus. Students are expected to take exams as scheduled. Students must follow the make-up exam policy, in the event of an emergency.

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

- The student must present their WCCCD ID.
- Students must complete the following information on all Scantron tests: booklet number, test version, and name.
- Faculty will provide students directions for exam seating. The process and procedure for dissemination of the exam/quiz is determined by the faculty.
- All testing materials MUST be left in the room with the instructor following the exam. Any papers given to students by faculty during testing must be returned with the exam/quiz.
- No backpacks or personal items should be in the classroom during the test.
- No verbal or nonverbal communication is allowed among students.
- Multiple exam forms will be used.
- Cheating/sharing of answers of any kind is academic dishonesty.
- Students will remain in the testing area until dismissed by the instructor following completion of the exam.
- NO ELECTRONIC DEVICES OF ANY KIND ARE ALLOWED IN THE EXAM ROOM (including smart watches).
- The student can only have a blank paper, the exam/quiz, pencil/eraser, and Scantron on their desk. If the exam contains a math question(s) then, a simple calculator is also allowed on desk. No other written information is permitted in the vicinity of the student.
- All students are to remain seated during the exam/quiz.
- Students must raise their hand if there is a need to communicate with the faculty. Only questions pertaining to typos, miss-numbering, missing pages, and other exam mechanics will be answered.
- All students will start the exam/quiz at the same time. All tests are timed and must be submitted/handed in within the designated time limit.
- No hats shall be worn during an exam (religious head attire is an exception).
- Students are responsible for avoiding behaviors that raise suspicion of cheating, such as talking, signaling, looking at another exam, not covering one’s own answer sheet, etc.
- No food or drink is permitted in the classroom.
- If you leave the exam at any time, your exam is complete and graded as is.
- Upon completion of the exam, students should not discuss the exam or congregate outside the exam room.
• At no time will student photograph exam/quiz or Scantron, write content from exam/quiz onto other paper, or remove exam/quiz or Scantron from classroom. If such occurs, student will receive a “0” for the exam/quiz, the “0” score is calculated with final course grade, and student is referred to the Associate Dean/Dean of Nursing for further action, up to and including dismissal from the program.

Exam and Quiz Make-Up
Make-up exams/quizzes are not anticipated. In the event a student is not able to take an exam or quiz FOR ANY REASON (including lack of ID), the student will receive a 10% reduction on the exam or quiz.

Exam and Quiz Review
Only WCCCD students are permitted to attend an exam/quiz review. The review will be scheduled by faculty for the purpose of enhancing the student’s learning. The process and procedure for exam review is determined by the faculty. The student will be given his/her exam/quiz and Scantron to review. The exam/quiz and Scantron are returned to the faculty. If the Scantron and exam/quiz is not returned, a grade of zero (“0”) will be recorded and is calculated in the final course grade. The student is referred to the Associate Dean/and/or Dean of Nursing for further action.

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

At no time will student:
• Take notes during the exam/quiz review.
• Photograph exam/quiz or Scantron during the exam/quiz review.
• Electronically record faculty’s oral review of exam/quiz.
• Write content from exam/quiz onto other paper.
• Remove exam/quiz or Scantron from review room/area.
• Discuss quiz/exam questions outside of testing area.

If any of the above items occur, regardless of student’s original exam/quiz score, the student will receive a zero (“0”) for the exam/quiz, the “0” score is calculated with final course grade, and student will be referred to the Associate Dean/Nursing Dean for further action.

Math Exam Policy
All students will take a computerized math exam at regular intervals during the nursing program. Testing days and times will be communicated to the student population.

• All students will take math exams at regular intervals during the nursing program. Information regarding math exams will be communicated to the student population via Blackboard, email, and/or theory instructors at the start of each semester.
CHAPTER SIX: ACADEMIC SUPPORT

The District and the nursing Program offer the student programs and services for program and academic success.

Nursing Program Mentoring Program
Mentoring is a commitment by caring, concerned individuals that offer positive, supportive outreach to nursing students in various areas of academic, vocational, personal or social development. The WCCCD Nursing Program provides a combination retention, student, and academic development program aimed at supporting nursing students as they matriculate through the Nursing Program. This program incorporates nursing faculty as mentors to assist nursing students to assist and support students to identify and address issues that may hinder successful completion of nursing studies. Our mission is to improve and enhance the lives of the nursing student by offering a caring, supportive team of nursing professionals to assist in overcoming barriers to successful program completion.

