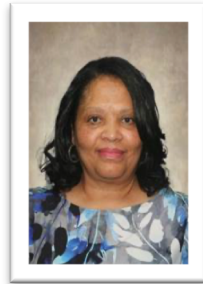


Nursing Student Handbook

2023-2024



WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024



As the Dean of Nursing, I am excited to welcome you to the Associate of Applied Science Degree in Nursing Program at Wayne County Community College District (WCCCD). The Associate Deans, Faculty, and Administrative Staff are pleased you have chosen WCCCD to pursue your nursing education. We are committed to assisting 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 you, the student, and the faculty. Faculty will provide didactic, lab, and clinical course instruction, and integrate real-world examples to expand your experiences. As adult learners, you must actively participate by arriving at each scheduled class session prepared and assuming responsibility for your learning from the initial day of class to the completion of the program.

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

The Nursing Student Handbook provides information about the WCCCD Nursing Program, 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 serves as a reference and students are expected to review it often.

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

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

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

Nursing Administrators, Faculty & Staff

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Welcome	2
CHAPTER ONE: NURSING PROGRAM, MISSION, VISION, AND PHILOSOPHY.....	6-8
College Mission Statement	
College Vision Statement	
College Values	
Nursing Program Mission	
Nursing Program Goal	
Nursing Program Concepts	
End of Program Student Learning Outcomes	
Nursing Program Standards	
Nursing Program Conceptual Model	
Systematic Plan for Evaluation (SPE)	
CHAPTER TWO: NURSING PROGRAM CURRICULUM.....	8-15
Educational Theory	
Length of Nursing Program	
Credit Clock Hours Table	
Curriculum	
Nursing Course Descriptions	
Essential Functions Related to the Profession of Nursing	
<i>Motor Ability</i>	
<i>Ability to Communicate</i>	
<i>Ability to Problem-Solve</i>	
<i>Ability to Maintain Emotional Stability</i>	
<i>Ability to Perform if Taking Prescribed Medication</i>	
CHAPTER THREE: NURSING PROGRAM LEARNING ENVIRONMENTS & REQUIREMENTS.....	16-29
Learning Environment Conduct	
Electronic Devices	
<i>Theory Setting</i>	
<i>Clinical Practice Settings</i>	
Social Media	
Simulation Lab	
<i>Simulation Process</i>	
<i>Pre-briefing</i>	
<i>Debriefing</i>	
<i>Evaluation</i>	
<i>WCCCD Nursing Skill and Simulation Lab Guidelines</i>	
<i>Equipment Use in the Simulation Lab</i>	
<i>General Care & Maintenance</i>	
<i>Supplies & Inventory</i>	
<i>Standard Precautions</i>	
<i>Simulation Days Attendance</i>	
<i>Conduct</i>	
<i>Confidentiality</i>	

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

<i>Student Evaluations</i>	
<i>Photography and Video Recording Use Policy</i>	
Classroom Learning Environment	
<i>Theory Classroom Dress Code</i>	
Clinical Practice Learning Environment	
<i>Clinical Dress Code</i>	
<i>Student Employment Parameters</i>	
<i>Attendance and Tardiness Policy</i>	
<i>Absence Due to Jury Duty</i>	
<i>Orientation to Clinical Site</i>	
<i>Where to Report</i>	
<i>Transportation to Assigned Clinical Placement Site</i>	
<i>Clinical Responsibilities</i>	
Patient Safety	
Latex Allergy and Sensitivity	
Alliance for Clinical Experience Matching and Placement (ACEMAPP) Program Requirements	
<i>Online Education</i>	
<i>WCCCD and ACEMAPP Nursing Program Requirements</i>	
<i>Physical Examination</i>	
<i>Immunizations</i>	
<i>Basic Life Support (BLS)</i>	
<i>Criminal Background Check</i>	
<i>Urine Drug Screen</i>	

CHAPTER FOUR: STUDENT PROGRESSION IN NURSING PROGRAM.....30-36

Profile of the Successful Nursing Student	
Evaluation of Progress	
Grading Scale	
Questions about Exam and Assignment Grades	
Requesting Final Course Grade Changes	
Academic Progression	
Lapse in Enrollment	
Leave of Absence	
Returning from Leave of Absence	
Academic Standing	
<i>Academic Caution</i>	
<i>Academic Warning</i>	
<i>Academic Probation</i>	
<i>Success Plan</i>	
Withdrawal from Nursing (NUR) Course	
Theory Course Failure and Remediation Program	
Second NUR Course Failure or Withdrawal from Nursing (NUR) Course	
College-Wide Re-entry Committee Role and Responsibilities	
Third NUR Course Failure or Withdrawal from Nursing (NUR) Course	

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Departure from Nursing Program	
CHAPTER FIVE: EXAM AND QUIZ GUIDELINES	37-38
Exam and Quiz Guidelines	
Exam and Quiz Make-Up	
Exam and Quiz Review	
Math Exam Policy	
CHAPTER SIX: ACADEMIC SUPPORT	39-42
The Mentoring Program	
<i>Mentoring Program-Anticipated Outcomes</i>	
Dialogue with the Deans	
Early and Often Document of Academic Practices	
Standardized Testing: HESI™ (Health Education Systems, Inc.)	
Faculty Conference Hours	
Student Assistance Program	
Multi-Learning Lab (MLL)	
Learning Resource Center (LRC)	
Student Support Services- Disability Support Services	
CHAPTER SEVEN: COMMUNICATION	43
Communication	
Information on File in the Nursing Office	
Surveys and Questionnaires	
Financial Aid	
CHAPTER EIGHT: GUIDELINES AND POLICIES	44-48
Medication Administration	
<i>Medication Administration Procedure</i>	
<i>Violation of Policy</i>	
Drug and Alcohol Testing Policy	
CHAPTER NINE: ETHICS, CIVILITY, AND BEHAVIOR STANDARDS	49-50
Student Code of Conduct Violations	
CHAPTER TEN: GRADUATION PROCEDURES AND REQUIREMENTS	51
Nursing Pinning Ceremony	
Application for Degree	
Graduation with Honors	
CHAPTER ELEVEN: REGISTERED NURSE LICENSURE	52
Application for Registered Nurse Licensure	
Request for Testing Modification on Licensure Examination	
DISTRICT PROVOST-HEALTH SCIENCES, NURSING ADMINISTRATORS	
FULL-TIME FACULTY	53
REFERENCES	54

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER ONE: NURSING PROGRAM MISSION, VISION, AND PHILOSOPHY

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

2. **Honoring Diversity:** We honor the worth of individuals of all racial, gender, ethnic, and national origins, and we value persons from all socioeconomic, educational, and experiential backgrounds. We value our role as “Democracy’s college,” providing an open door of educational opportunity to all who can benefit from our services. We help our students live responsibly in a global society by nurturing in them an increased appreciation and understanding of diverse cultures and ideas.

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

4. **Being Accountable:** We are accountable to the students who depend on us to provide them with quality education, to the citizens who support us with their tax dollars, and to the businesses that depend on us to provide them with highly trained employees. We commit to being good stewards of the resources that are provided to us to carry out our mission.

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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 healthcare 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 affirm these statements:

Nursing Program Mission

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

Nursing Program Goal

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

Nursing Program Concepts

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

End of Program Student Learning Outcomes

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

Wayne County Community College District Associate of Applied Science Degree in Nursing, Northwest campus located in Detroit, Michigan is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)**.

Nursing Program Standards

Professional standards and competencies for the nursing program are derived from the American Nurses Association (ANA) Standards of Practice and Professional Performance (https://www.nursingcenter.com/journalarticle?Article_ID=3882547&Journal_ID=54029&Issue_ID=3882392); NLN Core Values (<https://www.nln.org/about/about/core-values>), the Michigan Board of Nursing (https://www.michigan.gov/documents/lara/Nursing_Licensing_Guide_511817_7.pdf); the National Council for State Boards of Nursing (NCSBN) four major client needs for NCLEX-Test plan ([2023 NCLEX-RN Test Plan | NCSBN](#)); and the Quality and Safety Education for Nurses (QSEN) initiative were utilized in the

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

development of the curricular directives, to include the program educational outcomes (<http://qsen.org/competencies/pre-licensure-ksas/>). 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 healthcare environments.

Educational Theory

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

Memorization of content is minimized as 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.

Our Nursing faculty factor into our students’ educational lives in a plethora of ways, such as: facilitator; evaluator; advisor; mentor; and resource person. Rather than solely being a lecturer or grader as our students gain 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Faculty value a learning environment that is supportive, respectful of experiences students bring to the classroom and emphasizes the importance of life-long learning. The concept of professionalism is woven throughout the curriculum, 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, and NCLEX-RN-styled questions with a growing emphasis on application, small and large group discussion, and role play. These strategies offer a four-part approach to learning through didactic, skills lab, clinical, and simulation targeting all types of students 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, 2022), and endeavor to integrate the competencies into daily teaching and interactions with students.

Length of Nursing Program

The nursing program curriculum is intended to be completed in two years, excluding the prerequisite courses. Many students complete most or all of the general education courses 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.

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Credit Clock Hours Table

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

34 Gen Ed Courses credit hours
35 Nursing Credit hours
Total Nursing credit hours= 69

Nursing – total 647.5
527.5 clinical hours
85 Skills lab
35 Simulation

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

PREREQUISITE COURSES		
COURSE	COURSE TITLE	CREDIT HOURS
ENG 119	English I	3 credits
BIO 155*	Introduction to Biology	4 credits
BIO 240	Human Anatomy and Physiology I	4 credits
BIO 250	Human Anatomy and Physiology II	4 credits
BIO 295	Microbiology	4 credits
ALH 105	Medical Math	3 credits
*BIO 155 is a prerequisite to BIO 240. Prerequisite Total: 22 Credit Hours		
SEMESTER ONE – FIRST 7.5 Weeks		
COURSE	COURSE TITLE	CREDIT HOURS
NUR 110	Nursing Foundations	4 credits
NUR 118	Physical Assessment	2 credits
SEMESTER ONE – SECOND 7.5 Weeks		
NUR 112	Medical Surgical Nursing I Theory & Clinical	4 credits
NUR 119	Pharmacology	2 credits
Semester One Total: 12 credit Hours		
SEMESTER TWO		
PSY 101	Introduction to Psychology	3 credits
NUR 114	Obstetric Nursing Theory & Clinical	3 credits
NUR 116	Medical Surgical Nursing II Theory & Clinical (Half semester)	4 credits
Semester Two Total: 10 credit Hours		
SEMESTER THREE		
SOC 100	Sociology	3 credits
NUR 210	Psychiatric Nursing Theory & Clinical	3 credits
NUR 212	Medical Surgical Nursing III Theory & Clinical (Half semester)	4 credits
Semester Three Total: 10 Credit Hours		
SEMESTER FOUR		
NUR 214	Pediatric Nursing Theory & Clinical	3 credits
NUR 216	Medical Surgical Nursing IV Theory & Clinical (Half semester)	4 credits
NUR 218	Nursing Issues, Transitions and Leadership	2 credits
Semester Four Total: 9		
COLLEGE DEGREE REQUIRED COURSES		
PS 101	American Government	3 credits
ENG 120	English Composition II	3 credits
College Degree Required Courses Total: 6		
Nursing Program Total: 69		

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

- Complete at least 60 credit hours
- A minimum of 12 credits of program requirements at WCCCD
- PS 101 American Government (3 credits)
- ENG 120 English II (3 credits)
- Have a minimum grade point average of 2.0 upon completion.

Students interested in transferring to a 4-year institution are encouraged to take the following courses:

- BIO 252 Pathophysiology (4 credits)
- PSY 200 Lifespan Development (3 credits)