The WCCCD Nursing Program Mentoring program has two components: Onboarding Mentoring and Program Mentoring. Onboarding Program Mentoring is designed to focus on the unique needs and issues of the incoming first semester students entering the Nursing Program. Onboarding Mentoring Program nursing faculty provide instruction for the first semester courses. Each student will be assigned an onboarding faculty mentor upon entry to the nursing program. Following successful completion of the first semester, nursing students will be assigned a nursing faculty program mentor.

Each student entering second semester are assigned a nurse faculty member for Program Mentoring. Program Mentoring is designed to support the student for the remainder of the nursing program. Faculty mentoring is intended to facilitate a student’s progression through the program and to have faculty available to address student concerns and discuss future goals. These activities include but are not limited to the following: role modeling to enhance social and ethical standing; knowledge and understanding; strategies to increase academic performance; one-on-one talks and discussions to provide a supportive atmosphere to keep line of communication open.

It is the nursing student’s responsibility to initiate contact with the assigned faculty mentor. It is anticipated the faculty mentor will remain with the nursing student for the duration of the program as the student progresses. Mentor changes may occur if the assigned faculty mentor is no longer available or to balance the number of mentees assigned to faculty. (Faculty Mentor assignments are posted outside the Nursing Lab).

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

Mentoring Program-Anticipated Outcomes
The mentoring program anticipated outcomes are:

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

This serves as an early academic alert process for identifying students at risk and/or for identifying unsafe practices. The program provides a supportive intervention process for addressing the need to improve academic performance, impact student attrition and retention, and improve student and program outcomes. It also serves as a way to quickly identify factors that restrict or block academic achievement and develop a plan in conjunction with the student to immediately address concerns.

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

When a nursing faculty identifies a student at risk, the faculty can initiate the early and often process or make the initial contact with the student. Student and faculty must sign the “early and often” document.

Any of the following behaviors require early and often intervention:

- Exam or quiz scores below the expected level of achievement (ELA) of 75%. Late submission of scheduled assignments.
- Clinical assignments/competencies receiving an “Unsatisfactory”.
- Attendance (Missing or tardiness in clinical)
- Violation of any component of the code of conduct outlined in the Student Handbook.
- Violation of any documented policy.
- Any pattern of unacceptable behavior or any behavior that is disruptive to the learning environment.
- Unsafe clinical practices, including medication errors.

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

**Standardized Testing: Self-Directed Coaching and Enhancement Program**

WCCCD Nursing program has partnered with HESI™ (Health Education Systems, Inc.) to provide students with a complete diagnostic testing and coaching program. This educational program assists students during the Nursing program and helps students prepare for the NCLEX-RN. This program will help assess and identify weaknesses in the mastery of nursing content and provide a means of addressing concerns as students’ progress through the nursing program.

- The Nursing Program began using the HESI™ - A2 Entrance Exam fall 2013.
- Graduating students will continue to complete the HESI™ Exit exam as a predictability exam prior to the NCLEX-RN.
Additionally, HESI™ standardized exams are given in all nursing courses at mid-term and/or end of the semester, except NUR 118, to evaluate students’ achievement of course objectives.

Multi-Learning Lab (MLL)
The MLL assists students with regularly scheduled tutoring appointments. Many other students are assisted on a drop-in basis. The MLL will give presentations to classes upon requests and welcomes instructors to walk students to the lab to familiarize them with the location. Tutoring is offered for all courses subject to the availability of a tutor.

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

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

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

Other features include:

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

Students are encouraged to contact the LRC for any additions to nursing program resources.
ACCESS
The ACCESS program provides supportive services and academic assistance to students enrolled in vocational, technical and occupational programs and who are handicapped, academically or economically disadvantaged or who have limited English proficiency.

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

<table>
<thead>
<tr>
<th>ACCESS Contact Numbers by Campus</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Downriver</td>
<td>734-374-3211</td>
</tr>
<tr>
<td>Curtis L. Ivery</td>
<td>313-496-2685</td>
</tr>
<tr>
<td>Eastern</td>
<td>313-579-6839</td>
</tr>
<tr>
<td>Northwest</td>
<td>313-943-4063</td>
</tr>
<tr>
<td>Ted Scott</td>
<td>734-697-5190</td>
</tr>
</tbody>
</table>
CHAPTER SEVEN: COMMUNICATION

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

● 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/spam mail.
● The nursing department expectation is that any communication to the student is answered promptly.
● It is the expectation that any electronic media (HESI, EVOLVE, COURSEPOINT+, PASSPOINT, BLACKBOARD etc.) 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 material related to students’ program status. For example, initial application and supporting documents, ongoing health information, course grades, evaluation documents, and corrective action plans, any written correspondence to or from the student, as well as address and contact information. It is recommended students make copies for their own records of any material submitted to the Nursing Office.