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Course; Semester	Course Description
NUR 110 Nursing Foundations Semester 1	This course introduces the nursing profession including history, standards of practice, legal and ethical issues, nursing process, and foundational nursing skills. Emphasis is placed on the roles and responsibilities of the nurse as a caregiver. Students will apply the skills learned in a supervised laboratory practicum to develop care for patients in today's changing healthcare environment.
NUR 118 Physical Assessment Semester 1	This course focuses on the nursing knowledge necessary to perform and document a physical assessment. Common conditions and deviations of physical assessment are identified. Students apply the nursing process and demonstrate assessment skills in a supervised laboratory practicum.
NUR 112 Medical Surgical Nursing I Semester 1	This course focuses on the application of the nursing process to the care of adult patients experiencing medical-surgical health conditions in a variety of healthcare settings. Evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Content includes cultural and psychosocial influences in the care of diverse patient populations.
NUR119 Pharmacology Semester 1	This course examines the nursing process for managing the pharmacological care of the patient in today's changing healthcare environment. It explores safe medication administration with a focus on medication drug classification, concepts, and principles. Dosage calculations for safe medication administration are also incorporated. The emphasis is on the nursing student as a caregiver and the responsibility involved administration of medications.
NUR114 Obstetric Nursing Semester 2	This course focuses on the application of the nursing process to the care of obstetric patients, the newborn, and the family unit in a variety of healthcare settings. The course also explores women's health across the lifespan. Emphasis is on the nursing student as a caregiver and the responsibilities this entails related to women's health. The use of evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Content includes a focus on cultural and psychosocial influences in the care of diverse populations.
NUR116 Medical Surgical Nursing II Semester 2	This course is a continuation of Medical-Surgical Nursing I with an application of the nursing process in the care of patient experiencing health-illness conditions in a variety of healthcare settings. Evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. Emphasis is on the nursing student as a caregiver and the responsibilities this entails. Content includes a focus on cultural and psychosocial influences in the care of diverse patient populations.
NUR210 Psychiatric Nursing Semester 3	This course introduces the student to the dynamics of human behavior during psychiatric illness. Principles and concepts of mental health, mental health interventions, and therapeutic environments are explored. The use of evidence-based practice is integrated to provide the student with current trends to better facilitate the development of clinical reasoning skills. Student skills in the application of the nursing process are sharpened in managing care of the diverse psychiatric patient.
NUR212 Medical Surgical Nursing III Semester 3	This course is a continuation of Medical-Surgical Nursing II with an application of the nursing process in the care of patients experiencing health-illness conditions in a variety of healthcare settings. The use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. Emphasis is on the nursing student evolving into the role of professional nurse and the responsibilities this entails.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

	The student's application of the nursing process is enhanced in managing care of the adult patient.
NUR214 Pediatric Nursing Semester 4	This course focuses on the nursing care of the pediatric patient and family unit. The concepts of growth and development related to the pediatric patient will be examined. Use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. The emphasis is on the nursing student evolving into the role of the professional nurse and the responsibilities this entails. The student's application of the nursing process is enhanced in managing care of the pediatric patient and family.
NUR216 Medical Surgical Nursing IV Semester 4	This course is a continuation of Medical-Surgical Nursing III with application of the nursing process in the care of the patient experiencing health-illness conditions in a variety of health care settings. Use of evidence-based practice is integrated to provide the student with current trends to apply in clinical reasoning. Emphasis is on the nursing student evolving into the role of professional nurse and the responsibilities this entails. The student's application of the nursing process is enhanced in managing care of the adult patient.
NUR218 Nursing Issues, Transitions and Leadership Semester 4	This course focuses on the successful transition of the graduate student nurse into safe clinical practice as a professional nurse. This course prepares students with the necessary NCLEX preparatory skills. It also highlights management and leadership issues impacting health care today. Emphasis is on the student evolving into the role of professional nurse with responsibility for prioritizing nursing actions and judgments related to the delivery of safe and effective patient care.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Essential Functions Related to the Profession of Nursing

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

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

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

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

Tactile ability to: feel differences in skin temperature and to perform physical assessments; perform palpation; give injections; start IVs; address sterile and non-sterile dressing changes; aid in urinary catheterization; assess skin temperature and texture; and assist with patient care activities.

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

Ability to Communicate is the ability to: communicate effectively, in English, in verbal and written form through interaction with clients, family, and healthcare members from a variety of social, emotional, cultural, and intellectual backgrounds; write clearly and correctly on patient's record for legal documentation; 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 and or workers in a professional manner.

Ability to Problem-Solve involves the intellectual and conceptual ability to think critically 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 and or medical interventions and treatment plans; and working independently for positive patient outcome.

Ability to Maintain Emotional Stability is the ability to: function safely under highly stressful situations and adapt to changes in clinical and patient situations; and converse effectively with clients, families, groups, and healthcare members in stressful patient care situations such as emergencies.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Ability to Perform if Taking Prescribed Medication, the 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 (NLN, 2012).

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

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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 and or Zoom) classrooms, clinical skill labs, simulation labs, 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, and asepsis, and present a professional image to the community we serve.

The 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

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

Electronic Devices

Theory Setting

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

Clinical Practice Setting

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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 or platforms. This includes information that has been de-identified. This is a violation of HIPAA and may result in discharge from the nursing program and legal action on behalf of the clinical site or patient.
- Students cannot share information related to the nursing program or any course content on any social media sites and or platforms.
- Students cannot share any information related to other students or faculty. This includes information obtained in any setting such as a 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 Health Science Interdisciplinary Simulation Laboratory (HSISL) is a learning center where nursing students gain real-world experience in a controlled clinical setting. HSISL is equipped with an electronic medical record system, an array of mid to high-fidelity patient simulators, and realistic medical equipment to support student learning. The psychomotor skills and assessment classroom(s) are fully equipped for safe, realistic, and repeated practice of nursing skills like IV insertion, medication administration, dressing changes, and physical assessment.

HSISLs are equipped with fully functioning patient rooms, electronic patient monitors, medication carts, 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. WCCCD's Nursing Program follows the clinical policy. The users of WCCCD's HSISL should also respect the rights of privacy, health, and safety of others in the environment. The Simulation Process consists of three stages: Pre-briefing, Debriefing, and Evaluation.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Pre-briefing

Pre-briefing sets the stage for the simulated clinical experience. This provides the opportunity for an orientation to the 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 have observed the simulated clinical experience and are competent in the debriefing process. A 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, 2020).

The program utilizes the Debriefing for Meaningful Learning (DML) model as the debriefing method (Driefuerst, 2020). DML is an evidence-based debriefing method for use in both the simulation setting and 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 engaging, exploring, explaining, elaborating, evaluating, and extending (Driefuerst, 2020).

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 and Simulation Lab Guidelines

Skills Lab Responsibilities Guidelines

- 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.).
- NO FOOD OR DRINK – may cause damage to equipment.
- NO CHILDREN - risk of injury from equipment
- NO CELL PHONES during testing or in student work areas (turn phones off)
- Students are **always** required to wear student IDs while in the lab and follow the dress code of WCCCD.
- Respect lab equipment always.
- Review **all** Skills Lab Policies and Procedures
 - Scheduling
 - No Call No Show
 - Skills Testing (Checkoffs)
 - Remediation Policy
 - Competency Testing: Returning Students

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- Review and check lab schedules for open and closed times (Posted outside of lab area).
- Always sign in and out of the lab for both practice and testing.
 - Sign-In Book is located inside skills lab by front door.
- 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 the 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 the path of the tubes.
- No individuals are to be on or in the bed.
- 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

All equipment and supply requests should be sent to the Nursing Simulation Administrator, Dr. Harris at charris4@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 of in the proper waste containers. Storage areas are to only be accessed by staff, faculty, and course instructors unless permission is granted.

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

Standard Precautions

All students should follow Standard Precautions against infectious disease while participating in simulation activities in the lab. There are as follows:

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

Simulation (SIM) 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 HSISL 15 minutes prior to the scheduled start time.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Conduct

- Professional conduct and communication are always expected in HSISLs. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The HSISL 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 unless otherwise directed by the Nursing Simulation Administrator.
- 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 HSISL.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of HSISL.

Student Evaluations

Students will complete an online reflection activity and provide feedback regarding their simulation experience 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 HSISL, 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 the 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 will be pulled from the hard drive. After the 14-day time window, the film and recording will 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. Students will complete assigned readings prior to class and arrive ready to discuss the content. The focus is critical thinking and sharpening skills to analyze and apply course content.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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 children are not allowed in face-to-face or virtual classrooms.

Inappropriate and or Prohibited Attire:

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

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

Faculty, program administrators, and staff have the right to address policy violators and or deny admission to students dressed in any 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, and 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 which students are expected to follow.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

- It results in injury, damage, or loss to students, faculty, or administrative personnel of the District, or to buildings, structures, or other property under College control, **or**
- It hinders the District in the discharge of its basic responsibilities to maintain an orderly educational atmosphere and to function without interruption as an institution of higher learning, **or**
- It consists of any act or acts prohibited under Municipal, State, or Federal regulations and law, committed on the premises controlled or owned by the District, **or**
- It results in injury, damage, or loss to students, faculty, staff, or clients of the clinical agency, or 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 and 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, black, or blue Cornette or hijab) is permitted. No other type of head covering is allowed.
- Avoid the use of perfumed spray and or lotion, aftershave, or scented hygiene products. Students are to be clean, well-groomed, and free of offensive body odors-including smoke.
- Nails are to be cleaned and trimmed to be no longer than 1/8" beyond the tip of the finger. Nails are to be in their natural state only. Artificial or acrylic nails or polish of any type (including wraps or shellac) are strictly prohibited.
- Makeup is to be conservative and neutral in color. No false eyelashes. No visible tattoos at anytime.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- A watch with a second hand is required. If using a digital watch, it **MUST** be on the analog clock setting **AT ALL TIMES** (this is **ONLY** during lab and clinical). Otherwise, refer to the policy on **Electronics Devices** during *Theory Setting*). Wedding bands or engagement rings are the only acceptable rings to be worn. Earrings should be small (studs) and inconspicuous-one earring per earlobe. No visible piercings, such as facial jewelry, tongue piercings, or earring gauges.
- Hair is to be clean, natural color, well-groomed and neat. Long hair must be pulled back off the face and the shoulders prior to entering the learning environment. No decorative hair pieces are permitted. Beards, mustaches, and sideburns must be clean, short, and neatly trimmed.
- Undergarments are to be worn. They should be conservative, supportive, neutral in color, and not visible.
- **WCCCD student ID must be always worn and visible** in face-to-face, virtual, and clinical settings. The ID is to be displayed in a 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 student nurses, students may practice under the direction of nursing faculty.

Clinical Attendance and Tardiness Policy

- It is the expectation of the nursing department that students attend all clinical, lab, and theory sessions.
- If a student is absent from the clinical or lab this is an occurrence.
 - An occurrence is defined as any reason the student is not present or is absent from clinical or lab. Illness-related absences are not excused and are not excluded from this guideline.
 - An occurrence can be 1 or 2 consecutive days (With no days in between)
 - Students who are scheduled for jury duty must inform faculty immediately after receiving notice from the court system. The student should contact the court immediately to ask for a rescheduled date due to attending a health care class or clinical that requires no

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

absences. If the student cannot be released from jury duty the options for program progression will be evaluated individually.

- The student will receive a **mandatory 5%** theory grade reduction for the absence. Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
 - More than one clinical occurrence will result in the student not returning to the clinical, resulting in a clinical as well as a course failure.
 - The student must notify the faculty by email that they cannot attend clinical or lab. Faculty 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.
- 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.
 - 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.
 - 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 the lab or clinical. Any missed time must be made up. Failure to do so will result in clinical failure, thus, a course failure.
 - A third tardy will result in course failure. No exceptions.
 - Coming unprepared for lab or clinical will be considered an absence. The student will not be allowed to stay on-site and will be written up as absent.
 - 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, clinical faculty, and nursing office immediately after receiving notice from the court system. Written documentation from the court must be submitted. Students who attend jury duty will still be considered absent from theory, lab, and clinical components of the course. Therefore, students should contact the court immediately to ask for a rescheduling 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 the Nursing Administration will discuss options for making up the time.

Orientation to Clinical Site

Students are required to attend a mandatory orientation at each assigned clinical agency. The orientation will be arranged by the clinical faculty. Orientation will include, but not be limited to, policy and procedures that relate to the student's role in 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 training when scheduled; failure to attend may result in the student being dropped by the clinical agency and subsequently the course. **Students**

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

dropped by the clinical agency for failure to meet any required training and orientation will be removed from the course and have to sit out until the start of the next semester pending space availability.

Where to Report

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

Transportation to Assigned Clinical Placement Site

Healthcare settings used for clinical experiences are in various locations. Transportation to and from the clinical facilities is the student's responsibility. Students need reliable transportation to avoid missed clinical days and late arrivals. Students 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 the instructor at the specified clinical time (at the designated reporting area) * **Failure to do so may result in clinical agency removal from the clinical rotation, which will result in removal from the course.**
- Students will not participate in patient care activities without WCCCD faculty presence on the unit with the approval of the clinical instructor.
- Students must follow the directions of the clinical instructor in all matters.
- Students are NEVER allowed to photocopy or print any patient record.
- Students will not use the agency's online system to search records of hospitalized individuals not assigned to them.
- Confidentiality and respect for client privacy must always be maintained.
- Documentation in the patient records must be accurate and truthful.
- Students interact professionally and cooperatively with clients, staff, visitors, other students, and clinical faculty always while in a clinical setting-on client unit, in a conference room, or in any area of the agency.
- Any display of student behavior deemed "unprofessional" or "uncooperative" will result in the student being dismissed from the clinical site.
- Students will report any safety concerns, errors, or unexpected occurrences to the clinical faculty promptly for guidance and resolution.
- Students do not leave the assigned area without the permission of the clinical faculty.
- Students will leave promptly when dismissed by the clinical faculty and do not return for unsupervised patient care activities.
- Students will not remove any documents from a client's medical record.