● It is the Nursing department 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
Students will have many opportunities to evaluate all areas of the Nursing Program through surveys and surveys disseminated by the Curtis L. Ivery District Office for Institutional Effectiveness. Timely completion of the surveys is expected, as the feedback helps with quality improvement.

Financial Aid
Students receiving financial aid must know and understand their legal obligation to repay loans as required. Students must schedule an appointment with a financial aid representative in the first semester and the last semester of the program to determine their legal obligation to repay their loans.
CHAPTER EIGHT: GUIDELINES AND POLICIES

Medication Administration
Clinical experience in nursing requires safe administration of medication. All nursing students must demonstrate proficiency by passing a medication exam in order to administer medications during a clinical rotation. The student nurse is required to adhere to the following guidelines in accordance with agency policies and procedures, WCCCD’s medication administration policy, and the clinical facility.

PROCEDURE for ALL Nursing Students:
1. Demonstrate competency in calculating medications prior to administering the medication.
2. Administer medications with the direct supervision of the clinical faculty.
3. Adhere to WCCCD Nursing program medication administration policy.
4. All medication errors must be reported immediately per agency policy.

Students will not be allowed to administer items listed below
1. Blood products
2. IV push medication
3. 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/IV rate calculation completed
   e. Available assessment considerations (i.e. BP, HR, drug levels, blood sugar)
   f. Selection of proper needle/syringe size, site (for IM/SQ administration), and volume capacity for site chosen
   g. Saline flush guidelines
2. Identify/verify patient's allergies prior to medication administration.
3. Identify the ten rights of medication administration as follows:
   a. Right Assessment
   b. Right Documentation
   c. Right Dose
   d. Right Drug
   e. Right to Education
   f. Right Evaluation
   g. Right Patient
   h. Right to Refuse
   i. Right Route
   j. Right Time
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, document with the clinical faculty in the patient's medication administration record (MAR) providing correct medication, dose, and administration time according to the agency procedures along with the clinical faculty signature/initial.

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

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

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

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

Any nurse who is aware that another person has violated the State of Michigan Nursing Code and legislative rules is obligated to report the person to the Michigan Licensing Board for consideration of Disciplinary action. Therefore, WCCCD faculty, students, and agency nurses are required to report any suspicious behavior and arrange drug and alcohol testing.
All students are subject to random drug screens at their own cost. In addition, students will be tested for the use of alcohol and drugs upon “reasonable suspicion.” Reasonable suspicion is defined to mean that the student’s instructor/faculty believes that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the classroom, lab, and the clinical setting.

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

- 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, excessive tardiness when reporting for clinical or class
- Missed deadlines, careless mistakes, 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 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 reserve the right to request drug and alcohol testing if there is reasonable suspicion in a class, laboratory, or clinical setting.

5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation.

6. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol.

7. Non-acceptance and acceptance values for lab results will be determined according to the agency policy. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.
   a. Some clinical site guidelines may be more stringent than industry standards and require 12 panel drug screening tests.
   b. The student must fully comply with the testing facility’s methods and procedures for collecting samples.

8. Refusal to provide a specimen for drug testing will be considered a positive drug test and subject to the established procedures for positive tests.

9. The test shall screen for the use of the controlled substances or any other controlled substances that are suspected of being abused or used by the student.

10. Urine, serum, hair, and saliva analysis or a combination of these may be tested.

11. The following may be screened for including **but not limited to:** amphetamines, barbiturates, benzodiazepines, cocaine, fentanyl, hydrocodone, marijuana, methadone, methaqualone, opiates, oxycodone, phencyclidine (PCP), propoxyphene 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 be not permitted** to have any contact with patients but **may not** be allowed to attend classes, pending the approval of the Dean of Nursing and/or 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 and/or Associate Dean of Nursing.

15. A student who is required to and submits to drug and alcohol screening will be expected to authorize the release of the results to the College.

16. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. **Under no circumstances will the student be allowed to drive home.**
The requirement that a student be tested, as well as the test results, will remain confidential and disclosed only to those individuals within the College, the Dean of Nursing and/or Associate Dean of Nursing or an affiliated clinical site with a need to know or as required by law.