Patient Safety

Patient safety is a major concern in healthcare organizations. The Joint Commission 2023 National Patient Safety Goals (NPSG) identifies elements of performance for the following critical aspects of care:

- Patient Identification.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- Improve Communication.
- Medicines safely.
- Clinical alarms safely.
- Health Care-Associated infections.
- Reduce Falls.
- Pressure Ulcers.
- Risk Assessment.
- Home Care Equity.
-

Each clinical performance evaluation tool identifies patient safety goals and expected performance competencies specific to your clinical agency and experience. Clinical faculty will hold discussions with students throughout the course. Students are expected to be familiar with the NPSG's as they apply to the setting and assigned clients. *For in-depth information about the National Patient Safety Gals and the Joint Commission, refer to <http://www.jointcommission.org>

Latex Allergy and Sensitivity

Latex allergy and sensitivity have grown as a healthcare concern in recent years. Since several 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 the 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 Matching and Placement (ACEMAPP) Program Requirements

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

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

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

Online Education

The ACEMAPP program is comprised of 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 the use of the ACEMAPP system will fulfill this requirement for a one-year period. You will have the ability to take the courses and assessments at your convenience and view the status of your coursework and clinical requirements at any time. However, they must be completed by the August 1st -Fall semester, or December 1st -Spring semester. The clinical site will not allow students to begin clinical at a site or continue in a site if ACEMAPP online courses and assessments are not

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

completed or have expired. **It is the student's responsibility to maintain compliance.** All ACEMAPP requirements must be completed by the designated date, or the student will be removed from the clinical group for the entire semester and considered a failure. Your return to the clinical will be based on available space.

ACEMAPP and Nursing Program Requirements

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

1. **WCCCD Nursing Program Health Requirements:** Students must provide a current health history and physical examination form when starting the Nursing Program. The physical examination must be signed by a physician, nurse practitioner, or physician's assistant. The original copy is maintained in the Nursing Office.
 - Physical examinations are **valid for two years**, provided there is no change in the student's health status. The Nursing Administration will require further written documentation from the student's health provider regarding positive findings. It is the student's responsibility to obtain the written documentation upon request of the Nursing Administration.
 - A student who suspects they are pregnant:
 - Must notify clinical faculty and submit written documentation to administration.
 - Must submit a written statement from the healthcare provider verifying the student can continue in nursing courses -clinical, lab, theory -without restrictions.
 - Following delivery, the student must submit a written statement from the healthcare provider verifying the student can return to nursing courses -clinical, lab, theory -without restrictions. Both statements must be received by the Nursing Office prior to returning to the course(s). The Nursing Administration will review and request additional information if needed.
 - Students who experience illness or injury that causes absence must provide written documentation from their health provider verifying the student can continue in nursing courses -clinical, lab, 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 or immunity to infectious diseases is required. Specific immunization information or evidence of antibodies must be provided and updated for:
 - Measles, Mumps, and Rubella (MMR immunization). **Two (2) documented valid doses.**
 - Chicken Pox (Varicella)
 - DTP/DTaP/DT/Td/Tdap (must be within 10 years)
 - Tuberculosis clearance must be submitted annually in the form of a negative Purified Protein Derivative (PPD) test. For those students who have had a positive test, verification by chest x-ray with a written report every 2 years that there is no 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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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:** Students must submit to and pass a criminal background check and be cleared per the Nursing program policy, appropriate State Board of Nursing rules and regulations, and clinical site requirements. **Background checks are performed before admission and annually.** Students must provide criminal background check information from **Castlebranch.com.** **The School Code for the website is ay20.**
 - The costs associated with this background check will be the sole responsibility of the nursing student. Following graduation, all nursing license applicants in the State of Michigan are required by the Bureau of Health Professions to complete an updated criminal background fingerprint check before taking the NCLEX exam.
 - The following links provide information on the State of Michigan exclusions for criminal history. Please review the information if you have a criminal record to determine your eligibility for clinical placement as a nursing student.
 - Felonies typically have restricted admission until after a 10-15-year period from the time of completion of sentence and all probation time served. Misdemeanors vary in the severity of the crime and the time frame a student would be excluded from placement in a health care setting. Misdemeanor guidelines do not require probation time completion in the exclusion period.
 - Michigan Health Code (<http://legislature.mi.gov/doc.aspx?mcl-333-20173a>)
 - Public Health Code Act 368 of 1978 (<http://legislature.mi.gov/doc.aspx?mcl-333-16174>)

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

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

Additionally, many clinical sites affiliated with the college for educational purposes have adopted this requirement. WCCCD's Nursing Program requires students to participate in caring for patients in various healthcare settings. Therefore, students in the WCCCD Nursing Program are subject to this legislation. **Students must maintain a clear criminal background while enrolled in the Nursing Program.** Students must report to the Dean Nursing, in writing, any change in their criminal background or current status within 72 hours of occurrence (includes new citations and

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

or charges regardless of the pending or final adjudication).

Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program. Students must be aware that many clinical sites list conviction of any felony as grounds not to accept a student for clinical training. WCCCD's Nursing Program does not accept responsibility for any student eligibility for: admission; and or continued progression to clinical training; and or for licensure as a health care professional after failure to pass a criminal background check.

5. **Urine Drug Screen:** Students must provide a urine drug screen **every year**. A positive urine drug screen may result in dismissal from the Nursing Program. The Nursing Administration will require further written documentation from the student's health provider regarding positive findings. It is the student's responsibility to obtain the written documentation upon request of the Nursing Administration. All particles listed below must be tested. *Note: Updated 17 Panel Urine Drug Screen as of 11/28/2023

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

Adulterants Creatinine	Cannabinoids (Marijuana/THC)	Cocaine	Opiates	Methadone	Methamphetamines/ Amphetamines
Adulterants Specific Gravity	Benzodiazepine	Alcohol	Phencyclidine (PCP)	Propoxyphene	Barbiturates

- Falsification of any health records will result in dismissal from the Nursing Program.
- The Nursing Program Health Requirements are also a part of ACEMAPP requirements.
- Students are expected to complete ACEMAPP requirements and update as prompted.
- Failure to comply with ACEMAPP and Nursing Program Health Requirements will result in dismissal from clinical placement which will be considered as a clinical failure. Your return to the clinical will be based on available space. <https://acemapp.org>
- In addition to the WCCCD Nursing Program Clinical Health Requirements, individual clinical partners will require students to comply with orientation and health requirements specific to the clinical site. A student's compliance is expected, and failure to comply will result in clinical failure. Your return to the clinical will be based on available space.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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:

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

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

- Frequent conferences with the instructor at their announced office hours.
 - Prompt attendance at all planned learning experiences.
 - Frequent self-evaluation to determine progress toward goals.
 - Early and continuous use of the College's Multi-Learning Lab and the Nursing Skill Lab.
 - Meeting with assigned faculty for assistance in course planning and progression.
- Students can further enhance learning by:
- Using NCLEX-RN review materials including text and online resources to prep
 - Practicing technical skills in the clinical skills lab on your own time.
- Using online tools such as:
 - OWL – Purdue Online writing lab
<http://owl.english.purdue.edu/owl/resource/670/05/>
 - WCCCD Learning Resource Centers
https://www.wcccd.edu/dept/learning_resource_center.htm
 - Course textbooks offer several links to online case studies, practice exams, study guides, and many resources to facilitate and enhance your learning of course content.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Grading Scale

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

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

- Numerical grades are based on the theory component of the course and will be consistently recorded to the hundredth place but will never be rounded up. For example, 79.9% will not be rounded up to 80%.
- **“Extra credit” assignments and “extra points” on an assignment(s) are not allowed in either theory, lab, or clinical courses.**
- For courses with a clinical component, **students must achieve a “Satisfactory” grade in clinical/lab AND at least 80% in the theory component to successfully complete the course.** Unsuccessful performance in clinical/lab or theory will mean unsuccessful performance in the course. This is a course failure, and the student cannot progress in the Nursing Program if this occurs.

Successful passing of a course and remediation in the nursing program requires a minimum of a **cumulative score of 80%** for each course and remediation.

The **HESI Exam** is a computerized nursing test given online. It provides the nursing student and faculty information on how well the student understands the content in a specific nursing course, relative to other students nationally, and in their cohort. The HESI exam also helps familiarize students with NCLEX-style questions and standardized exam practices. Additionally, research demonstrates that a 900 or higher score on the EXIT HESI exam is highly predictive of passing the NCLEX exam. Thus, it is also important that students aim to achieve a score of 900 or higher on each HESI exam. The **benchmark for the HESI exam is ≥ 900**. Students who do not achieve the required benchmarks on the **HESI exam (900) MUST** complete a remediation plan. Students will utilize their HESI score and resources to direct their remediation and further learning.

Questions about Exam and Assignment Grades

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

The Nursing Program is designed to be completed in two years. Current semester courses must be completed before progressing to the 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 the admission requirements in effect at the time of reapplication. The student understands that if readmission occurs after 2 years, they will start the Nursing Program with the first semester courses regardless of the semester they 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 the Nursing Office occurs within 30 days of release from active duty.
2. Successfully complete the remediation workshop.
3. Resumption of coursework occurs at the next available semester in the academic cycle.

Leave of Absence

Students may seek approval for a temporary leave of absence from the nursing program not to exceed 12 months since their last nursing course. Circumstances regarding a leave of absence need to be discussed with and approved by the Nursing Administration and must be submitted in writing. The request must be accompanied by supporting documentation, for example, a statement from a healthcare provider. The Nursing Administration will review and respond in writing. **A student must be in good academic standing at the time of the request (passing the course with a minimum cumulative average of 80%).**

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Returning from Leave of Absence

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

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

Academic Standing

Wayne County College District (WCCCD) Associate of Applied Science in Nursing program expects students to attend class regularly, actively participate in their learning, and utilize the services and resources that support academic success. Students are in "Good Standing" if their minimum cumulative average is 80% or higher. Students below a cumulative average of 80% will fall into one of the below academic standing categories.

Academic Caution

If a student earns a grade below 80%, they will be placed on academic caution. Students on academic caution are required to attend mandatory tutoring. Students will receive a list of tutoring dates at the start of each semester. *NOTE: Tutoring is OPEN to all students.

Academic Warning

Theory Course Failure and Remediation Workshops

Upon a first NUR course failure, the student will enter a remediation workshop. The student will be placed on academic warning for one semester and must complete the following:

- Register for the mandatory remediation workshop(s). The Remediation Workshop is not intended to replace the course curriculum or course requirements but to supplement the students learning. The purpose of remediation is to improve students' critical thinking, reasoning skills, and test-taking strategies to achieve NCLEX success.
- Remediation workshops are offered every fall and spring, and attendance is mandatory.
- Attend or participate in each workshop(s) as planned and designed to address the academic issues that impacted a student's performance.
- Meet with their assigned Nursing Faculty Mentor when applicable.
- Complete the remediation workshop with a minimum cumulative average of 80%
 - Any student who does not achieve a minimum cumulative average of 80% must apply for the College-Wide process for consideration for re-entry into the nursing program.
 - After the College-Wide Re-Entry Committee approves the student's return to the nursing program, the student will be placed back into remediation.
 - After successful completion of the required remediation workshop, the student will be placed back into the NUR course previously failed, pending seat availability.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Academic Probation

Second NUR Course Failure

- Two (2) NUR course failures; students must apply for the College-Wide process for consideration of re-entry into the nursing program.
 - 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.”*
- After the College-Wide Re-Entry Committee approves the student’s return to the nursing program, the student will be placed back into the required remediation workshop and on academic probation for two semesters. The student must meet with an Associate Dean of Nursing during weeks three (3) and five (5) of the semester's first and second 7.5 weeks.
- Students must also successfully complete the required remediation workshop.
 - After successful completion of the required remediation workshop, the student will be placed back into the NUR course previously failed, pending seat availability.
 - Any student who does not achieve a minimum cumulative average of 80% will be dismissed from the nursing program.
- While on academic probation, students are required to meet with an Academic Advisor at minimum two times to connect them to the appropriate Learning Support Services department and/or staff and amend their academic success plan as needed.
- Any student on academic probation who does not follow the success plan will be dismissed from the nursing program.

Success Plan

- The student nurse will meet with an Academic Advisor to develop a success plan by the second week of their remediation workshop.
- The student nurse will submit the success plan to nursing deans for review by the third week of their remediation workshop.
- The student nurse will meet with their assigned mentor during weeks one (1) and six (6) of the semester's first and second 7.5 weeks.