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

While it is not the intent of the College to monitor students’ behavior outside of the Program, students’ use or suspected use of drugs and alcohol outside of the Program may affect their behavior during Program Clinical Activities and lead to a reasonable suspicion drug or alcohol test. Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event to the Dean of Nursing and/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 and is 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/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, and cooperating clinical agency guidelines for training. Students and faculty are required to follow agency policies regarding use of and access to electronic medical records. Cooperating agency compliance modules must be completed as per cooperating clinical agency protocols. Patients’ Protected Heath Information (PHI) must be de-identified. PHI includes sufficient information about a patient such that the patient could be identified.

Student Code of Conduct Violations

Inappropriate and/or illegal student conduct that represents grounds for disciplinary action includes, but is not limited to the following:

- Dishonesty, such as knowingly furnishing false information to the College;
- Forgery, alteration or misuse of College documents, records, identification, e-mail or other electronic information;
- Obstruction or disruption of teaching, administration of the College, disciplinary procedures or other College District activities, community service functions or other authorized College District-sponsored activities on or off College premises;
- Physical actions against any person on District-owned or controlled property or at a College/District sponsored or supervised function, or any conduct that threatens or endangers the health or safety of any person. A physical action is an action that results in contact with another, or which places a person in reasonable apprehension of harmful contact;
- Harassment or discrimination of anyone based on race, religion, color, sex, age, height, weight, marital status, national origin, disability, sexual orientation or status as a veteran;
- Psychological actions against any person on College District-owned property or controlled property or at College District-sponsored or supervised activity. A psychological action is any action that terrifies, intimidates, threatens or harasses another, or which places a person in reasonable apprehension of such action. Psychological actions include, but are not limited to: threats, stalking, harassment and discrimination, including the use of e-mail or telephone systems to carry out such action;
- Theft or damage to property of the College/ District or of a member of the College community or of a visitor to the College;
- Possession or use of firearms, explosives, dangerous chemicals, substances, instruments or other weapons that can be used to inflict bodily harm to any individual or damage to a building or grounds of College/ District-owned or controlled property;
• Failure to comply with directions of College/District officials or law enforcement officers acting in performance of their duties, and/or failure to identify oneself to these persons when requested to do so;
• Use of tobacco and tobacco products (smoking) in unauthorized areas;
• Verbal abuse and/or abusive behavior, includes excessive profanity, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person or which places them in fear of being physically abused;
• Unlawful possession, use, sale, or distribution or being under the influence of any narcotics or other controlled substances or drug paraphernalia, except as may be expressly permitted by law.
• Engaging in lotteries or other forms of gambling on College/ District-owned or controlled property.
• Leaving unattended minor children on College-owned or controlled property or at College/ District- sponsored or supervised functions without making provisions for them to be cared for or supervised.
• Use of computers for unauthorized purposes and engaging in any activity aimed at compromising computer systems or network security.
• Inappropriate use of electronic devices such as beepers, cellular telephones or any other instrument that might be disruptive in an academic setting.
• Failure to obtain approval from the Campus President or designee, or appropriate administrator for solicitation of any type which involves the College student body, College employees or visitors; posting or distributing information of any kind within the premises of the College; selling of merchandise on College property by a student or a student organization.
• Any form of sexual misconduct.

The above violations are illustrative of the type of conduct that will not be permitted but are not intended to be all-inclusive and will result in discipline up to and including expulsion.
Nursing students should refer to the District Student Handbook for complete scholastic code of ethics including ethics violation disciplinary actions.
The Handbook is available at www.wcccd.edu.
CHAPTER 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:
Prior to the start of second year of the Nursing Program, students must meet with Campus Operations Associate to review program completion form and transcript (form available in nursing administration).

Application for Degree
Fourth semester students in the Nursing Program must follow WCCCD procedures and timelines to apply for degree. Eligibility to participate in commencement exercises hinges upon satisfying degree completion requirements. Please refer to and follow the district graduation process at https://www.wcccd.edu/students/cs_graduation.htm

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

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

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

**Request for Testing Modification on Licensure Examination**

Students who require accommodations during testing situations are able to request testing modifications when submitting application to take the National Council of Licensing Examination-Registered Nurse (NCLEX-RN) ([https://www.ncsbn.org/index.htm](https://www.ncsbn.org/index.htm)).