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 that a withdrawal from a nursing course is considered a course failure.**

Theory Course Failure and Remediation Workshops

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

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

Course Failure:

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

Remediation Failure:

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

Withdrawal:

- One (1) withdrawal equals a course failure.
- Two (2) withdrawals students must apply for the College-Wide process.
- In addition to the college policy, the Nursing Program requirements are:
 - *"After two withdrawals or two failures or one withdrawal and one failure in any NUR course, student progression cannot continue without the approval of the College-Wide Re-Entry Committee."*
 - *Two (2) withdrawals in core courses of any career program will result in automatic dismissal from that program.*

College-Wide Re-Entry Committee Role and Responsibilities

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

- The student **must initiate the review process on the second day of the second failure or withdrawal.**

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

1. Explanation of contributing factors related to past failures or withdrawals.
2. Explanation of planned or executed resolution of causative factors.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

3. Supporting documentation that outlines a plan for success.

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

If re-entry is approved by the Committee:

- The student must attend and complete a **mandatory** Remediation Workshop with a minimum passing score of 80%.
- The student will be placed in the NUR course that was previously failed.
- Placement is based on space availability.
- **Any** further NUR course or remediation workshop failures will result in automatic dismissal from the Nursing Program.
- A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

If re-entry is denied by the Committee:

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

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

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

If a student experiences three (3) nursing course failures, the student is dismissed from the Nursing Program. A student can reapply to the Nursing Program after two years, provided the student meets admission requirements at the time of reapplication.

Departure from Nursing Program

A student who elects to depart the Nursing Program will complete the "Nursing Program Departure Form" and submit it to the Nursing Office. The form will be placed in the student file. Once submitted, the student will be removed from further nursing courses.

- A student can reapply to the Nursing Program after two years.
- Students must follow the admission process for consideration of admission to the Nursing Program.

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER FIVE: EXAM AND QUIZ GUIDELINES

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

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

- **The student must present their WCCCD ID, NO EXCEPTION.**
- Students must complete the following information on all scantron tests: booklet number, test version, and name.
- The faculty will provide students with directions for exam seating. The process and procedure for dissemination of the exam or 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 or quiz.
- No backpacks or personal items should be in the classroom during the test.
- No verbal or nonverbal communication is allowed among students.
- Multiple exam forms will be used.
- Cheating or sharing of answers of any kind is academic dishonesty and will be **immediately** dismissed from testing.
- **NO ELECTRONIC DEVICES OF ANY KIND ARE ALLOWED IN THE EXAM ROOM (including smartwatches).**
- The student can only have a blank piece of paper, the exam or quiz, a pencil, an eraser, and a Scantron on their desk. If the exam contains a math question(s) then, a simple calculator is also allowed on the desk. No other written information is permitted in the vicinity of the student.
- All students are to remain seated during the exam or quiz.
- Students must **raise their hand** if there is a need to communicate with the faculty. Only questions pertaining to typos, miss-numbering, missing pages and other exam mechanics will be answered.
- All students will start the exam or quiz at the same time.
 - All tests are timed and must be submitted and or 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 or computer testing room.**
- 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- At no time will a student photograph an exam, quiz, or Scantron. Nor will a student write content from an exam or quiz onto another paper, or remove an exam, quiz, or Scantron from a classroom. **If such occurs, a student will receive a “0” for the exam or quiz, the “0” score is calculated with the final course grade, and the student will be referred to the Dean, or Associate Deans of Nursing, for further action, up to and including dismissal from the program.**

Exam and Quiz Make-Up

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

Exam and Quiz Review

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

- The review will be scheduled by faculty for the purpose of enhancing the student’s learning.
- The student will be given his or her exam or quiz and Scantron to review.
- The exam or quiz and Scantron are returned to the faculty.
- If the Scantron and exam or quiz are not returned, a grade of zero (“0”) will be recorded and is calculated in the final course grade.
- The student is referred to the Dean or Associate Deans 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 grades or score changes once the review is completed. **At no time will the student:**

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

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

Math Quiz or Exam Policy

All students will take a math calculation quiz in each nursing course every semester Except NUR 218. The math calculation quiz **is worth 5% of the course grade.**

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER SIX: ACADEMIC SUPPORT

WCCCD and the Nursing Program offer the student supportive services for program and academic success.

The Mentoring Program

This program is designed to help nursing students of all levels in the curriculum reach their individualized goals in their nursing careers. Mentoring is a commitment by caring and concerned individuals, who offer positive and supportive outreach to nursing students in various areas of academic, vocational, personal, or social development. The WCCCD Nursing Program provides a combination retention, student, and academic development program aimed at support to support as they matriculate through the Nursing Program.

Our mission is to improve and enhance the lives of nursing student by offering a caring and supportive team of nursing professionals to assist in overcoming barriers to successful program completion.

- **Mentoring** includes but is not limited to the following:
 - Supporting the mission and values of WCCCD.
 - Role modeling to enhance social and ethical standing.
 - Acting as a resource and upholding WCCCD policies.
 - Understanding strategies to increase academic performance.
 - Individual discussions: To provide a supportive atmosphere and keep the line of communication open.
 - Providing constructive feedback.

The nursing student is responsible for initiating contact with the assigned faculty mentor. It is anticipated that the faculty mentor will remain with the nursing student for the program as the student progresses. Mentor changes may occur if the assigned faculty mentor is no longer available or to balance the number of mentees assigned to faculty. ***Faculty Mentor assignments are posted outside the Nursing Lab.*** Students should contact the Nursing Administration if unsuccessful attempts to reach a mentor have occurred.

Mentoring Program-Anticipated Outcomes

The mentoring program's anticipated outcomes are:

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

Dialogue with the Deans

Dialogue with the Deans is offered every Wednesday between 2:00-4:00 pm. Good communication is essential for a successful outcome. The Dialogue with the Deans sessions aims to hear the concerns and experiences of staff, faculty, and students. Effective communication is a fundamental but complex concept in nursing practice.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Early and Often Document of Academic Practices

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

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 who become involved in situations that serve as a barrier to program progression. These students should be immediately identified to allow the initiation of appropriate interventions and guidance to take place.

Any of the following behaviors require early and often intervention:

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

Students must do the following:

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

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

WCCCD’s Nursing Program has partnered with HESI™ (Health Education Systems, Inc.) to provide students with complete diagnostic testing. This educational program 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. **Please note:**

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Faculty Conference Office Hours

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

Student Assistance Program

The Student Success Center is a one-stop center that offers one-on-one assistance to help students plan for and achieve their academic and career goals in a supportive environment. The center offers several programs, resources, and services to all students. **See the link below:**

- [Layout 1 \(wcccd.edu\)](http://wcccd.edu)

Multi-Learning Lab (MLL)

The MLL assists students with regularly scheduled tutoring appointments. Many other students are assisted on a drop-in basis. The MLL will give presentations to classes upon request and welcome instructors to walk students to the lab to familiarize them with the location. Tutoring is 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 on the lower level of the Denise Wellons-Glover Welcome Center (WC). The Health Science Center (HSC) LRC is in the HSC behind the front desk. At the Ted Scott Campus, it is located on the first floor of the building. A semi-enclosed walkway joins the Ted Scott Campus and the health science area on the ground level. The 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 the 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

Other features include:

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

Student Support Services - Disability Support Services

Disability Support Services provide resources according to the individual needs of students with disabilities. WCCCD Disability Support Services coordinates assessment and include services such as tutoring, visual aids, sign language interpreters, language interpreters, and note-takers, as well as special equipment often required to support academic success in college. Instructors and advisors may refer students who need assistance. However, students are welcome to come and discuss individual concerns without referrals. Contact Number: **(313) 496-2634**. More information can be found at https://www.wcccd.edu/students/pp_disability.htm.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER SEVEN: COMMUNICATION

Communication

Communication is crucial as students' progress through the program. To promote effective communication, all students receive a free WCCCD student email account upon enrollment. This account provides students with instant access to important student and District-wide information. It is a safe and secure method 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 and or 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, PREP U, 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, corrective action plans, any written correspondence to or from the student, 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's expectation that all addresses and communicative information be kept current in the nursing office. Students are expected to update changes in information every semester.

Surveys and Questionnaires

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

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

Financial Aid

Students receiving financial aid must 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 obligations.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER EIGHT: GUIDELINES AND POLICIES

Medication Administration

Clinical experience in nursing requires the safe administration of medication. All nursing students must demonstrate proficiency by passing a medication exam 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:

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

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

- Blood products
- IV push medication
- IV narcotic medications

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

The student must:

1. Identify key information regarding the medication to be administered:
 - a. Mechanism of action
 - b. Major side effects and incompatibilities
 - c. Rationale for medication use
 - d. Correct medication dosage and or IV rate calculation completed.
 - e. Available assessment considerations (i.e., BP, HR, drug levels, blood sugar)
 - f. Selection of proper needle and syringe size, site (for IM/SQ administration), and volume capacity for the site chosen
 - g. Saline flush guidelines
2. Identify and verify the patient's allergies **prior** to medication administration.
3. Identify the **eight rights** of medication administration as follows:
 - a. Right Patient
 - b. Right Medication
 - c. Right Dose
 - d. Right Route
 - e. Right Time
 - f. Right Documentation
 - g. Right of Patient to Refuse
 - h. Right Patient Education
4. Students must prepare medications for **only one patient at a time to ensure safety**. Prior to entering the patient's room, students must perform "**three checks**" of the "**rights**" to ensure the correct medication is being administered to the right patient.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- a. **First Check:** After collecting the medication from the stocked location(s), return to the EMR and compare the medication label against the MAR. Check the generic name and expiration date.
- b. **Second Check:** Double-check the medication label against the MAR, preparing as necessary. Show calculations.
- c. **Third Check:** A final check of the medication label against the MAR is done prior to administration of the medication and before entering the patient's room or vicinity.
- d. Maintain standards of patient safety, including proper hand washing and clean or sterile techniques, and disposal of sharps as appropriate during the entire medication administration process.
- e. Use two patient identifiers prior to medication administration to ensure safety.
- f. If the Clinical Partner's policy allows documentation with the clinical faculty in the patient's Medication Administration Record (MAR) providing correct medication, dose, and administration time according to the agency procedures along with the clinical faculty signature and or initials.

Violation of Policy

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

Drug and Alcohol Testing Policy

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

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

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

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

- Odor of drug and alcohol on breath or person
- Alertness (change in alertness, sleepy, confused).
- Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic
- Excessive sick days, and excessive tardiness when reporting for clinical or class.
- Missed deadlines, careless mistakes, 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

4. Faculty reserves the right to request drug and alcohol testing if there is reasonable suspicion in a class, laboratory, or clinical setting.
5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation.
6. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol.
7. Non-acceptance and acceptance values for lab results will be determined according to the agency policy. Collection procedures will adhere to the required "chain of custody" protocol as indicated by the assigned clinical agency.
 - a. Some clinical site guidelines may be more stringent than industry standards and require 13-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 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 not be 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 submit to drug and alcohol screening will be expected to authorize the release of the results to the College.
16. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or a responsible individual. **Under no circumstances will the student be allowed to drive home.**

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

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

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

- Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event to the Dean of Nursing, 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

CHAPTER NINE: ETHICS, CIVILITY, AND BEHAVIOR STANDARDS

Nursing students are expected to comply with WCCCD student handbook policies related to the *Scholastic Ethics Code* (including the Guidelines for Scholastic Code of Ethics; Scholastic Code of Ethics Violation; Cheating; Plagiarism; Collusion; and Compromising Instructional and Test Materials, Misrepresentation, or Fraud).

The Nursing Program will also follow the WCCCD student handbook regarding Complaint Procedures for Code of Ethics Violations and Disciplinary Action for Violations.

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

Student Code of Conduct Violations

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

- Dishonesty, such as knowingly furnishing false information to the College.
- Forgery, alteration, or misuse of college documents, records, identification, e-mail, or other electronic information.
- Obstruction or disruption of teaching, administration of the College, disciplinary procedures or other College District activities, community service functions, or other authorized College District-sponsored activities on or off college premises.
- Physical actions against any person on District-owned or controlled property or at a College and or 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 and or District or of a member of the College community or of a visitor to the College.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

- Possession or use of firearms, explosives, dangerous chemicals, substances, instruments, or other weapons that can be used to inflict bodily harm to any individual or damage to a building or grounds of the college and or District-owned or controlled property.
- Failure to comply with directions of College and or District officials or law enforcement officers acting in the performance of their duties, and or failure to identify oneself to these persons when requested to do so.
- Use of tobacco and tobacco products (smoking) in unauthorized areas.
- Verbal abuse OR abusive behavior includes excessive profanity, threats, intimidation, harassment, coercion, 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 and or District-owned or controlled property.
- Leaving unattended minor children on college-owned or controlled property or at College and or District- sponsored or supervised functions without making provisions for them to be cared for or supervised.
- Use 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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 the second year (third semester) of the Nursing Program, students must meet with a **nursing representative** to review the 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 a 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.

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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

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

The Dean of Nursing will forward 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 can request testing modifications when applying to take the National Council of Licensing Examination- Registered Nurse (NCLEX-RN) (<https://www.ncsbn.org/index.htm>).

WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
Associate of Applied Science in Nursing Program
Student Handbook 2023-2024

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